



Possible Scenarios for Education Course Fieldwork Opportunities

California Community College Teacher Preparation Programs (CCCTPP) have created a collection of fieldwork placement plans for fall 2020 as a resource. Plans listed below are snapshots taken in July 2020 and are subject to change due to fluid school reopening guidelines, CSU policy, and institutional needs. Further information can be found on the CCCTPP website <http://teacherprepprogram.org/>.

#1 Fall 2020 Revising MOU/Contracts for virtual online fieldwork (in-progress)

College Name and Contact

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Teacher Preparation Program Components and Partner Districts & Universities

1. We offer an AA-T Elementary Teacher Education including EDUC 001 Introduction to Teaching, EDUC 005 Critical Thinking in Education, and WE15XX Work Experience in Education. My program is under our Arts and Letters learning area, but is a stand alone program and one of the largest transfer degrees on our campus.
2. We place students in local school districts in TK-12 grade educational classrooms to observe utilizing existing MOU's and contracts for in-person placement. Students complete 45 hours for Intro to Education courses and 15 hours for the Critical Thinking courses.
3. Our district partners are the outlying elementary school districts surrounding our campus within a 30-mile radius. Our local CSU partners are CSU Fresno and private partners are Fresno Pacific University, Brandman and Grand Canyon University.

Fall 2020 Fieldwork Tentative Plans:

1. Students will continue to complete the online version of each district's volunteer components. I have MOU's and contracts in place currently with three districts.
2. CSUF continues to allow for multiple opportunities to keep students involved in the TK-12 setting which includes: video observation, job shadowing a teacher virtually and/or volunteering in a socially distanced classroom and being involved in teacher planning including meetings and any preparatory work.

3. Students will have the opportunity to utilize the following options:
 - a. Video observation- online quality lessons, pre-recorded district teaching lessons (lessons that have been included within the district MOU)
 - b. Online virtual observation (Supporting the teacher and also helping develop online activities to provide within the virtual sessions)
 - c. Online virtual participation including district meetings, PLC meetings, planning committees, and preparatory planning.
 - d. After School Program planning is in place to give EDUC students opportunities to work with TK-12 students.

#2 Fall 2020 Using existing MOU/Contracts for virtual online fieldwork with video supplements

College Name and Contact

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Teacher Preparation Program Components and Partner Districts & Universities

1. Our program is housed within the Early Childhood Education Department. We offer an EDUC 203 course.
2. We place students for fieldwork in local school districts in local TK-8 general education classrooms. We utilize existing MOU's and Agreements for in-person placement. Students complete 45 hours of Classroom Observation for the EDUC 203 course.
3. We place students in the Newhall SD, Castaic SD, Sulpher Springs SD, Saugus SD and William S. Hart School Districts, although if students live outside of the Santa Clarita Valley we also place them in schools that are closer to home for that student. Our local CSU partners include CSU Northridge, CSU Bakersfield and CSU Los Angeles. We also have worked with UCLA, USC, Loyola Marymount, Biola University, Pepperdine University, University of La Verne and CSU Channel Islands.

Fall 2020 Fieldwork Tentative Plans:

1. Students will be attending a Synchronous class for discussion, reflection and instruction with Asynchronous assignments.
2. Assuming that the CSU system's policy on accepting students still allows for video observation and reflection, our 45 hours of in-person fieldwork will be replaced with video observation alternatives. Given the current climate in education nationally and locally, it's very difficult to predict if in-class observations will be possible. All local school districts have decided to offer distance learning as an option to their students and so we also have started to look into possibilities for students to job shadow a teacher virtually.
3. We will be offering to our students the opportunity to do a combination of online

observation and video observation, which will be modeled in class during discussions.

#3 Fall 2020 Non-traditional fieldwork

College Name and Contact

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Teacher Preparation Program Components and Partner Districts & Universities

1. Our program is housed in the School of Languages, Literature, and Humanities
2. We have an ADT and non-ADT pathway. The non-ADT pathway is preferred by SDSU, which is our primary feeder school.
3. DEBER Program is a partnership with SD Mesa & SD City Colleges, and San Diego State University to develop bilingual educators.
4. We also work in a more limited capacity with CSU San Marcos, University of San Diego, National University, and Point Loma Nazarene University.
5. San Diego's South County has five districts that we work with: Chula Vista Elementary School District, National School District, San Ysidro School District, South Bay Union School District, and Sweetwater High School District.
6. Beginning to collaborate more with San Diego County Office of Education

Fall 2020 Fieldwork Tentative Plans:

1. Preparing for a combination of in-person and virtual experiences.
2. Some school districts are in favor of having students work in the classroom under the supervision of a credentialed teacher. This will likely include some combination of face to face and virtual teaching.
3. Other school districts are more hesitant to have students from SWC work directly with their k-12 students. In those cases, we will have an option for video observations.
4. Work with the SDCOE is most interesting because they often serve student populations that are not in traditional school settings, so there is more opportunity for innovation.
5. We are looking at options related to migrant education and court schools, where students will be under the supervision of a credentialed teacher.
6. Looking at how we can integrate behind the scenes work into their 45 hours, in order to give students a better idea about what goes into making a classroom, school, or program run.
7. Encourage students to participate in PTA/PTO and SSC meetings, attend staff meetings, observe IEP meetings, sit in on grade-level collaboration, interview teachers, and shadow principals, as allowed.

#4 Fall 2020 Video observation supplements if no time for contract addendums

College Name and Contact

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Teacher Preparation Program Components and Partner Districts & Universities

1. Our program is housed in the Reading and Teacher Preparation Department. We offer an AA-T Elementary Teacher Education including EDUC 20 (the EDUC 200 C-ID course).
2. We place students for fieldwork in local school districts in local TK-8 general education classrooms utilizing existing MOU and Agreements for in-person placement. Students complete 10 or 45 hours for Intro to Education courses.
3. We place students in LBUSD and other local school districts. Our local CSU partners include CSULB, CSUDH and CSUF.

Fall 2020 Fieldwork Tentative Plans:

1. Students will continue to Livescan fingerprint, TB screen, sign a waiver, and complete Mandatory Reporter training for our EDUC 10 and EDUC 20 fieldwork courses. Classes will be synchronous online 12-week courses.
2. If CSULB continues to allow for video observation, we will replace the 10/45 hours of in-person fieldwork with video observation alternatives and have started to look into possibilities for students to job shadow a teacher virtually and/or volunteer in a socially distanced classroom.
3. Virtual fieldwork would require a contract addendum to allow students to tutor in a Zoom or other virtual breakout room, etc. Students who would potentially volunteer in an online classroom would need a TK-12 district email in order to access the online classroom meetings.
4. Socially distanced in-person fieldwork would not require a change to our existing MOU/Agreements.
5. We are looking into offering a variety of options for students to account for 10/45 hours of fieldwork including a fieldwork hours log. Options may include:
 - a. Video observation only
 - b. Online observation and video observation combination (if MOU addendum is developed in time)
 - c. Online, in-person, and video observation combination (if MOU addendum is developed in time)

#5 Fall 2020 Paused fall education course fieldwork

College Name and Contact

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Teacher Preparation Program Components and Partner Districts & Universities

1. We are the regional model lead for the SF Bay Region and coordinate the SWP Regional Joint Venture in TPP for the SF Bay Region. Our TPP Program has been in operation since 1998 and is co-housed in the Child Development & Family Studies Dept. with ECE. We offer advisors, academic counselors and resources for those considering a range of careers with children and youth.
2. We currently prepare ECE, TK-12 and community college teachers.
3. We published the first Education / Teaching Sector brochure in CA with the Centers of Excellence in 2019.
4. We provide a robust dual-enrollment program with SFUSD that serves several hundred juniors and seniors each year, in dual enrollment coursework and paid internships at school sites (pre-CoVID).
5. We convene local COP's in ECE (with CCCECE, and in EDU in the SF Bay region. We offer 3 Fieldwork courses (ECE, Elementary and Middle/high School) as well as Orientation to Education, 2 AS-T's and an AA degree.
6. Our primary transfer institution is San Francisco State University.

Fall 2020 Fieldwork Tentative Plans:

1. Education courses with fieldwork are not being offered in fall 2020.
2. We hope to continue to offer Education fieldwork courses in the spring, but it is not yet known.