LBS Dept

Assessment on Early Fieldwork Experiences (Spring 2024)

Lead: Claudia Diera
Co-Leads: Kimberly Persiani & Michael Willard



Early Fieldwork Experiences

Early fieldwork experiences in a public school setting is intended to provide Cal State LA students with an opportunity to learn about the dynamics of teaching in a school, prior to applying and enrolling in a teaching credential program:

- K-12 curriculum and instruction
- Student/teacher interactions
- Classroom management
- Lesson planning
- Grades
- Culture and operation of a school
- Grouping of students by academic needs

What

We assessed how current opportunities for early fieldwork experiences in the Liberal Studies undergraduate major support students to prepare for careers in teaching before enrolling in a teaching credential program

Why

How

Results

What

We assessed how current opportunities for early fieldwork experiences in the Liberal Studies undergraduate major support students to prepare for careers in teaching before enrolling in a teaching credential program

Why

* Liberal Studies majors who become teachers work in Los Angeles area schools, almost all of which are urban and high needs.
* In September 2023 we submitted a program modification so that students in our teacher preparation options can complete their BA requirements and credential in 4 years.

How

Results

What

We assessed how current opportunities for early fieldwork experiences in the Liberal Studies undergraduate major support students to prepare for careers in teaching before enrolling in a teaching credential program

Why

* Liberal Studies majors who become teachers work in Los Angeles area schools, almost all of which are urban and high needs.
* In September 2023 we submitted a program modification so that students in our teacher preparation options can complete their BA requirements and credential in 4 years.

How

* Observation of 6 focus students for 1 hour during the Spring semester in an elementary school classroom.
* Fieldnotes of each observation were analyzed using Teaching Performance Expectations (TPEs).

Results

California Teaching Performance Expectations (TPEs)

TPE 1: Engaging and Supporting All Students in Learning (1.1 - 1.8)

TPE 2: Creating and Maintaining Effective Environments for Student Learning (2.1 - 2.6)

TPE 3: Understanding and Organizing Subject Matter for Student Learning (3.1 - 3.8)

TPE 4: Planning Instruction and Designing Learning Experiences for All Students (4.1 - 4.8)

TPE 5: Assessing Student Learning (5.1 - 5.8)

TPE 6: Developing as a Professional Educator (6.1 - 6.7)

TPE 7: Effective Literacy Instruction for All Students (7.1 - 7.11)

What

We assessed how current opportunities for early fieldwork experiences in the Liberal Studies undergraduate major support students to prepare for careers in teaching before enrolling in a teaching credential program

Why

* Liberal Studies majors who become teachers work in Los Angeles area schools, almost all of which are urban and high needs.
* In September 2023 we submitted a program modification so that students in our teacher preparation options can complete their BA requirements and credential in 4 years.

How

* Observation of 6 focus students for 1 hour during the Spring semester in an elementary school classroom.
* Fieldnotes of each observation were analyzed using Teaching Performance Expectations (TPEs).

Results

* Field observations were matched with TPEs, which gives us a rough snapshot of the kinds of TPEs students are exposed to and that they practice.
* We also see what is missing

TPE 1.8

As Yajaira supported the student with his writing, Ms. Eckert sat in the back of the classroom, working one-on-one with a student on their math assessment.



TPE 1: Engaging and Supporting All Students in Learning (1.1 - 1.8)

TPE	Observation 1	Observation 2	Observation 3	Observation 4	Observation 5	Observation 6
1.1	x		x		x	x
1.2						
1.3			x			x
1.4						
1.5		x	x	x	x	x
1.6	x		x	x	x	x
1.7						
1.8	x	x	x	x	x	x

TPE 1.8

As Yajaira supported the student with his writing, Ms. Eckert sat in the back of the classroom, working one-on-one with a student on their math assessment.

TPE 2.6

The science teacher says “Class, class” and students respond “Yes, yes”--Beatriz models this and puts up her hands, which students also do.



TPE 2: Creating and Maintaining Effective Environments for Student Learning (2.1 - 2.6)

TPE	Observation 1	Observation 2	Observation 3	Observation 4	Observation 5	Observation 6
2.1						x
2.2		x				
2.3		x				
2.4						
2.5			x			
2.6	x		x	x	x	

TPE 3: Understanding and Organizing Subject Matter for Student Learning (3.1 - 3.8)

TPE	Observation 1	Observation 2	Observation 3	Observation 4	Observation 5	Observation 6
3.1						
3.2	x					
3.3						x
3.4			x			x
3.5		x	x	x		
3.6	x		x	x	x	
3.7						
3.7						

TPE 4: Planning Instruction and Designing Learning Experiences for All Students (4.1 - 4.8)

TPE	Observation 1	Observation 2	Observation 3	Observation 4	Observation 5	Observation 6
4.1						
4.2						
4.3						
4.4			x	x		
4.5	x	x				
4.6	x					
4.7			x	x	x	x
4.8		x				

TPE 5: Assessing Student Learning (5.1 - 5.8)

TPE	Observation 1	Observation 2	Observation 3	Observation 4	Observation 5	Observation 6
5.1						
5.2						
5.3						
5.4						
5.5						
5.6						
5.7						
5.8						

TPE 6: Developing as a Professional Educator (6.1 - 6.7)

TPE	Observation 1	Observation 2	Observation 3	Observation 4	Observation 5	Observation 6
6.1						
6.2						
6.3						
6.4						
6.5						
6.6						
6.7						

TPE 7: Effective Literacy Instruction for All Students (7.1 - 7.11)

TPE	Observation 1	Observation 2	Observation 3	Observation 4	Observation 5	Observation 6
7.1						
7.2				x		
7.3			x	x	x	
7.4			x	x	x	
7.5	x	x	x			x
7.6						
7.7		x				x
7.8						
7.9						
7.10						
7.11						

Recommendations

1. **Fieldwork**: Develop a discussion protocol where our students sit-down with their mentor teacher bi-weekly and to discuss one TPE every meeting and reflect on where and when these occur in the classroom/school and how to plan for them.
2. **Coursework**: Implement ways, through coursework, to explicitly teach the TPEs, especially those that we did not observe students practicing.
3. **Professors**: Hold conversations with Liberal Studies instructors in our content/subject matter classes and discuss how they can include assignments and activities related to development of skills to deliver TPEs.

Concluding thoughts...

