



School of Education

To: School Site Principals, Teachers and Community Leaders

From: Dr. Alayne Sullivan, Department Chair, Teaching and Learning

RE: Fieldwork Experiences – MALT 606/EDUC 506/EDUG 406: Single-Subject Methods II: Content Area Teaching

The University of Redlands, School of Education, has thoughtfully planned a developmental sequence of supervised teaching and learning experiences balancing the theories of education with effective practices in schools and communities.

To balance the theories of education with the practices of teaching, it is essential that our teacher credential students experience the complexity of teaching and learning in real classrooms and community settings.

To achieve this goal our program has aligned fieldwork experience hours with specific learning goals and course assignments.

MALT 601: Foundations of Learning

MALT 602: Single-Subject Methods I: Critical Pedagogy and Instructional Design

MALT 604: Single-Subject Literacy Methods I: Literacies for Diverse Learners

MALT 606: Single-Subject Methods II: Content Area Teaching

MALT 608: Single-Subject Literacy Methods II: Content Area Literacy and Assessment

MALT 611: Foundations of Literacies

_____ is a teacher credential student currently enrolled in _____.
(Credential Student Name) (Course Number)

The instructor of the course is _____ and can be reached at _____.
(Instructor Name) (Instructor Email)

Our teacher credential student would like to have the opportunity to engage in 5 hours of fieldwork in a classroom or community setting to experience one or more of the following activities for the course checked above.

- Gather information on **one focus student who is an ELL.**
- Gather information on classroom management routines (attendance, distributing assignments, collecting work, grading, assessment) and instructional techniques.
- Gather information on **one focus student with special needs.**
- Gather information on the curriculum being taught to the whole class including as many details as you can on content, differentiation strategies, procedures, assessments, and general demographics on the class as a whole.
- Assess the extent to which **inquiry** (chapter 11 Estes) is used as an instructional strategy.
- Describe aspects of **social justice integrated into the learning.**

Thank you for your time and commitment to our teacher credential students and fieldwork program as our students prepare to enter the field of teaching.