



School of Education



**Master of Arts in Teaching and/or Preliminary Teaching Credential
Fieldwork Handbook**

MAT • LSEE • Traditional Undergrad

2025-2026

**School of Education
Point Loma Nazarene University**

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Fieldwork Description

Classroom life and instructional practices consist of complex activities and procedures. Most candidates gain some initial experience of the teacher's perspective of classroom life by participating in course presentations, by tutoring other students, or by working informally as an instructional assistant or classroom substitute. Direct experience with the K-12 classroom to learn the instructional methods of effective instructional techniques is the single most powerful component of teacher preparation. Consequently, Point Loma Nazarene University's School of Education considers the fieldwork experience to be invaluable to the education and preparation of future teachers. The aim of the field experience component of the program is to cultivate the capacity to analyze, reflect, and engage in linking educational theory with instructional practice.

Candidates are required to complete a planned program of fieldwork experiences in order that:

1. The candidate gains an understanding of whether or not he/she should continue in the teacher preparation program.
2. The university knows whether or not the candidate possesses the potential for becoming a quality teacher.
3. The candidate gains knowledge about instructional skills and teaching techniques, and has the opportunity to observe and implement these techniques and skills through involvement in fieldwork experiences.
4. The candidate experiences diversity through involvement with different grade levels, different subject areas or units within subject areas, a variety of linguistic and cultural backgrounds, and students of differing ability levels and learning styles.

Multiple and Single Subject candidates will complete a minimum of 80 hours, and Education Specialist candidates will complete a minimum of 200 hours before they can begin clinical practice, which is the culminating experience before licensure. Candidates completing more than one credential concurrently must complete all the prerequisite coursework and fieldwork courses for each credential before entering into clinical practice. The fieldwork hours are embedded within select in-house courses. Below are the course descriptions for each fieldwork.

Fieldwork Courses and Requirements

Candidates complete the following fieldwork courses at the grade level and subject matter in accordance with the credential they are pursuing, as well as the requirements for the course content. **Intern candidates, permitted employees (PIP/STSP), and private school teachers at an accredited private school must also meet the program standards and experience a variety and diverse educational settings outside of their own educational employment setting.**

**Some courses may offer an approved video option for interns, permitted candidates, and private school teacher candidates.*

Multiple Subject Fieldwork

EDU 6001, EDT 3006, EDU 3006	Principles of Language Acquisition	<p>The fieldwork portion of this course requires 20 hours of observation and participation specific to English Language Learners in a K-12 grade classroom in a culturally diverse and inclusive school setting.</p> <p><i>Interns/permitted candidates/private school teachers may complete 10 hours of observations and 10 hours of videos which support the course content and standards. The list of video options will be emailed to candidates.</i></p>
EDU 6002, EDT 4004, EDU 4004	Foundations of Special Education	<p>The fieldwork portion of this course requires 20 hours of observation and participation specific to special education observations of students being serviced on an Individual Education Program (IEP). Candidates will observe students on IEPs in self-contained special education environments, a resource center environment, or a co-teaching inclusive general education environment.</p> <p><i>All hours must be completed outside of the candidate's own classroom. All candidates observe 10 hours of classroom observations and 10 hours of fieldwork embedded in course assignments.</i></p>
EDU 6010, EDT 4010, EDU 4010	Methods of Teaching Reading and Writing	<p>The fieldwork portion of this course requires 20 hours of observation and participation in a general education, K-3 grade classroom specific to standards-based reading instruction in a culturally diverse and inclusive school setting. <i>Interns, permitted candidates, and private school teachers:</i></p> <p><i>If not working in a K-3 grade classroom where Common Core standards are being taught, 10 hours will have to be completed in another classroom or school site. 10 hours of videos, which support the course content and standards, will also be included. The list of video options will be emailed to candidates.</i></p>

EDU 6012, EDT 3024, EDU 3024	Differentiated Mathematics Instruction for All Learners	<p>The fieldwork portion of this course requires 20 hours of observation and participation in a general education, K-6 grade classroom specific to math instruction in a culturally diverse and inclusive school setting.</p> <p><i>Interns, permitted candidates, and private school teachers: May do 20 hours in their own classroom AS LONG AS their classroom environment meets all requirements for course observations.</i></p>
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Single Subject Fieldwork

All fieldwork for single-subject candidates is completed in the subject-specific area of the credential the candidate is pursuing.

EDU 6001, EDT 3006, EDU 3006	Principles of Language Acquisition	<p>The fieldwork portion of this course requires 20 hours of observation and participation specific to English Language Learners in a K-12 grade classroom in a culturally diverse and inclusive school setting.</p> <p><i>Interns, permitted candidates, and private school teachers may complete 10 hours of observations and 10 hours of videos, which support the course content and standards. The list of video options will be emailed to candidates.</i></p>
EDU 6002, EDT 4004, EDU 4004	Foundations of Special Education	<p>The fieldwork portion of this course requires 20 hours of observation and participation specific to special education observations of students in a K-12 grade classroom being serviced on an Individual Education Program (IEP). Candidates will observe students on IEPs in self-contained special education environments, a resource center environment, or a co-teaching inclusive general education environment.</p> <p><i>All hours must be completed outside of the candidate's own classroom. All candidates complete 10 hours of observations and 10 hours of fieldwork embedded in course assignments.</i></p>
EDU 6020, EDT 4020, EDU 4020	Literacy Instruction for Secondary Teachers	<p>The fieldwork portion of this course requires 20 hours of observation and participation in a general education, 7-12 grade classroom specific to content area literacy instruction in a culturally diverse and inclusive school setting.</p> <p><i>Interns, permitted candidates, and private school teachers may complete 10 hours of observations and 10 hours of videos, which support the course content and standards. The list of video options will be emailed to candidates.</i></p>
EDU 6021, EDT 4021, EDU 4021	General Methods for Secondary Teachers	<p>The fieldwork portion of this course requires 20 hours of observation and participation in a general education, 7-12 grade classroom specific to content area teaching strategies</p>

		<p>in a culturally diverse and inclusive school setting.</p> <p><i>Interns, permitted candidates, and private school teachers: May do 20 hours in their own classroom AS LONG AS their classroom environment meets all requirements for course observations.</i></p>
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Education Specialist – Mild/Moderate Support Needs & Extensive Support Needs

EDU 6001, EDT 3006, EDU 3006	Principles of Language Acquisition	<p>The fieldwork portion of this course requires 20 hours of observation and participation specific to English Language Learners in a culturally diverse and inclusive school setting.</p> <p><i>Interns/permitted candidates/private school teachers may complete 10 hours of observations and 10 hours of videos which support the course content and standards. The list of video options will be emailed to candidates.</i></p>
EDU 6002, EDT 4004, EDU 4004	Foundations of Special Education	<p>The fieldwork portion of this course requires 20 hours of observation and participation specific to special education observations of students being serviced on an Individual Education Program (IEP). Candidates will observe students on IEPs in self-contained special education environments, a resource center environment, or a co-teaching inclusive general education environment.</p> <p><i>All hours must be completed outside of the candidate's own classroom. All candidates observe 10 hours of classroom observations and 10 hours of fieldwork assignments embedded in coursework.</i></p>
EDU 6010, EDT 4010, EDU 4010	Methods of Teaching Reading and Writing	<p>The fieldwork portion of this course requires 20 hours of observation and participation in a general education, K-3 grade classroom specific to standards-based reading instruction in a culturally diverse and inclusive school setting.</p> <p><i>Interns, permitted candidates, and private school teachers may complete 10 hours of observations and 10 hours of videos, which support the course content and standards. The list of video options will be emailed to candidates.</i></p>
EDU 6012, EDT 3024, EDU 3024	Differentiated Mathematics Instruction for All Learners	<p>The fieldwork portion of this course requires 20 hours of observation and participation in a general education, K-6 grade classroom specific to math instruction in a culturally diverse and inclusive school setting.</p> <p><i>Interns, permitted candidates, and private school teachers: May do 20 hours in their own classroom AS LONG AS their classroom environment meets all requirements for course observations.</i></p>

<p><u>OR</u></p> <p>EDU6021, EDT4021, EDU4021</p>	<p>General Methods for Secondary Teachers</p>	<p>The fieldwork portion of this course requires 20 hours of observation and participation in a general education, 7-12 grade classroom specific to content area teaching strategies in a culturally diverse and inclusive school setting.</p> <p><i>Interns, permitted candidates, private school teachers: May do 20 hours in their own classroom AS LONG AS their classroom environment meets all requirements for course observations.</i></p>
<p>ESP6061, EDS4061, EDU4061</p>	<p>Supportive Environments / Plans for students with Exceptionalities</p>	<p>The fieldwork portion of this course requires 20 hours of observation (10 hours of classroom observations and 10 hours of fieldwork assignments embedded in the coursework) and participation specific to learners with mild to extensive disabilities in a K-12 grade classroom in addition to culturally and linguistically diverse learners in a culturally diverse and inclusive school setting.</p> <p><i>Interns, permitted candidates, and private school teachers may use their own classroom with support from Support Provider. AS LONG AS their classroom environment meets all requirements for course observations.</i></p>
<p>ESP6062, EDS4062</p>	<p>Assessments and Case Management</p>	<p>The fieldwork portion of this course requires 20 hours of observation (10 hours of classroom observations and 10 hours of fieldwork assignments embedded in coursework) and participation specific to learners with mild to extensive disabilities in a K-12 grade classroom in addition to culturally and linguistically diverse learners in a culturally diverse and inclusive school setting.</p> <p><i>Interns, permitted candidates, and private school teachers may use their own classroom with support from Support Provider AS LONG AS their classroom environment meets all requirements for course observations.</i></p>
<p>ESP6063, EDS4063</p>	<p>Self Determination and Partnerships: Keys to Successful Transitions</p>	<p>The fieldwork portion of this course requires 20 hours of observation (10 hours of classroom observations and 10 hours of fieldwork assignments embedded in the coursework) and participation specific to learners with mild to extensive disabilities in a 9-12 grade classroom in addition to culturally and linguistically diverse learners in a culturally diverse and inclusive school setting.</p> <p><i>Interns, permitted candidates, and private school teachers may use their own classroom if it is a 9-12 grade classroom with learners who have mild to extensive support needs.</i></p>
<p>ESP6064, EDS4064</p>	<p>Multidisciplinary Collaboration and IEP</p>	<p>The fieldwork portion of this course requires 20 hours of observation (10 hours of classroom observations and 10</p>

	Development	<p>hours of fieldwork assignments embedded in the coursework) and participation specific to learners with mild to extensive disabilities in a K-12 grade classroom in addition to culturally and linguistically diverse learners in a culturally diverse and inclusive school setting.</p> <p><i>Interns, permitted candidates, and private school teachers may use their own classroom AS LONG AS their classroom environment meets all requirements for course observations.</i></p>
ESP6065, EDS4065	Social Emotional, Communicative Strategies and Behavior Supports	<p>The fieldwork portion of this course requires 20 hours of fieldwork observations embedded in coursework and participation specific to learners with mild to extensive disabilities in a K-12 grade classroom in addition to culturally and linguistically diverse learners in a culturally diverse and inclusive school setting.</p> <p><i>Interns, permitted candidates, and private school teachers may use their own classroom AS LONG AS their classroom environment meets all requirements for course observations.</i></p>
ESP6066, EDS4066	High Leverage Practices for Inclusive Environments	<p>The fieldwork portion of this course requires 20 hours of observation (10 hours of classroom observation and 10 hours of fieldwork assignments embedded in coursework) and participation specific to learners with Extensive Support Needs in a K-12 grade inclusion classroom in addition to culturally and linguistically diverse learners in a culturally diverse and inclusive school setting.</p> <p><i>Interns, permitted candidates, and private school teachers may use their own classroom if it is K-12 inclusion with ESN.</i></p>

Candidate Responsibilities

Fieldwork Prerequisites

Before fieldwork hours begin, the candidate must submit the following items to soeforms@pointloma.edu.

1. **Health Clearance:** Evidence must be presented that the candidate is free from tuberculosis. In some cases, a lung X-ray may be required (negative TB tests are valid for four years). Risk assessments completed through a district and signed by a school nurse can also be accepted.
2. **Certificate of Clearance:** Evidence of a valid certificate of clearance must be presented. A valid 30-day substitute permit or other CTC-issued credential also satisfies this requirement (see www.plnusoe.com for instructions on obtaining a certificate of clearance).
3. **Professional Liability Insurance:** Evidence of professional liability insurance must be presented. Affordable liability insurance can be purchased via membership in the California Teachers Association/National Education Association or the Association of American Educators.
4. **Fieldwork Application:** Candidates must complete the fieldwork application located on the Field Experience website at www.plnusoe.com in order to assist in communicating placement preference, current employment in a school, and other elements affecting placement.
5. **FERPA Training:** All candidates completing fieldwork must complete a Federal Educational Rights and Privacy Act (FERPA) training prior to beginning fieldwork. All candidates will need to complete the FERPA 101: Local Agencies Training. Candidates can find the link and instructions on the Field Experience website at www.plnusoe.com.

Professionalism Standards

Point Loma teacher candidates are expected to present themselves in a professional manner at all times while completing field experience requirements.

1. Always have students refer to you as Mr./Ms. while using your last name.
2. Always wear appropriate clothing and shoes when visiting school campuses. Please follow all campus dress code guidelines (see below for more information).
3. Always check with the host teacher to determine how involved he/she will want you to be with his/her students.
4. Always consult with your host teacher to set up any case study or assessment documentation and make sure the host teacher is nearby when you complete coursework activities. Never be alone with a student anywhere on campus.
5. Always refrain from physical interaction (shoulder touching, arm touching, etc.) with students. High fives and handshakes are appropriate depending on the student's grade level.

Always be conscious that you are on a job interview from the moment you enter a campus to the moment you leave. You are representing yourself as well as Point Loma Nazarene University.

Dress Guidelines

School of Education candidates represent Point Loma Nazarene University during their clinical field experiences, and as such, the expected attire differs from that of a college student. As guests, professional dress is required for candidates whenever they are present in the host schools.

Casual business attire is appropriate for all experiences, regardless of the attire of the teachers who work at the school. A candidate's clothing should clearly distinguish them from the students in the school at a glance.

Time Commitment

All candidates are required to complete specific activities in each course. These activities require careful collaboration with the host teacher. In general, the candidate should expect to be in the classroom at least two (2) hours each week. The candidate is required to observe 20 hours per fieldwork course.

Transportation

Transportation for candidates to fieldwork assignments at various school sites is NOT provided by PLNU or the School of Education. The candidate must provide his/her own transportation.

Fieldwork Placement Procedures

Candidates who are considered traditional and are not employed on a school site will be placed in a school district that meets his/her educational program requirements. The placement of a candidate is vital to his/her educational growth, and for this reason, it is the placement coordinator's responsibility to direct the placement of the candidate. **All placements, regardless if a candidate is employed in their own classroom, must be approved by the placement coordinator** in order to ensure the classroom environment meets all of the requirements set forth in the course.

Candidates will complete at least 80 hours of observation. Each fieldwork course requires 20 observation hours. *Each 20-hour observation period must be completed within the time frame of the quad in which the candidate is enrolled in the "in-house" course.*

- Candidates must complete the fieldwork prerequisites previously listed. **Candidates are prohibited from beginning fieldwork hours until all prerequisites have been submitted.** *Candidates who have not submitted all prerequisites by the prerequisite deadline, before the quad starts, will be dropped from the fieldwork course(s).*
- Candidates will receive placement information via their assigned PLNU email account, which includes information regarding the district placement (contact information, etc.) where the fieldwork hours will be completed.
- Candidates are to contact the school site **immediately** to arrange observation times.
- Candidates hold the responsibility to coordinate observation days and times with the host teacher.
- All observations that will be completed outside of a candidate's own classroom environment must be cleared by the candidate's administration. It will be the candidate's responsibility to communicate hours with the administration as needed.

Fieldwork Completion

- **Candidates must complete the fieldwork hours during the dates they are enrolled in a fieldwork course.**
- After completing the prerequisites, the candidate will be placed in a school district that meets their educational program requirements. The placement of a candidate is vital to their educational growth, and for this reason, it is the placement coordinator's responsibility to direct the placement of the candidate. Upon enrolling in a field experience course, the candidate understands that their placement preference (e.g. school site or grade level) is taken into consideration but **is not guaranteed**.
- It is the responsibility of the candidate to contact the district, school site and/or host teacher to set up a schedule for observing in his/her classroom. The candidate should contact the host teacher immediately to arrange a meeting.
- Course syllabus: This is to be given to the host teacher by the candidate at the first meeting to inform the host teacher of the responsibilities, assignments and activities that the candidate will conduct in the host teacher's classroom.
- Candidates will determine a fixed schedule for observation with the host teacher. Please take into consideration the holiday and bell schedules (i.e. minimum days, spring break, Thanksgiving, etc).
- At the conclusion of the hours, the host teacher will complete the candidate's evaluation to verify the time and participation in the classroom.
- All candidates will enter the information regarding their fieldwork experience in the SOE's assessment system. The detailed information is gathered using the required fieldwork forms, which include the *Demographics Template*, *Host Teacher Professional Information*, and *Field Experience Evaluation Form*.
- **Placement coordinators will notify candidates of fieldwork form due dates at the beginning of each quad.** Fieldwork is 28% of the grade. By failing to submit any or all of the necessary forms by the end of the quad, you cannot receive higher than a C- for the course. Candidates will be required to re-register for the fieldwork course in the future to receive credit.

Frequently Asked Questions

1. What are the consequences of not submitting valid prerequisites on time?

All prerequisites – Health Clearance, a Certificate of Clearance from the CTC, FERPA training, and proof of Professional Liability Insurance – must be current through the entire quad/semester in which the candidate is registered. Failure to submit one or more valid prerequisites on time will result in being dropped from the course.

2. When do the observations have to be completed?

All observations must be completed during the quad for which you are registered for the course, and Host Teacher and Demographics forms are due the 3rd week of the quad, or the 8th week of the semester for undergraduate students. Field Experience Evaluation forms are due by the last day of the quad/semester. Failure to submit the required documents by the end of the quad will result in a non-passing grade for the course.

3. What are the maximum hours I can spend in the classroom each day?

You can observe up to five hours in one day for some courses. However, this practice is discouraged because you will lose some authenticity of the observation objectives by not observing over a longer span of time. The hours included in your log must only contain instructional hours. Recess, lunch, passing minutes, before school or after school hours cannot be counted toward your observation hours.

4. Can I combine fieldwork hours to complete them faster or when it is more convenient?

Fieldwork hours for separate courses may not be combined. You must complete your observations during the semester for which you are registered for the course and the total number of hours must equal the required amount. For example, EDU 6010 (20 hours) and EDU 6001 (20 hours) must equal a total of forty (40) hours, but they might be able to be done in the same classroom.

5. Why can't I choose where I complete my fieldwork?

It is the placement coordinator's responsibility to ensure that you are placed at a school site that will meet both PLNU's requirements and the state standards (including linguistic and ethnic diversity requirements). In addition, as a university, we must follow the school districts' protocols for inviting visitors into classrooms, especially for the courses that require you to gather information about specific students or teach a lesson. Legally, we cannot place students in districts for which we do not have a Memorandum of Understanding (MOU) in place.

6. If it is okay with the school, why do I need to be cleared through the district?

As a professional community, universities, school districts, and county educational offices adhere to each other's guidelines and standards. One of those guidelines is to clear all students with fingerprinting and TB results. Schools cannot verify these

requirements and must begin at the district level. All districts in the county require universities to communicate first with the district before sending students out to school sites. We cannot jeopardize our partnerships with the districts by attempting to circumvent this process.

7. Can I complete my field experience in a friend's classroom?

No, you may not complete any field experience hours in a classroom in which the host teacher is a relative or friend.

8. I am earning an Education Specialist credential. Will I complete any observations in a general education setting?

Yes, all observations are completed in a general education setting with the exception of EDT/EDU 4004/6002, EDT/EDU 4061/6061, EDT/EDU 4062/6062, EDT/EDU 4063/6063, EDT/EDU 4064/6064, EDT/EDU 4065/6065, EDT/EDU 4066/6066, which are completed in a self-contained Special Education classroom setting.

9. I am a university intern. Can I complete fieldwork in my own classroom?

As a university intern, you will experience at least three fieldwork experiences (60 hours) outside of your own classroom and may be required to complete at least one placement at a different school site. Please take this into consideration as you plan your schedule and speak with your advisor if you are uncertain that you will be able to make the necessary time commitments.

10. Can I complete observations as a long-term or regular substitute?

One of the purposes of fieldwork is to observe a veteran teacher. Therefore, you cannot complete observations while in a substitute position.

11. I completed fieldwork hours for another university. Can I use those hours toward a PLNU program?

Yes, as long as the hours were completed for a graduate/credential program and the hours meet the fieldwork requirements. Please contact the credential analyst for more information.

12. I work during the day. How can I complete the fieldwork hours?

All university programs require their candidates to complete fieldwork hours as a standard of the state. Fieldwork is an integral part of the teacher preparation program and is required for all candidates. Prior to entering a teaching credentialing program, it is important that you understand the time commitment. You will be expected to set up a system with your employer to allow you to fulfill the necessary observations during the day.

Further Questions?

Contact your Placement Coordinator

soefieldwork@pointloma.edu

