



Introductory, Pre-Professional, & Professional Field Experiences:

Field Experiences Handbook



**Created and Adopted by the
Teacher Education Policy Unit (TEPU)
Wagner College
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I. PURPOSE

The goal of this handbook is to facilitate communication among field experience students, their cooperating teachers, and the college faculty. It is intended to provide an overview to all field experiences (introductory field experience, pre-professional, and professional) at all certification levels. The set of guidelines that follow supports the clinical experiences that are central to the development of **caring, curious, competent, committed, community-active reflective practitioners** and is intended to be helpful to students, their cooperating teachers and the faculty who work with the prospective teacher. It may be used to answer questions and to provide general structure and context to field experiences. Above all, the handbook demonstrates our commitment to providing meaningfully rich field experiences for our students.

II. CONCEPTUAL FRAMEWORK FOR TEACHER EDUCATION:

THE 5 C's MODEL

*“In the opinion of fools it is a humble task.
For, indeed, it is the nobles of occupations”
Erasmus*

We know you agree that teaching and pursuing a career in education is a lofty and worthwhile ideal. We need bright, enthusiastic, caring, and intelligent teachers to work in challenging, yet rewarding situations. We, in the Department of Education, can think of no other profession that is more important for society's continued progress. If you are ready, willing, and able to work hard, then we know you can develop the necessary **knowledge, skills, and dispositions** to become a great teacher.

Becoming a great teacher means combining theory with the world of practice. To support our belief in experiential learning and interdisciplinary study, the core of the **Wagner Plan**, we have developed a series of important and meaningful field experiences that will better prepare you for the realities of teaching. We begin your experiences in the field with the very first course you take that culminates with student teaching, the internship experience.

This handbook serves as a useful guide to field experiences in the Department of Education. Below you will find our “Vision” statement, “Core Values,” “Mission,” 5 C framework, and 4 Portals (stages of becoming a teacher at Wagner College). We are committed to offering you the very best in teacher preparation. Good luck, work hard, and always feel free to contact us for assistance, advice, and comments.

VISION

We in the “Unit” at Wagner College strive for quality and excellence in every facet of our educational program. We aspire to enhance our reputation as a nationally accredited department **committed to nurturing caring, curious, competent, committed, community-active reflective practitioners who are concerned, above all else, with transforming the lives of their students.** Through our teacher education programs such dispositions characterize educators as informed decision-makers.

Candidates are encouraged to develop a **deep commitment to inclusion** by remaining steadfast in the belief that **all children can learn at some developmentally appropriate level.** Candidates who possess a critically inclusive predisposition realize that many social and political forces may impinge on their ability to provide high quality education to all students. Still, these candidates persist and commit to an inclusive educational and pedagogical model.

CORE VALUES

The principles of **constructivist** paradigms support our view of educators as informed decision-makers. We believe that learning is a socially mediated process in which learners construct knowledge in developmentally appropriate ways and that real learning requires that learners use new knowledge and apply what they have learned. These beliefs emphasize “minds-on” learning. This endorses our belief that all learners, including the candidates we prepare, must be intellectually engaged in the learning process by building on their previous knowledge and experiences, and applying their new learning in meaningful contexts. To become a constructivist (mediator of learning) the teacher preparation candidate must be guided by the development of the child, motivation, and learning. To learn more about this and other related philosophies, see the Conceptual Framework document.

In considering our beliefs and values, the following ideas were identified as important:

- Respect for the dignity of all persons
- Emphasize an ethic of caring
- Belief in the power of education to transform lives
- Dedication to support educators as change agents
- Affirm social justice, equity, and educational opportunity
- Commitment to appreciating and celebrating diversity and cultural understanding among all people in a free, democratic society
- Belief that quality learning for all students depends on quality learning for all educators
- Commitment to professional excellence, integrity, collegiality, and ethical behavior
- Support a milieu that encourages intellectual curiosity, critical inquiry, and rational pedagogy

- Emphasize a constructivist, hands-on approach to learning
- Belief in lifelong learning
- Dedication to making a difference in the academic and social lives of students

MISSION

The faculty in the “Unit” are committed to preparing candidates in **diverse and inclusive** classrooms at the early childhood, childhood, middle childhood and adolescent levels. The education unit also serves to continue to develop the teaching skills, knowledge base and professional commitments of post–baccalaureate students and in-service teachers.

The mission of the Unit is echoed in its strong commitment to pedagogical practice that is **inclusive** and **constructivist**. The Unit aims to prepare teacher candidates to work with diverse populations by remaining committed to the deep seated disposition that all students can learn. Candidates are encouraged to model a constructivist view of knowledge and see learning as a self-regulated process. The mission of the Unit, ultimately however, is to prepare caring, curious, competent, committed, and community-active professionals who:

- demonstrate a strong foundation in the liberal arts and sciences that affords students the skills and intellectual knowledge base upon which mature and in-depth study can be undertaken;
- value experiential learning and interdisciplinary study;
- possess content knowledge (knowledge about the subject they are teaching), pedagogical knowledge (knowledge of general instructional strategies), pedagogical content knowledge (knowledge of specific strategies for teaching a particular subject), and context knowledge (knowledge of community, district, and school);
- possess an unwavering respect for learning, diversity, cultural difference, and multicultural education;
- strive to differentiate instruction so that all students can learn at their own pace;
- personify an ethic of caring;
- uphold the ideals of justice, equity, an opportunity for all people;
- think creatively, reflectively, and critically in grappling with a panoply of educational challenges;
- act collaboratively and professionally;
- maintain high standards of excellence for themselves and for their students; and

- honor critical life-long learning.

To these ends, the Unit offers baccalaureate and graduate programs that support and develop the above-stated principles. To actualize these ideas, the Unit affirms that:

- All teacher education candidates pursue either a 36 credit (11 unit) liberal arts/science discipline or major in their content discipline providing them with a strong knowledge base
- All teacher education candidates are prepared with a strong knowledge base of child development and of instructional and assessment strategies linked to “best practice”
- Teacher education candidates undergo field experiences and clinical preparation in inclusive classrooms
- Teacher candidates are assessed with respect to student learning as a dynamic and on-going process that is used to inform the effectiveness of the “Unit” and to strengthen and renew the program it sponsors
- Teacher education is viewed as a lifelong process

THE 5 C’s:

Caring, Curious, Competent, Committed, and Community-Active Professionals



Our motto focuses on “making connections.”

In pursuit of the 5 C’s:

Caring
Curiosity
Competence
Commitment
Community

Caring - "We should educate all our children not only for competence but also for caring. Our aim should be to encourage the growth of competent, caring, loving, and lovable people." (Nel Noddings)

Curiosity – “reflective process is a powerful approach to professional development.” (Karen Osterman & Robert Kottkamp)

Competence – “We propose an audacious goal . . . by the year 2006, America will provide all students in the country with what should be their educational birthright: access to competent, . . . qualified teachers” (National Commission on Teaching and America’s Future)

Commitment – “I touch the future – I teach.” (attributed to Christa McAuliffe)

Community – “Both individual and collective life are, in fact, interdependent enterprises. No one creates or lives life alone! People do better at achieving qualitative lives when they collaborate, interact, and communicate with each other.” (Geneva Gay & Pamula Hart)

THE 4 PORTALS:

We have adopted a **developmental** approach to teacher preparation. Each developmental stage represents knowledge of general and disciplinary content, and pedagogical content from a prescribed sequence of courses. Candidates are assessed at the beginning or at the end of each stage to ascertain their worthiness to continue with the program. The following sequential portals (stages), discussed at length in the Conceptual Framework document) constitute the developmental approach to becoming a teacher at the Initial level:

- **Exploration:** the search for self-identity. Students either beginning a four- year undergraduate program or contemplating a graduate program to change a career are exploring their interest and abilities to become teachers. [At the point candidates take their first education class (ED 210 at undergraduate level and ED 640 at the graduate level) through the point at which they seek entry into the Teacher Preparation Program – TPP]
- **Reflection:** the consideration of what it means to be an effective teacher. Both undergraduate and graduate students explore and reflect upon their commitment to teach. [At the point of entry into TPP through the point at which candidates seek entry into clinical practice (completion of the three methods blocks)]
- **Consolidation:** the integration of knowledge, skills, and dispositions of teaching. Students are able to recognize the attributes of an effective teacher and demonstrate their intent to become one. [At the point of entry into student teaching through the point at which candidates apply for certification]
- **Empowerment:** the achievement of power and control over their teacher identity by the celebration of pedagogical judiciousness. Students are committed to enter their chosen profession equipped with the knowledge, skills, and dispositions for a successful and rewarding career. [At the point candidates attain initial certification through the point at which they complete their first year of teaching with a Mentoring component and/or the continuation with another “initial” certification at the graduate level]

III. DEPARTMENT OF EDUCATION LEARNING OUTCOMES

The Department of Education has defined a set of learning outcomes that candidates must meet reflecting the Conceptual Framework of Knowledge, Skills, and Dispositions. In order to graduate and/or be certified, candidates must show performance-based evidence that they have achieved these and any other program-specific outcomes. The Department of Education learning outcomes appear below:

Learning Outcomes at the Undergraduate and Graduate Levels for Students Seeking Initial Certification

Knowledge

A. Specialized Knowledge

The teacher possesses content knowledge and uses such knowledge bases to create meaningful learning environments for students in inclusive settings.

B. Human Development and Learning

The teacher understands theories underlying inclusive education, and knows how to structure a learning environment conducive to learning for students with diverse learning styles. The teacher understands and assesses the developmental approach to becoming a teacher through critical reflection.

C. Student Learning

The teacher understands and has knowledge of constructivist learning theory in order to attend to the individual needs of students and to improve student academic achievement in inclusive settings.

D. Diversity of Learners

The teacher understands and has knowledge of multicultural theories, diversity perspectives, culturally relevant teaching practices, inclusive strategies, and the foundations of education.

E. Assessment, Evaluation, Technology and Research

The teacher understands and has knowledge of traditional and non-traditional assessment tools, including portfolio and performance-based assessments and technological applications. The teacher possesses sufficient knowledge of assessment and research strategies designed to assist, monitor, and evaluate learning outcomes for all students.

Skills

A. Curriculum Development and Instructional Planning

The teacher designs curricula and plans instruction based on knowledge of the subject matter, student needs, community, and curriculum goals (including State and City performance standards) for an inclusionary model of instruction.

B. Instructional Methods and Strategies

The teacher uses a variety of developmentally appropriate instructional strategies (i.e., differentiated instruction, multiple intelligences, learning styles, cooperative learning, etc.) in order to facilitate democratic learning communities.

C. Learning Environment

The teacher implements instructional methods and positive behavioral supports that establish a learning environment that encourages critical thinking, problem solving, and self-regulation.

D. Communication

The teacher uses knowledge of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive classroom interaction.

E. Assessment, Research and Technology

The teacher uses formal and informal assessment strategies including technology application to evaluate and assess special learning needs and to ensure the continuous intellectual and social development of the learner. The teacher will be able to apply the tools of action research to further evaluate and assess the intellectual and social development of the learner.

Dispositions

A. Lifelong Learning

The teacher demonstrates concern for self-improvement through reflection and professional development.

B. Diversity

The teacher appreciates diversity in school and society and sees the learning potential in every individual.

C. Professional Partnerships

The teacher is committed to collaboration in schools and other learning communities and models professional and leadership behaviors in all interactions with school, families, and communities.

D. Ethical Behavior

The teacher recognizes that educational practices have ethical implications and is committed to fostering a democratic learning community of informed decision makers.

E. Transformative Learning and Teaching

The teacher is committed to personal, school and community change.

IV. OVERVIEW OF FIELD EXPERIENCES

Goal: Developing Caring, Curious, Competent, Committed, Community-Active Reflective Professionals

INTRODUCTORY FIELD EXPERIENCE

Portal 1: Exploration

Objectives: to observe and analyze actual classroom instruction, to assess personal aptitude for teaching, to gain an overview of education as a profession

Field Application: arranged by course instructor, dept. staff, and school district

Duration: 60 hours (e.g., 3 hrs. for 10 weeks for 2 consecutive semesters) (includes at least 20 hrs in an inclusive/special ed setting)

Activities: observation and analysis; reflective journal; beginning of professional portfolio

Orientation: in class by instructor

Supervised by: course instructor

Assessment Report: by course instructor

Registration: in EDUC 210, 326; EDUC 640, 650, 660, 605, 654*

* Grad level may include pre-professional activities such as teaching whole class lessons and unit planning

PRE-PROFESSIONAL FIELD EXPERIENCE

Portal 2: Reflection

Objectives: to prepare lesson plans, to assume limited teaching responsibilities in classroom setting, to assess readiness for professional internship

Field Application: arranged by course instructor, dept. staff, and school district

Duration: 90 hours (includes at least 30 hrs. in an inclusive/special ed setting)

Activities: interactive planning and participation in small group/whole class instruction; reflective journal, lesson plans, and additions to professional portfolio are required

Orientation: in class by instructor

Supervised and Assessed by: course instructor

Assessment Report: completed by instructor

Registration: in EDUC 406, 414, 425, 426, 412; ED 613, 614, 605, 654, 661, 665, 621, 622, 642

PROFESSIONAL INTERNSHIP

Portal 3: Consolidation

Objectives: to integrate educational theory into classroom practice, to develop self-evaluation and reflection skills, to assess readiness for classroom teaching responsibilities

Field Application: arranged by dept. staff in collaboration with District

Duration: full day every day, full week, full semester (mentorship option available)

Activities: actual classroom teaching under the supervision of cooperating teacher and supervisor; reflective journal, daily written lesson plans, a video tape presentation, and completion of professional portfolio are required

Orientation: One day before start of semester 9:30 a.m.-12:00 noon; **students required to attend**

Supervised and Assessed by: cooperating teacher and assigned college supervisor

Assessment Reports: college supervisors and cooperating teacher

Registration: in EDUC 550, 560, 570, 580; ED 550, 560, 570, 604, 694, 695, 696

V. INTRODUCTORY & PRE-PROFESSIONAL FIELD EXPERIENCE PLACEMENTS

Field experience placement assignments are made through mutual agreement with selected schools and districts. Such arrangements are initiated and completed only by the course instructor and department staff. Many important factors contribute to a successful introductory field experience program, including having effective cooperating schools for the placements of students and the match of cooperating teachers and college students.

The following general policies are intended to help ensure that sound procedures are used in the selection of the partnership schools and in the assignment of field experience students and faculty members to those schools.

A. Selection of Cooperating Schools

1. The administration and faculty of the Department of Education, or a school district superintendent or his/her representative, may express a desire to have field experience students placed within a particular school.
2. The school district must possess the following qualities or resources:
 - a. A sound, innovative, and **inclusive** curriculum which will offer field experience students opportunities to observe and participate in classroom instruction
 - b. An administrative and teaching staff genuinely interested in teacher education at the preservice level. This includes, but is not limited to:
 - 1) A willingness to participate in programs necessary to prepare for service as a cooperating school.
 - 2) A willingness to provide appropriate learning experiences for field experience students.
 - 3) A willingness to work collaboratively with Wagner College staff members in the development of a sequential field experience program.
 - 4) A willingness to select cooperating teachers who meet the criteria of Wagner College.

B. Placement Procedures

1. Placements are made by department staff in cooperation with principals and/or district office personnel.
2. Placements are made in public school settings with cooperating teachers who meet the criteria as stated.
3. Placements are made in schools that satisfy accreditation requirements of the New York Department of Education.
4. Placement settings are selected so that cultural diversity and the education of exceptional populations (inclusive settings) are addressed.

5. A student may not be assigned a placement in a school/district in which a relative serves as a cooperating teacher or where the principal is a family member.
6. If there are special placement considerations requested, they are to be made in writing to the department staff. Final decisions, however, are determined by the Educational Unit.

C. Removal of a Field Experience Student

1. A field experience student may be removed from a placement at the request of school district personnel, school administration, the cooperating teacher, or college faculty.
2. Common reasons for a student to be removed from a placement include lack of documentation of a Mantoux (Tuberculosis) Test, appearance and dress inappropriate for a school setting, or attitude and behavior unbecoming to a professional educator. The student will be given an opportunity to respond to the removal through consultation with the Department Chair. The Department Chair in consultation with faculty and school personnel will make the final decision.
3. If removal is the result of unethical conduct or criminal activity, the student may be denied a second opportunity for field experience.

D. Responsibilities of a Cooperating Teacher

Cooperating teachers are asked to:

1. model appropriate language skills.
2. discuss instructional strategies.
3. integrate the college student into the activities of the classroom.
4. provide space and materials (i.e., texts, handouts, supplies) for the college student to use during the period of observation/participation.
5. teach lessons that demonstrate effective classroom procedures.
6. provide advice and information about classroom management and student behavior.
7. encourage the participation of the introductory field experience student into the classroom activities.
8. promote the professionalization of teaching.
9. help the college student to evaluate his/her commitment to teaching.

VI. INTRODUCTORY FIELD & PRE-PROFESSIONAL EXPERIENCES

A. Schedule

1. Introductory field and pre-professional experience students are required to observe the requisite clock hours in an approved school.

2. The schedule for introductory field and pre-professional experiences is developed jointly each semester by the staff of the Wagner College Department of Education and the college faculty.

B. Attendance

1. Students have an obligation to be consistent and punctual in attendance.
2. Students are to be in their assigned school at the time designated by their college instructor and the principal of the school. They are to remain at the school for the duration specified by the Wagner instructor.
3. During the field experience, the student is expected to be present for all assigned days in the schools. No absences will be allowed except for personal illness or death in the immediate family. If a student must miss days due to reasons cited above, all work must be made up. The Wagner instructor will determine how the student can make up the work.
4. In cases of excessive absences, the student may be removed from the placement.
5. Absence for a part of a day counts as one absence.

C. Snow or Inclement Weather

A student's responsibilities for attendance are the same as those for a professional teacher. Days missed due to weather problems must be made up just as they are by professional teachers.

On days when the weather is questionable, students should listen to the local radio station to find out about school closings. Announcements are generally available on the radio stations by 6:30 a.m.

D. Mantoux (Tuberculin) Test

A student is required to have negative test results for the Mantoux (Tuberculin) Test before s/he enters the assigned school for the field experience. The results must be no more than six (6) months old.

E. Responsibilities of the Introductory Field and Pre-Professional Experience Student

The college student is to:

1. arrive promptly and sign in at the assigned school.
2. dress professionally – jeans and t-shirts are not appropriate dress for most school situations.
3. exhibit skill in communicating in oral and written language.

4. respect the rules and regulations of the cooperating school.
5. follow school safety and health regulations.
6. attend scheduled college-based sessions.
7. maintain on-going communication with college instructor.
8. treat conference and classroom events with confidentiality and professionalism.
9. express interest and enthusiasm in teaching.
10. participate in classroom activities as invited by the cooperating teacher.
11. observe and analyze classroom activities, as well as activities within the school.

F. Activities Appropriate for Introductory and Pre-Professional Field Experiences

College students enrolled in Introductory Field Experience spend 60 hours observing classroom interactions. Students may assist classroom teachers, if invited, in the following:

- | | |
|---------------------------------|--|
| - duplicating materials | - attending a faculty meeting |
| - using AV equipment | - preparing materials, transparencies, or other visuals |
| - using computers | - talking informally with students |
| - checking assignments | - directing small group discussion or small group activity |
| - tutoring | - pronouncing spelling/vocabulary lists |
| - reading orally | - creating an activity for involving students |
| - shadowing a student | - whole class lessons with permission |
| - leading a small group | |
| - assisting students in library | |

G. Requirements of the Introductory Field and Pre-Professional Experience Semester

Introductory Field Experience is an introductory semester of inquiry during which students observe the required hours in an inclusive classroom setting. Fundamental to this course is that:

- students become aware of the realities of teaching in the schools of New York in the year 2003 and beyond, and that
- effective teaching is a complex process of interrelated skills, knowledge, and values requiring hard work, commitment, and talent.

Wagner College Department of Education requirements of the introductory field experience semester are:

- observation and analysis of activities within inclusive and non-inclusive classrooms
- initiating and maintaining a reflective (developmental) journal
- beginning a professional (showcase) portfolio

1. **Observation and Analysis of Activities within Inclusive and Non-Inclusive Classrooms**

The Introductory Field Experience at Wagner College requires a minimum of 60 clock hours in observations of teachers and students in public schools. Of the 60 hours of observation, forty (40) days may be designated to be spent in a regular classroom setting. For the remaining twenty (20) hours, students are assigned to an inclusive (or special education) classroom setting.

A variety of schools and classrooms to be observed are selected to provide insights into relations between teachers and students, the backgrounds of students who will be in elementary and secondary classrooms, and the effects of different instructional strategies, different materials and resources, and different styles of teaching.

While each Field Experience requires specific observations, some general observations include:

a. **Concentrate on watching the students in the classroom(s). Note the range of differences in abilities, appearances and interest that occur in a single class. Note how students react to different teaching approaches.**

- 1) Which teaching techniques excite their interest?
- 2) Which teaching materials and strategies did you observe? Which promoted student interest and engagement?
- 3) How many students were in the classroom?
- 4) How many students were involved with the lesson?

b. **Observe the ways different teachers handle their classes.**

- 1) How do they start their classes?
- 2) How much time do they spend starting their classes?
- 3) What attendance procedures are in use?
- 4) How are classes brought to conclusion?
- 5) What techniques for motivation, probing, discovery, inquiry, closure, and reinforcement are used?
- 6) What procedures are used to establish and maintain classroom control?

c. Observe the climate of each class.

- 1) What seems to be the cause of the climate?
- 2) Is the class teacher-centered or student-centered? How do you know?
- 3) How does the teacher use learning centers?
- 4) How do students respond to the teacher, fellow students, you as an observer?

2. Initiating and Maintaining a Reflective Journal (*Required*)

Each student is required to maintain a journal. This is designed to help a student analyze and reflect upon classroom issues that s/he may observe. A reflective journal promotes self-understanding through the recording of experiences and personal reactions to them. Maintenance of a journal is an important aspect of the introductory field experience.

It is a good idea to set aside 15-20 minutes at the end of every school experience and write reflectively in your journal. Make note of the date, time, hours spent at the school, activities observed, as well as the number of students in the class. It is useful to reflect upon the following:

- a. What occurred and Why you think an activity went well.
- b. What occurred and Why an activity did not go well.
- c. Questions that may remain regarding the classroom instruction
- d. Insights gained.

The following are further reflections you may wish to make:

1. Talk with the cooperating teacher about his/her objective(s) for the subject matter you are observing. List the objectives and the instructional strategies.
2. Ask the cooperating teacher about his/her classroom management plan. In the observation, note and record evidence of the management plan in action. Is the classroom management plan effective?
3. Look for evidence that the New York Core Curriculum Content Standards are being used in lessons observed.
4. Discuss with the cooperating teacher ways in which s/he adapts or adjusts lessons for varying levels of student development and learning styles. As the lesson is observed, look for evidence of those adjustments or adaptations.
5. Observe the cooperating teacher giving directions for an activity. Record what the teacher says. Observe the students and record any questions they ask and any observable evidence that the students understand or did not understand the directions.

Some Questions About Starting a Reflective Journal

Q: What is a reflective journal?

A. A journal is a written record of a person's thinking. The act of thinking/writing leads to the construction of meaning.

Q: What are the advantages of a reflective practice journal?

A. A reflective journal will serve as a link between course work or theory and the activities or practices observed in a classroom. Reflective writing will provide a student with an opportunity to demonstrate how well the lessons have been integrated and applied. Finally, keeping a reflective journal will provide a student with a record of his/her growth as an informed, dynamic professional.

Q: Is it the same as a diary?

A: No. A diary may cover personal, day-to-day topics, but a professional journal will be concerned with topics related to the profession of education.

Q: What do I write about?

A: Lessons the cooperating teacher teaches; what seemed to be effective and why; what could have been done differently and why; techniques which are used for transitions for daily activities; attendance, handing out materials, dismissal, etc. Again, what worked and why is the essence of reflection. Student behavior and classroom management are also fertile areas for reflective writing.

Q: Do I just write about what I see or what I read?

A: Writing a description of what may have been experienced, seen, or read is a starting point but reflection is then required. The reflection may manifest itself in several modes. It may be an analysis of a student's own personal opinions, beliefs, biases, attitudes, prejudices, etc. in light of the field observation. It may be an examination of what lies behind the particular topic. It may be an informed discussion of the social worthiness of the idea, experience, etc. It may be an envisioning of the action that may be taken. Usually, reflective writing involves a recognition of relationships between any of the above. These are offered as a guide (not a straitjacket) to aid the student in the reflective process.

Q: Who is going to read this journal?

A: The course instructor, with the student's permission

Q: How much do I write and when do I write?

A: At the very least, one entry should follow each field observation.

Q: What about correct grammar, mechanics, usage and typing?

A: Entries will most likely be written in a “flow of consciousness” manner. The student should be concerned with where thoughts are leading, as well as with the mechanics, etc.

Q: So overall, what is this journal assignment supposed to do for me?

A: A student will begin developing an awareness of one’s self as a learner and of the learning that is being done throughout this semester of introductory field experience. A student will also enter into the mode of a reflective education professional, i.e., one who connects concepts and experiences, questions and critiques, dialogues with others, and never stops being a learner.

Refer to the “Guide for Developing a Portfolio” for additional information.

VII. PROFESSIONAL INTERNSHIP PLACEMENTS

There are two important factors in the development of a successful field experience program: 1) the availability of effective cooperating schools and 2) the matching of cooperating teachers and college students.

Field experience placement assignments are made through mutual agreement with selected schools and districts. Such arrangements are initiated and completed only by the staff of the Department of Education. The following general policies are intended to help ensure that sound procedures are used in the selection of the cooperating schools and in the assignment of professional interns to those schools.

A. Selection of Cooperating Schools

1. The administration and faculty of the Department of Education, or a school district superintendent or his/her representative, may express a desire to have field experience students placed within a particular school or schools.
2. The school district must possess the following qualities or resources:
 - a. A sound, innovative, and **inclusive** curriculum which will offer professional interns opportunities to develop and demonstrate initiative and resourcefulness as teachers.
 - b. An administrative and teaching staff genuinely interested in teacher education at the preservice level. This includes, but is not limited to:
 - i. A willingness to participate in programs necessary to prepare for service as a cooperating school.

- ii. A willingness to provide appropriate learning experiences for professional interns.
- iii. A willingness to provide continuous supervision and weekly conferences to assist the intern in professional development
- iv. A willingness to evaluate the performance of the intern using instruments designated by Wagner College.
- v. A willingness to work collaboratively with Wagner College staff members in all aspects of the field experience program.
- vi. A willingness to select mentoring teachers who meet Wagner College's criteria for cooperating teachers.

B. Placement Procedures

1. Placements are made by the staff of the Department of Education in conjunction with faculty from the respective program areas and in cooperation with principals and/or personnel directors in participating school districts.
2. Placements are made in schools that satisfy accreditation requirements of the New York Department of Education.
3. Placement settings are selected so that cultural diversity and the education of exceptional populations are addressed.
4. A student may not be assigned a placement in a school/district in which a relative serves as a cooperating teacher or where the principal is a family member.
5. If there are special placement considerations requested, they are to be made in writing to the Department of Education during the first week of the semester. Final decisions, however, are determined by the Education Unit.

C. Removal of a Field Experience Student

1. A field experience student may be removed from a placement at the request of school district personnel, school administration, the cooperating teacher, or college faculty.
2. Common reasons for a student to be removed from an Introductory Field Experience include lack of documentation of a Mantoux (Tuberculosis) Test, appearance and dress inappropriate for a school setting, or attitude and behavior unbecoming to a professional educator.
3. If removal is the result of unethical conduct or criminal activity, the student may be denied a second opportunity for field experience.

D. Responsibilities of a Cooperating Teacher

Same as noted earlier in document

**COLLEGE OF EDUCATION
WAGNER COLLEGE**

APPENDIX

Appendix A

Professional Ethics

NOTE: Individual student and cooperating teacher Field Experience packets for specific courses are housed in Room 334.

Persons seeking a career in teaching should be aware of the ethical standards established by professional organizations to guide the professional conduct of educators. The Wagner College Department of Education draws its *Code of Ethics and Professional Responsibilities* from these sources. Following is the code of the National Education Association (NEA) printed in its entirety.

**CODE OF ETHICS OF THE EDUCATION PROFESSION
PREAMBLE**

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nature of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provisions of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

PRINCIPLE I
Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly:
 - a. Exclude any student from participating in any program.
 - b. Deny benefits to any student.
 - c. Grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II
Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional services.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

1. Shall not in application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.

2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a noneducator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.