

## STUDENT PACKET: ED 640

NEW YORK STATE STANDARDS: Middle Level 5-9  
(Regular/ Students with Disabilities)Standard 2: Field Experiences, Student Teaching  
Practice for Middle Level Educators

52.21 (b)(2)(ii)(c)(2)(i) The program shall include at least 100 clock hours of field experience related to coursework prior to student teaching of practica. Students pursuing this Middle Level (7-9) Extension in conjunction with 5-9 certification for students with disabilities have already completed 150 hours in field experiences and practices to achieve their Dual Certification in Childhood (1-6) Education and Students with Disabilities.

During the course of these field experiences students make direct observation of teaching, as well as participate in some aspect of the instruction process. 52.21(b)(2)(c)(2)(ii)(A): The field experiences, student teaching and practica shall: be consistent with the program's philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated;

The field experiences are consistent with the program's philosophy, purposes and objectives. This is achieved by planning each field experience relation to a specific course and ensuring that each course is specific to the certification in relation into the content of the specific course. The field study component of each course is presented for approval to the Education Personnel Preparation Advisory Committee. This Committee meets three times a year. The main purpose of the committee is to deal with programmatic issues concerning the joint involvement of the college and the public school system.

## WAGNER COLLEGE

## EDUCATION DEPARTMENT

### THE MIDDLE LEVEL CLASSROOM IN AN INCLUSIVE SETTING EDUC 640

Please accept our thanks for welcoming a Wagner College teacher-education student into your classroom as an observer and teacher aide. Your willingness to give of your time and attention to help us strengthen the standards for our program is very much noted and appreciated. (The student is not considered a student teacher, rather he/she is a student enrolled in an education course which has a field activity component)

**Attached you will find documents which will help you understand the objectives and procedures for the Field-Study Program. These documents are described below. Please call the Education department at 718-390-3464 for any needed clarification. We have included the following documents for your clarification:**

*Topics for Observation-* **This document is included only to illustrate how the field-study correlates to the general understanding of the school environment. It involves no obligations for the supervising teacher.**

*Student Field-Study Checklist-* **This document is included only to illustrate how the field-study correlates to the parent course as conducted simultaneously by the college instructor. It involves no obligations for the supervising teacher, but it does reveal the importance of the study as an integral part of the parent course.**

*Activities Packet-* **This is a sample copy of a page from the activities students are expected to complete during the 20 hours of observation/teacher aide in the classroom.**

*Supervising Teacher's Final Evaluation-* **Please complete this brief form and submit to the student immediately following the student's final visit. Your evaluation will be included in the student's final grade for the course.**

**TOPICS FOR OBSERVATION**  
**EDUC 640.**

The following list of topics is a resume of the observational activities identified in the student's Activities Packet for this field study (EDUC 640). It is intended as an overview for the cooperating teachers. *As Wagner's Childhood (1-6) and Adolescent Education (7-12) certification programs are "inclusive" in nature it is hoped that students will spend at least 10 of the 20 hours in either an "inclusive" classroom or with a teacher with a Special Education certification.*

1. Identify school procedures and school rules for discipline, fire drills, and use of facilities and materials.
2. Identify services available to exceptional children.
3. Provide opportunities to take attendance, grade papers, and assist in other classroom activities.
4. Provide the opportunity for individual and/or group tutoring.
5. Identify the adaptations made for physically impaired students.
6. Review cooperating teacher's unit and lesson plans.
7. Identify programs for gifted children.
8. Identify the human relation skills operating in the classroom.
9. Identify mainstreamed children in the classroom/building.
10. Provide the opportunity to visit another classroom in which the situation is different from the one in which assigned.
11. Identify how behavior disorders are dealt with in the school.
12. Identify whether or not ability grouping occurs in the school.
13. Identify the extra duties teachers have to perform.
14. Investigate counseling services in the school.

## Field-Study Expectations for Education Students

1. A student may request a school-visit schedule for one or two visits per week for a minimum total of 2 hours per week. All visits must total a minimum of 20 hours by the end of the semester. Students may accumulate additional hours at the discretion of the supervising teacher. *As Wagner's Childhood (1-6) and Adolescent Education certification programs are "inclusive" in nature it is hoped that students will spend at least 15 of the 30 hours in either an "inclusive" classroom or with a teacher with a Special Education certification.*
2. Field students should have only one supervising teacher and a set day and hour schedule for visits, exceptions to be cleared with the supervising teacher and the parent-course instructor.
3. Eight visit- reports are required during the semester.
4. A visit-report form is to be completed by the student for each visit and then signed by the supervising teacher on the following visit. These should then be submitted to your instructor the next class-day.
5. Absence should be strongly avoided. Unavoidable absence should be reported to the supervising teacher in advance.
6. Submitted visit reports will be evaluated with a rating and with appropriate comments and returned to the student promptly so that he may benefit from the evaluation for subsequent visits.
7. The supervising teacher's completed student-evaluation form and the quality of the student's visit reports will be utilized to determine whether the student fulfilled the requirements of the field-study. Successful completion of this field study is a requirement for student teaching.

## **Field-Study Expectations for Education Students**

1. A student may request a school-visit schedule for one visit per week for a minimum total of 2 hours per week. All visits must total a minimum of 20 hours by the end of the semester. Students may accumulate additional hours at the discretion of the supervising teacher.
2. Field students should have only one supervising teacher and a set day and hour schedule for visits, exceptions to be cleared with the supervising teacher and the parent-course instructor.
3. Eight visit-reports are required during the semester.
4. A visit-report form is to be completed by the student for each visit and then signed by their supervising teacher on the following visit. These should then be submitted to the student's instructor the next seminar day.
5. Absence should be strongly avoided. Unavoidable absences should be reported to the supervising teacher in advance and are required to be made up.
6. Submitted visit reports will be evaluated with appropriate comments and returned to the student promptly so that he/she may benefit from the evaluation form and the quality of the student's visit reports will be utilized to determine whether the student fulfilled the requirements of the field-study. Successful completion of this field study is a requirement for student teaching and successful completion of the course.

**STUDENT FIELD STUDY CHECKLIST**  
**Education 640**  
**THE MIDDLE LEVEL CLASSROOM IN AN INCLUSIVE SETTING**

As you move through the semester field experience, place a check mark by the appropriate item each time you are able to record something worthy of noting in your Visit Report. Although you are not expected to cover all items, this procedure will indicate to you periodically those items needing more of your attention. Submit this form with your accumulated reports.

Learning about the classroom environment by noting:

Class rules- Where are they posted, who created them, are followed  
Seating and furniture arrangement.  
Bulletin board uses, room decorations, and displays  
Material storage and availability to students  
Students assigned duties in room management  
How the school day is scheduled.

Classroom dynamics

Who is doing most of the talking?  
Who is asking the questions?  
Who is listening?  
The teacher's encouragement of dialogue The teacher's model of good questioning The teacher's modeling of good dialogue The nature of interactions between students: friendly, hostile, respectful, ect.

Students With Special Abilities/Needs

Are all children equally encouraged to participate in classroom discussions?  
Are special allowances made for children with special needs to participate?  
Are topics for discussion inclusive?

The Lesson

Is the learning objective written in a visible place?  
Is the goal written using behavioral terms?  
Is the lesson didactic?  
Does the lesson utilize group work?  
Is real reading and writing part of the lesson?  
Is the homework assigned meaningful?  
Are there learning centers?

## **ACTIVITIES PACKET (for Student Use)** **VISIT REPORT FORMS**

Your total field study experience consists of 20 hours. You are expected to devote 2 hours each week in the field study activity. The Visit Report Form in the packet should be completed each week, signed by the supervising teaching on the next visit, and then submitted to your college instructor on the following class day. Upon evaluation of your report, it will be returned to you to be placed in your portfolio. The quality of your work, together with the cooperating teacher's evaluations, will be considered when recommending you for student teaching.

### **Activites**

**Assessment Assignment.** Each student will carry out three observational assessments in the classroom.

1. Assessment of Practices in Early Middle Level Classrooms:  
The physical Environment
2. Assessment of Practices in Early Middle Level Classrooms:  
The Instructional Context
3. Assessment of Practices in Early Middle Level Classrooms: The Social Context

### **Curriculum Unit**

Students will develop and carry out a developmentally appropriate, thematic curriculum unit for a middle level school classroom. This unit will incorporate mathematics, science, social studies, language arts, visual and performing arts, health and physical education, and technology and career development concepts in an integrated manner that involves the students in meaningful ways.

### **Research Paper**

Each student writes a research paper that weaves together theory and practice. The topic must be related to the course content and include references to the field work. The student will use relevant observations related to the topic of the research paper.

**WAGNER COLLEGE**

**EDUCATION DEPARTMENT**

**FIELD BASED ATTENDANCE SHEET FOR ED 640 STUDENTS ONLY  
(Sample Page)**

NAME:

Week 1 Teacher Evaluation: (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

Signed:

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**Cooperating Teacher**

NAME:

Week 2 Teacher Evaluation: (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

Signed:

---

**Cooperating Teacher**

NAME:

Week 3 Teacher Evaluation: (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

Signed:

---

**Cooperating Teacher**

NAME:

Week 4 Teacher Evaluation: (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

Signed:

---

**Cooperating Teacher**



NAME:

Week 5 Teacher Evaluation: (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

Signed:

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**Cooperating Teacher**

NAME:

Week 6 Teacher Evaluation: (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

Signed:

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**Cooperating Teacher**

**Cooperating Teacher's Confirmation Form**

**EDUC 640**

(Foundations & Principles of Education, Classrooms and Teaching)

Student \_\_\_\_\_  
School \_\_\_\_\_  
Cooperating Teacher \_\_\_\_\_

Grade Level \_\_\_\_\_  
Subject \_\_\_\_\_  
Semester/Year \_\_\_\_\_  
From \_\_\_\_\_ To \_\_\_\_\_

**FINAL EVALUATION**

**1. Grade Definitions:**

**O=OUTSTANDING:** Performance consistently exceeds expectations.

**S=MEETS STANDARDS:** Performance consistently meets expectations and requirements.

**\*N=NEEDS TO IMPROVE:** Performance is below normal expectations and requirements.

**\*U=UNSATISFACTORY:** The student does not successfully meet normal expectations and requirements.

**\*Please comment if these grades are awarded.**

**2. Recommended Grade** \_\_\_\_\_

**3. No. of Hours** Regular Classroom \_\_\_\_\_  
Inclusive or Special Ed. Classroom \_\_\_\_\_

**4. Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
**Cooperating Teacher's Signature**  
Circle one (Gen Ed Special Ed Inclusion)

\_\_\_\_\_  
**Date**

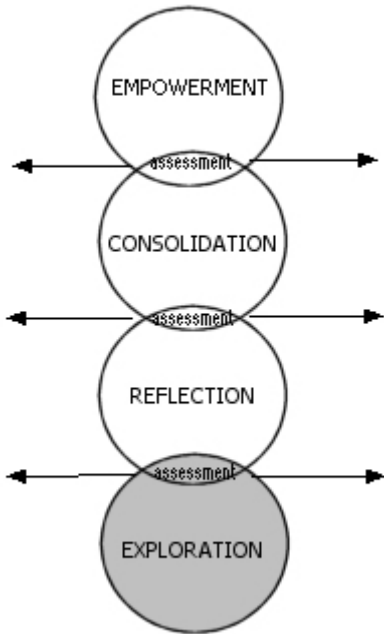
\_\_\_\_\_  
**Cooperating Teacher's Signature**  
Circle one (Gen Ed Special Ed Inclusion)

\_\_\_\_\_  
**Date**

*IMPORTANT REMINDER TO STUDENT: Please make sure to make a copy of this final confirmation form for your own records before submitting to the Education Department.*

**WAGNER COLLEGE EDUCATION DEPT.**

**TEACHER PACKET EDUC: 640**  
**(INFORMATION FOR COOPERATING**  
**TEACHERS FIELD EXPERIENCES FOR EDUC**  
**640: THE MIDDLE LEVEL CLASSROOM IN AN**  
**INCLUSIVE SETTING)**



Please accept our thanks for accepting a Wagner College teacher-education student into your classroom as an observer and teacher aide. Your willingness to give of your time and attention to help us strengthen the standards for our program is very much noted and appreciated.

Attached you will find documents which will help you understand the objectives and procedures for the Field-Study Program. These documents are described below. Please call the Education Department at 390-3464 for any needed clarification

We have also included the following documents for your clarification:

***Topics for Observation*** - This document is included only to illustrate how the field study correlates to the parent course as conducted simultaneously by the college instructor. It involves no obligations for the supervising teacher, but it does reveal the importance of the study as an integral part of the parent course.

***Activities Packet*** - This is a sample copy of a page from the activities students are expected to complete during 20 hours of observation/teacher aide in the classroom.

***Supervising Teacher's Final Evaluation*** - Please complete this brief form and submit to the student immediately following the student's final visit. Your evaluation will be included in the student's final grade for the course.

**TOPICS FOR OBSERVATION (For Cooperating Teacher's Use)**  
**EDUC 640.**

The following list of topics is a resume of the observational activities identified in the student's Activities Packet for this field study (EDUC 640). It is intended as an overview for the cooperating teachers. *As Wagner's Childhood (1-6) and Adolescent Education (7-12) certification programs are "inclusive" in nature it is hoped that students will spend at least 10 of the 20 hours in either an "inclusive" classroom or with a teacher with a Special Education certification.*

1. Identify school procedures and school rules for discipline, fire drills, and use of facilities and materials.
2. Identify services available to exceptional children.
3. Provide opportunities to take attendance, grade papers, and assist in other classroom activities.
4. Provide the opportunity for individual and/or group tutoring.
5. Identify the adaptations made for physically impaired students.
6. Review cooperating teacher's unit and lesson plans.
7. Identify the referral, diagnostic, and evaluation procedures for the identification and placement of exceptional children.
8. Identify programs for gifted children.
9. Identify the human relation skills operating in the classroom.
10. Identify mainstreamed children in the classroom/building.
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2. Field students should have only one supervising teacher and a set day and hour schedule for visits, exceptions to be cleared with the supervising teacher and the parent-course instructor.
3. A (minimum of five) visit-reports are recommended in each half of the semester.
4. A visit-report form is to be completed by the student for each visit and then signed by the supervising teacher on the following visit. These should then be submitted to your instructor the next class-day.
5. **Absence should be strongly avoided.** Unavoidable absence should be reported to the supervising teacher in advance.
6. Submitted visit reports will be evaluated with a rating and with appropriate comments and returned to the student promptly so that he may benefit from the evaluation for subsequent visits.
7. The supervising teacher's completed student-evaluation form and the quality of the student's visit reports will be utilized to determine whether the student fulfilled the requirements of the field-study. Successful completion of this field study is a requirement for student teaching.

## STUDENT FIELD STUDY CHECKLIST Education 640

### (THE MIDDLE LEVEL CLASSROOM IN AN INCLUSIVE SETTING)

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## **Research Paper**

Each student writes a research paper that weaves together theory and practice. The topic must be related to the course content and include references to the field work. The student will use relevant observations related to the topic of the research paper.

**WAGNER COLLEGE**

**EDUCATION DEPARTMENT**

**FIELD BASED ATTENDANCE SHEET FOR ED 640 STUDENTS ONLY  
(Sample Page)**

NAME:

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Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

Signed:

---

**Cooperating Teacher**

NAME:

Week 2 Teacher Evaluation: (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

Signed:

---

**Cooperating Teacher**



**Cooperating Teacher's Confirmation Form**

**EDUC 640**

(Foundations & Principles of Education, Classrooms and Teaching)

Student \_\_\_\_\_  
School \_\_\_\_\_  
Cooperating Teacher \_\_\_\_\_

Grade Level \_\_\_\_\_  
Subject \_\_\_\_\_  
Semester/Year \_\_\_\_\_  
From \_\_\_\_\_ To \_\_\_\_\_

**FINAL EVALUATION**

**1. Grade Definitions:**

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**\*Please comment if these grades are awarded.**

**2. Recommended Grade** \_\_\_\_\_

**3. No. of Hours** Regular Classroom \_\_\_\_\_  
Inclusive or Special Ed. Classroom \_\_\_\_\_

**4. Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
**Cooperating Teacher's Signature**  
Circle one (Gen Ed Special Ed Inclusion)

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Cooperating Teacher's Signature**  
Circle one (Gen Ed Special Ed Inclusion)

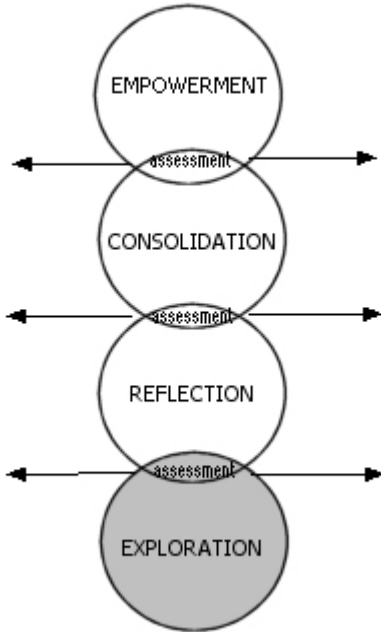
\_\_\_\_\_  
**Date**

*IMPORTANT REMINDER TO STUDENT: Please make sure to make a copy of this final confirmation form for your own records before submitting to the Education Department.*

**WAGNER COLLEGE DEPARTMENT OF  
EDUCATION**

**ED 559 The Secondary Classroom in an Inclusive  
Setting**

**Field Study Packet for Students**



**Course Description:** An introduction to inclusive secondary schooling for non-education graduates. The course will survey a variety of theoretical aspects of secondary education such as its goals, assessment measures, and classroom management approaches. Students will also engage in several practical activities of the high school teacher such as micro-teaching lessons and unit planning. In particular the course will introduce students to expanding informal assessment in the secondary classroom, curriculum modification for the inclusive secondary level classroom and the

design and management of inclusive secondary level classroom environments. A 30-hour practicum of observation in either an inclusive or general/special education classroom at the secondary level is an integral part of the students' learning in this course.

**New York State Standards: 52.21(b)(3)(ii)(c) General**

**52.21(b)(3)(iv)**

**(b) Pedagogical Core.** In addition to meeting the general requirements for the pedagogical core prescribed in paragraph (2)(ii)(c) of this subdivision, the pedagogical core shall focus on adolescence education and include, but need not be limited to:

**(2) student teaching:**

in both adolescence education settings, grades 7 through 9 and grades 10 through 12. The time requirements for field experience, student teaching and practica of paragraph (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, programs shall require such candidates to complete at least 50 clock hours of field experiences, practica, or student teaching with students in adolescence, including experiences in both adolescence education settings, grades 7 through 9 and grades 10 through 12

**52.21(b)(3)(vi)**

**(b) Pedagogical Core.** In addition to meeting the general requirements for the pedagogical core prescribed in paragraph (2)(ii)(c) of this subdivision, the pedagogical core shall focus on developing comprehensive knowledge, understanding, and skills for teaching students with mild, moderate, severe, and multiple disabilities at the student developmental level of the certificate and include, but need not be limited to:

**(2) field experiences and student teaching:**

with students with disabilities across the age/grade range of the student developmental level of the certificate, through combined field experiences and student teaching, and student teaching in two settings as appropriate to the certificate: pre-K through kindergarten and grades 1 through 2; or grades 1 through 3 and grades 4 through 6; or grades 5 through 6 and grades 7 through 9; or grades 7 through 9 and grades 10 through 12. The time requirements for field experience, student teaching and practica of paragraph (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least the equivalent of 50 clock hours of field experiences and at least 20 days of practica or student teaching with students with disabilities, including experiences across the age/grade range of the student developmental level of the certificate.

**Program Outcomes: *The Teacher Preparation Unit's Conceptual Framework***

The course outcomes for this 20 hour placements in either regular (10 hours) and special abilities (10) or inclusive (20 hours) are articulated with the knowledge, skills and dispositions of its parent course, *ED 559: The Secondary Classroom in an Inclusive Setting*. The following have practical significance to the

**Knowledge**

***Subject Matter***

- The necessity of understanding the content associated with the specific discipline of the 9-12 certification
- Developing the knowledge needed to implement the basic principles of inclusive practice
- The appropriate knowledge base, appropriate to the State and Local standards for each of the grade levels in the discipline planned to be taught.
- The relationship of a specific discipline's knowledge base with the concepts identified in the 9-12 curriculum

***Student Diversity***

- How cultural and gender differences in the 9-12 classroom can effect student interaction
- How a teachers and students cultural and linguistic heritage can influence attitudes and behaviors.
- How student's lives and learning are influenced by culture, family, language, and community values.

### ***Assessment, Evaluation, Technology, and Research***

- How to practically discriminate the use of different forms of assessment for instructional purposes
- How to select forms of assessment that provides the information catering to different student's social, cognitive and emotional needs.
- To recognize the need to employ appropriate assessment techniques for accommodating students with special needs and students with multicultural differences
- To recognize the types of decisions that assessment serves in screening, diagnosing, and evaluating progress

### **Skills**

#### ***Curriculum Development & Instructional Planning***

- Recognize the instructional decisions that link students' cultural and linguistic backgrounds and experiences with curriculum goals

#### ***Instructional Methods***

- Begin to recognize the range of methods and strategies appropriate to a particular 7-12 certification area
- Recognition of the value of motivation to learning

#### ***Communication***

- Recognizing how to effectively engage all students in verbal discourse and decision making.

### **Dispositions**

#### ***Diversity***

- An appreciation and respect for individual differences in 9-12 students
- Recognize the principles of and need for cultural-free assessments
- Demonstrate a sensitivity to the variance within normal growth patterns of 9-12 students

#### ***Ethical Behavior***

- Recognition of a commitment to professional excellence, integrity, collegiality, and ethical behavior.

## *Transformative Learning and Teaching*

- Belief in the power of education to transform lives

### **STUDENT FIELD STUDY CHECKLIST**

Classrooms are very busy places. The following checklist has been provided to help you to focus your observations. As you move through the semester field experience use these suggested activities to reflect on appropriate the “**Course Learning Outcomes**” identified earlier in this document. Indicate in your Portfolio Report(s) how your classroom observations comply with the outcomes identified as **Knowledge**, **Skills** **Dispositions** .

- I. Learning about the classroom environment by noting:
  - A. Class rules and the consequences of rule infractions.
  - B. Seating and furniture arrangements.
  - C. Bulletin board uses, room decorations and displays.
  - D. Materials storage and availability to students.
  - E. How the school day is scheduled.
  
- II. Learning about students characteristics by identifying:
  - A. Physical characteristics: size, coordination, hygiene.
  - B. Cognitive characteristics: memory, reasoning, learning handicaps.
  - C. Affective characteristics: interests, attitudes, values, morals.
  - D. Social characteristics: popularity, cliques, isolates, emotions.
  
- III. Learning about student learning difficulties and successes through:
  - A. Tutorial or remedial work with individuals or groups.
  - B. Supervision of either study assignments, or project activities.
  - C. Grading or examining tests, assignments, homework, etc.
  - D. Observing class oral question-and-answer sessions.
  
- IV. Learning about classroom instruction by noting:
  - A. Which subjects or topics receive major or minor attention.
  - B. Disciplinary methods in instructional activity.
  - C. How daily plans are produced from State and Local Standards.
  - D. The methods and materials of instruction.
  - E. Testing, evaluating, and grading of pupil performance.
  - F. Rewards and punishments for degrees of achievement.

- V. Learning about the school environment by noting:
- A. The urban, suburban, or rural nature of the school.
  - B. Whether the school is in a low, middle, or high income district.
  - C. Condition and design of building, classrooms, and grounds.
  - D. The number of teachers and number of students.
  - E. Facilities and equipment for art, music, and physical education.
  - F. Vocational education programs.
  - G. Special education and counseling services.
  - H. Any innovative aspects in the way instruction is organized.
  - I. Provisions for parent-teacher conferences.
  - J. The kinds of parent information on the report cards.
  - K. The make-up and rules of extracurricular activities.
  - L. Sports and other regularly-scheduled activities.
  - M. Length and number of class periods.
  - N. Regulations for student conduct and dress.
  - O. Drug abuse education and sex education.
  - P. Elective courses offered.
  - Q. Frequency of after-school teacher meetings.
  - R. Frequency of use of the office inter-com.
  - S. Use of study halls, detention, and in-house suspension.

VI. School Governance and Finance

- A. The role of the school board
- B. The role of the principal
- C. The Role of the Parent Representative

**Suggested Activities in the 9-12 Classroom**

1. Identify school procedures and school rules for discipline, fire drills, and use of facilities and materials.
2. Identify services available to exceptional children.
3. Volunteer to take attendance, grade papers, and assist in other classroom activities.
4. Accept opportunity for individual and/or group tutoring if it arises.
5. Identify the adaptations made for physically impaired students.
6. Review your cooperating teacher's unit and lesson plans.
7. Identify the referral, diagnostic, and evaluation procedures for the identification and placement of exceptional children.

8. Identify programs for gifted children.
9. Identify the human relation skills operating in the classroom.
10. Identify mainstreamed children in the classroom/building.
11. Provide the opportunity to visit another classroom in which the situation is different from the one in which you were assigned.
12. Identify how behavior disorders are dealt with in the school.
13. Identify whether or not ability grouping occurs in the school.
14. Identify the extra duties teachers have to perform.
15. Investigate counseling services in the school.

**Presentation and Assessment.**

The written requirements for the ED559 Field Study will be handled by the instructor for the course and therefore will vary. Most instructors will expect you to complete a reflective portfolio linking your field-study assignment with the work you do in the ED559 course. Your cooperating teacher will have a form to establish the successful completion of your 20 field hours in the classroom. A copy of that form is attached to this document.

**COOPERATING TEACHER'S CONFIRMATION FORM**  
**EDUC. 559**

Student \_\_\_\_\_ Grade Level \_\_\_\_\_

School \_\_\_\_\_ Subject \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ Semester/Year \_\_\_\_\_

From \_\_\_\_\_ To \_\_\_\_\_

**FINAL EVALUATION**

**1. Grade Definitions:**

**O = OUTSTANDING:** Performance consistently exceeds expectations.

**S = MEETS STANDARDS:** Performance consistently meets expectations and requirements.

**\* N = NEEDS TO IMPROVE:** Performance is below normal expectations and requirements.

**\* U = UNSATISFACTORY:** The student does not successfully meet normal expectations and requirements.

**\*Please Comment**

**2. Recommended Grade (O,S,N or U)** \_\_\_\_\_

**3. No. of Hours in** \_\_\_\_\_  
**Regular Classroom** \_\_\_\_\_  
**Inclusive or Special Ed. Classroom** \_\_\_\_\_

**4. Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
**Cooperating Teacher's Signature**  
**Circle one (Gen Ed Special Ed Inclusion)**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Cooperating Teacher's Signature**  
**Circle one (Gen Ed Special Ed Inclusion)**

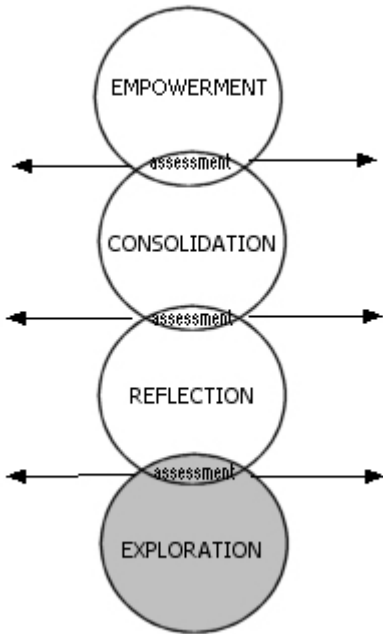
\_\_\_\_\_  
**Date**

*IMPORTANT REMINDER TO STUDENT: Please make sure to make a copy of this final confirmation form for your own records before submitting to the Education Department.*

**WAGNER COLLEGE DEPARTMENT OF  
EDUCATION**

**ED 559 The Secondary Classroom in an Inclusive  
Setting**

**Field Study Packet for Cooperating Teachers**



Dear Teacher:

Please accept our thanks for welcoming a Wagner College teacher-education program student into your classroom as a participant/observer. Your willingness to give of your time and attention to help us strengthen the standards for our program is very much noted and appreciated. The student is not considered a student teacher, rather he/she is a student enrolled in an education course, which

has a field study component. The field study component includes both aspects of active participation as well as observation. Attached you will find documents which will help you understand the objectives and procedures for the field study component. Please call the Education department at 718-390-3464 for any needed clarification. We have included the following documents for your clarification:

***Field Study Expectations for Education Students*** – Detailed information for students as how to fulfill their field study requirements

***Student Field-Study Checklist*** - This document is included to illustrate how the field-study correlates to the parent course as conducted simultaneously by the college instructor. Additionally, the supervising teacher is asked to assess the students' carrying out of a curriculum unit in the classroom. Otherwise, the student's field study involves no obligations for the supervising teacher, but it does reveal the importance of the field study as an integral part of the parent course.

***Activities Packet*** - This is a sample copy of a page from the activities students are expected to complete during the 30 hours of observation/participation in the classroom. \*Note that this course is an advanced methods course and students should be involved in active lessons (i.e., small group instruction and whole-class teaching).

***Sample Attendance/Report Form*** – The student is required to have you sign and make comments on the form they submit to you each time they are in your classroom.

**Teacher Assessment of the Thematic Curriculum Unit** – The student(s) will plan and carry out a thematic curriculum unit in your classroom and we are asking you to assess this project and the teacher candidate's performance..

**Cooperating Teacher's Final Evaluation** - Please complete this brief form and submit to the student immediately following the student's final visit. Your evaluation will be part of the student's final grade for the course.

### ***TOPICS FOR OBSERVATION***

**The following topics are an outline of activities defined in the student's packet as being important general characteristics of the school environment with which the student should be acquainted.**

1. Identify teaching strategies related to content area.
2. Identify services available to exceptional children. Identify the referral, diagnostic, and evaluation procedures for the identification and placement of exceptional children. Identify mainstreamed children in the classroom/building.
3. Identify activities for gifted children.
4. Provide opportunities to take attendance, grade papers, and assist in other classroom activities.
5. Provide the opportunity for individual and/or group tutoring.
6. Identify adaptations made for physically impaired students.
7. Review cooperating teacher's unit and lesson plans.
8. Identify the human relation skills operating in the classroom.
9. Provide the opportunity to visit another classroom which is different from the one to which the student is assigned.
10. Identify whether or not ability grouping occurs in the school.
11. Identify how the school supports teachers' planning processes.
12. Identify the extra duties teachers have to perform.

## **ED 660    FIELD-STUDY EXPECTATIONS FOR EDUCATION STUDENTS**

- 1        Students will be assigned one field study period per week for a minimum total of 30 hours. The completion date will be specified in the course syllabus. Students may accumulate additional hours beyond the total number of hours should they find it useful to do so.
- 2        Students need to be in a inclusive 7-12 classroom, for their 30 hours of their field study. If special needs students receive special services in the classroom (push-in), the students can fulfill their 30 hours in that classroom. If special needs students receive special pull-out services in a resource room, the student needs to spend 10 of 30 hours in the resource room with the special education teacher.
3.        A field study attendance/report form is to be completed by the student for each visit, signed by the cooperating teacher, and submitted to the student's instructor the next seminar.
4.        Students will read the teacher's comments on the weekly field study reports before turning them in to the course instructor, so that they may benefit from these comments for subsequent visits. These weekly reports will be evaluated by the course instructor and returned to the students at the end of the semester.
5.        A field study report form is to be completed by the student for each visit, signed by the cooperating teacher, and should then be submitted to the student's instructor the next seminar day.
6.        Students will read the teacher's comments on the weekly field study reports before turning them in to the course instructor, so that they may benefit from these suggestions for subsequent visits. These weekly report will be evaluated by the course instructor and returned to the students at the end of the semester.
7.        **Absences are to be strongly avoided.** Unavoidable absences should be reported to the supervising teacher in advance. In case of emergency, the student should call the school and leave a message for the teacher, including notification of a make-up date. All absences are required to be made up.

8. The student will behave and dress in a manner expected of professionals working with children in early elementary classrooms.
  
9. The cooperating teacher's completed end-of-semester student-evaluation form and the comments on the attendance/report forms will be used to determine whether the student fulfilled the requirements of the field-study. Successful completion of this field study is a requirement for student teaching and successful completion of the course.

# **ED 660: The Secondary Classroom in an Inclusive Setting**

## *Whole-Class & Small Group Instruction*

---

Student must record their experience in both Whole Class Teaching and Small Group Instruction by undertaking the following tasks:

- Provide a lesson plan for each experience (# of experiences dependent on needs of cooperating teacher with a minimum of two experiences).
- Record journal entries related to planning teaching and assessing each lesson.
- Provide feedback in your journal entries from the cooperating teacher.
- Provide feedback via reflection on how your lesson went and how it might be improved. Document with received lesson plan.

# **Field Experiences for ED 660: The Secondary Classroom in an Inclusive Setting**

## **ACTIVITIES PACKET**

### **Field Study Report Forms**

Your total field study experience consists of 30 hours. You are expected to devote at least 2 hours each week the field study. The *Field Study Report Form* in the packet should be completed at the end of each visit, signed by the cooperating teacher, and then submitted to the college instructor on the following class day. Reading the teacher's comments on the weekly field study reports before turning them into the course instructor will benefit you on subsequent visits. The weekly reports will be evaluated by the course instructor and returned to you at the end of the semester. The end-of-semester teacher evaluation form will be placed in your student file.

### **Student Teaching**

The quality of your work, together with the cooperating teacher's evaluation, will be an important consideration in the decision to recommend you for student teaching.

### **Curriculum Unit**

You will develop and carry out a developmentally appropriate, interdisciplinary, thematic curriculum unit for an secondary school classroom (grades 1-6). In planning for this unit, you will keep in mind the children's cultural backgrounds, their knowledge, skills and dispositions, the learning goals of the classroom, and the New York State Standards. The curriculum unit will incorporate, social studies, language arts, technology and languages other than English and involve the children in meaningful ways. The cooperating teacher will be asked to assess your planning and implementation of the curriculum unit in the classroom.

WAGNER COLLEGE  
EDUCATION DEPARTMENT

ED 660 Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_

Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

Week 1 Teacher Evaluation: (circle appropriate response below)

Student arrived on time:	YES	NO
Student's dress appropriate:	YES	NO
Student's behavior appropriate:	YES	NO

Comments:

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

WAGNER COLLEGE

EDUCATION DEPARTMENT

ED 660 Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_

Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

Week 2 Teacher Evaluation: (circle appropriate response below)

Student arrived on time:	YES	NO
Student's dress appropriate:	YES	NO
Student's behavior appropriate:	YES	NO

Comments:

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

WAGNER COLLEGE  
EDUCATION DEPARTMENT

ED 660 Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_

Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

Week 3 Teacher Evaluation: (circle appropriate response below)

Student arrived on time:	YES	NO
Student's dress appropriate:	YES	NO
Student's behavior appropriate:	YES	NO

Comments:

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

WAGNER COLLEGE

EDUCATION DEPARTMENT

ED 660 Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_

Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

Week 4 Teacher Evaluation: (circle appropriate response below)

Student arrived on time:	YES	NO
Student's dress appropriate:	YES	NO
Student's behavior appropriate:	YES	NO

Comments:

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

WAGNER COLLEGE  
EDUCATION DEPARTMENT

ED 660 Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_

Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

Week 5 Teacher Evaluation: (circle appropriate response below)

Student arrived on time:	YES	NO
Student's dress appropriate:	YES	NO
Student's behavior appropriate:	YES	NO

Comments:

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

WAGNER COLLEGE

EDUCATION DEPARTMENT

ED 660 Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_

Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

Week 6 Teacher Evaluation: (circle appropriate response below)

Student arrived on time:	YES	NO
Student's dress appropriate:	YES	NO
Student's behavior appropriate:	YES	NO

Comments:

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

WAGNER COLLEGE  
EDUCATION DEPARTMENT

ED 660 Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_

Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

Week 7 Teacher Evaluation: (circle appropriate response below)

Student arrived on time:	YES	NO
Student's dress appropriate:	YES	NO
Student's behavior appropriate:	YES	NO

Comments:

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

WAGNER COLLEGE

EDUCATION DEPARTMENT

ED 660 Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_

Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

Week 8 Teacher Evaluation: (circle appropriate response below)

Student arrived on time:	YES	NO
Student's dress appropriate:	YES	NO
Student's behavior appropriate:	YES	NO

Comments:

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

WAGNER COLLEGE  
EDUCATION DEPARTMENT

ED 660 Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_

Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 9 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time:	YES	NO
Student's dress appropriate:	YES	NO
Student's behavior appropriate:	YES	NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

WAGNER COLLEGE

EDUCATION DEPARTMENT

ED 660 Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_

Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 10 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time:	YES	NO
Student's dress appropriate:	YES	NO
Student's behavior appropriate:	YES	NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

**COOPERATING TEACHER'S EVALUATION FORM**

Field Experiences for ED 660:

Student \_\_\_\_\_ Grade Level \_\_\_\_\_

School \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_

Semester/Year \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_

Total Number of Hours \_\_\_\_\_ (30 hours in an inclusive classroom or  
20 hours in regular classroom and 10 hours in a  
resource room or self-contained classroom)

**Final Evaluation:**

**1. Grade Definitions:**

**O=OUTSTANDING:** Performance consistently exceeds expectations and requirements

**S=MEETS STANDARDS:** Performance consistently meets expectations and requirements

**N=NEEDS TO IMPROVE:** Performance is below normal expectations and requirements

**U=UNSATISFACTORY:** The student does not successfully meet normal expectations and requirements

**2. Recommended Grade:** \_\_\_\_\_

Reg Ed \_\_\_\_\_

Sp Ed \_\_\_\_\_

**3. Comments:**

\* **Student Strengths** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\* **Areas for Improvement** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

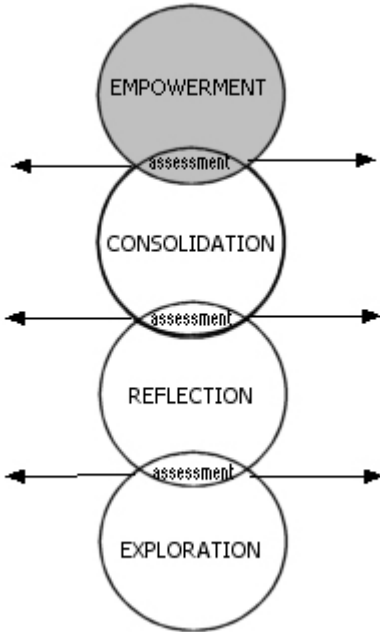
\_\_\_\_\_  
**Cooperating Teacher Signature**

\_\_\_\_\_  
**Date**

**WAGNER COLLEGE EDUCATION DEPARTMENT**

**Education 605: Dynamics of Human Relations**

**Research Requirement in the "Field"**



**Course Requirements:** A study of the cultures and subcultures existing in urban environments with an emphasis upon the interaction among groups. The dynamics of cultural conflicts in learning situations will be stressed. This will be accomplished by critically focusing on the structures responsible for placing our nation's children at risk; the family, the school, and federal and local/state government agencies. In particular, the course will analyze how changes in the structure of the family and the consequences of the recent reform in educational reform movement have impacted the content and delivery of the curriculum. *There is a 20-clock hour "research practicum" attached to this course.*

**Prerequisite:** ED 640 (1<sup>st</sup> initial certification only), ED 660, ED 600, and ED 604 or 607

**New York State Standards**

**Standard 2: Field Experiences, Student Teaching and Practica for Childhood Education**

**2-1-0 Quantitative Criteria**

*In order for the students to receive sufficient field experiences, student teaching and practica the program shall include:*

- 2-1-1** at least 100 clock hours of field experience in both childhood settings, grades 1 through 3 and grades 4 through 6, related to coursework prior to student teaching.

**LEARNING OUTCOMES**

The student *learning outcomes* are organized around the ten curriculum goals of the teacher Education Unit's Conceptual Framework. These learning outcomes comply with the INTASC and NCATE Standards as well as the New York State Learning Standards. These learning outcomes are specific to and consequently are assessed at one or more of the program's transitional portals. Students completing ED 604 are gaining an "initial" certification at the graduate level and therefore the learning outcomes for the course correspond with the final two transitional points of the developmental model:

**consolidation and empowerment.** *The former for those in the final stages of their first "initial" certification and the latter for those pursuing a second "initial" certification at the graduate level in pursuance of their "professional" (permanent) certification.*

## **Knowledge**

### **Subject Matter.**

1. An understanding of cultural and social knowledge in present democracies *cultivates the ability to implement modifications and accommodations for exceptional learners.*
2. Knowledge that race, class, gender, and economics impact on the education of children.
3. To identify the root causes of educational failure for the child at risk.

### **Student Learning**

1. Understands how environmental social and cultural factors impact on the functioning of families
2. Knowledge of how to create an environment that fosters socio-emotional, physical and intellectual competence.
3. Recognize the importance of actively seeking the opinions of other collaborators and participants in problem solving

### **Diversity of Learning**

1. To reflect on the role of culture in the construction of a personal and professional identity
2. A knowledge of and understanding how the diversity of student culture impacts the construction of the physical, instructional, and social classroom environment.
3. Recognizes the need to take a leadership role in communicating ideas and concepts about inclusive and collaborate practices to peers, children, parents and others in the educational community.
4. Recognize how to identify the root causes of educational failure for the child at risk.
5. A knowledge and understanding of the changes in the structure and values of the American family during the past thirty years.

## **Skills**

### **Curriculum Development and Instructional Planning**

1. Applies the social and cultural history to the field of certification and draws connection to its present state
2. Deliver knowledge in a way that makes connections with the social and cultural reality of student's lives.
3. To provide school personnel with the necessary skills for improving human relations in the school

### **Learning Environment**

1. A teaching practice that takes into account the social and cultural context of the classroom.
2. Advocates for ethical practice in the provision of services to all students

## **Dispositions**

### **Diversity**

1. Put into practice a classroom that celebrates and practices diversity
2. Put into practice a classroom that celebrates and practices inclusion
3. Belief in applying social and cultural history to current educational practice.
4. Celebrates the addition to the learning environment produced by the diversity children and their families

5. *Belief in the value that all children labeled exceptional or otherwise bring to the learning environment*
6. Belief in “whatever resources it takes” to enable students of other cultures to succeed in the current educational environment

### **Professional Partnership**

1. Integrate personal and professional identity in their role as a teacher and as a resource person for the family
2. *Belief that quality learning for all students depends on quality learning for all Educators.*
3. Actively believes in working with other professionals to improve the lives of families and children.

### **Nature of the Field Study**

As identified in the course description the goal of the course is for educational personnel to critically focus on the various theoretical perspectives, current programs and practices, and emerging social policies concerning the health, educational and general welfare of children at risk. The course will, hopefully, help you become the most effective practitioner for children at risk in multicultural classrooms, schools, and communities by establishing a learning atmosphere that maximizes each child’s growth development. As the potential leader of such a learning environment, you need to take into account the contemporary ethnic, racial, gender, and socio-economic characteristics of the child, as well as, focusing on and relating positively to all the stakeholders concerned with the child’s general welfare.

One of the requirements of this course in Human Relations is to help you explore your reactions to situations and encounters with people from different cultural backgrounds than your own. Although we will discuss contemporary ethnic, racial and socio-economic relations between groups in urban schools and classrooms, we will not have the time to discuss any particular cultural groups in detail. This field study is intended to help you concentrate on a particular category of sub-cultures of personal interest to you and to explore your learning and teaching experiences with members of this sub-culture of group.

### **A outline for the paper recording the students' work in the field is as follows:**

- I. Reasons for selection of the group. Include the personal experiences you have had in schools and classrooms with children from this group.
- II. A biographical survey of the historical and ideological influences effecting your own personal development.
- III. History of the group’s relationship with mainstream US culture.
- IV. Present Socio-Demographic Profile of this group and its projected future in the US and New York area.

- V. Your selected group's presence in and relationship with NYC schools.
- VI. The special needs and educational problems of your selected group. (Be sure to include your experiences.) Interviews with school administrators, parents, and teachers are encouraged.
- VII. Multicultural Curriculum materials developed involving this group.
- VIII. The relationships, conflicts, and problems of your selected group members, including children with local schools and other community members. Interviews should be conducted with community leaders and ethnic organizations, etc.
- XI. A review of the literature concerning your selected group.
  - a. Images in newspapers, magazines and popular literature.
  - b. Educational journals and other behavioral, historical and social science journals.
  - c. Children's literature.
  - d. Films, videos, etc.
- IX. Conclusions and recommendations concerning your selected group in the classrooms, schools and community of NYC.

**STUDENT AND TEACHER PACKET****ED654****THEORY AND PRACTICE OF SECOND LANGUAGE ACQUISITION****NEW YORK STATE STANDARDS: Childhood 1-6 (Regular)****Standard 2: Field Experiences, Student Teaching and Practice for Childhood Educators****2-1-0 Quantitative Criteria**

**2-1-1** at least 100 clock hours of field experience in both childhood settings, grades 1 through 3 and grades 4 through 6, related to course work prior to student teaching or practica.

**2-2-0 Qualitative Criteria**

**2-2-0** Be consistent with the program's philosophy, purposes, and objectives are carefully selected and planned by program faculty.

**2-2-6** Provide pre-service teachers with experiences in a variety of communities.

**2-2-7** Provide pre-service teachers with experiences across the range of student developmental levels of the certificate.

**2-2-9** Provide pre-service teachers with an opportunity to work in high- need schools.

**NEW YORK STATE STANDARDS: (Grades 7-12)****Standard 2: Field Experiences, Student Teaching and Practica for Adolescence Education****2-1-0 Quantitative Criteria**

**2-1-3** At least 100 clock hours of field experience in both adolescence education settings, grades 7-9 and grades 10-12, and related to course-work prior to student teaching or practica.

**2-2-0.1 Qualitative Criteria**

**2-2-1** be consistent with the program's philosophy, purposes and objectives are carefully selected and planned by program faculty

**2-2-2** have specified learning outcomes and their achievement evaluated regularly

**2-2-3** shall be accompanied by coursework or seminars and supervised by one or more of faculty

actively involved in the program and in program development

**2-2-4** be undertaken by faculty who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy.

**2-2-5** be supervised; student teaching or practica experiences shall be supervised by full-time faculty

**2-2-6** provide pre-service teachers with experiences in a variety of communities

**2-2-7** provide pre-services teachers with experiences across the range of students developmental levels of the certificate

**2-2-8** provide pre-service with an opportunity to work in high-need schools

(<http://stateaid.nysed.gov/hineed>)

## INFORMATION FOR COOPERATING TEACHERS

Dear Teacher:

Please accept our thanks for welcoming a Wagner College teacher-education program student into your classroom as an observer and participant. Your willingness to give of your time and attention to help us strengthen the standards for our program is very much noted and appreciated. The student is not considered a student teacher, rather he/she is a student enrolled in an education course which has a field study component. Attached you will find documents which will help you understand the objectives and procedures for the Field-Study Program. Please call the Education department at 718-390-3464 for any needed clarification.

***Topics for Observation*** - This document is included only to illustrate how the field-study correlates to the general understanding of the school environment. It involves no obligations for the supervising teacher.

***Field Study Expectations for Students*** – This document outlines expectations for students while they carry out their field study responsibilities.

***Student Field-Study Checklist*** - This document is included to illustrate how the field-study correlates to the parent course as conducted simultaneously by the college instructor. The supervising teacher is asked to assess the students' implementation of the curriculum unit in the classroom. Otherwise, the student's field study involves no obligations for the supervising teacher, but it does reveal the importance of the field study as an integral part of the parent course.

***Sample Attendance Sheet.*** This document presents a sample attendance sheet which the student is expected to hand in to you each field study visit.

***Activities Packet*** - This is a sample copy of a page from the activities students are expected to complete during the 25 or 30 hours of observation/participation in the classroom.

***Cooperating Teacher's Final Evaluation*** - Please complete this brief form and submit to the student immediately following the student's final visit. Your evaluation will be included in the student's final grade for the course.

**INTRODUCTION: English Language learners (ELLs) might be in bilingual education classrooms, ELS classrooms or English classrooms. They might be in classes where students share the same native language, where two native languages are spoken, or where multiple languages are spoken. Additionally within one classroom, students may be on varying levels of spoken proficiency and reading and writing literacy in both their native language and/or English.**

Before you begin the following observations you must determine the type of classroom/program in which you have been placed. You must also be sure that your placement is on the grade level in which you plan to be certified.

## **TOPICS FOR OBSERVATION**

The following list of topics is an outline of activities defined in the student's packet as being important general characteristics of the school environment with which the student should be acquainted.

1. Identify school procedures and school rules for behavior, fire drills, and the use of facilities and materials.
2. Identify services available to ELLs. Identify the referral, diagnostic, and evaluation procedures for the identification and placement of ELLs. Identify ELLs in the classroom/building.
3. Identify programs for ELLs children.
4. Investigate counseling services in the school.
5. Provide opportunities to take attendance, grade papers, and assist in other classroom activities.
6. Provide the opportunity for individual and/or group tutoring.
7. Identify adaptations made for ELLs.
8. Review cooperating teacher's unit and lesson plans.
9. Identify the human relation skills operating in the classroom.
10. Provide the opportunity to visit another classroom which is different from the one to which the student is assigned.
11. Identify whether or not ability grouping occurs in the school.

12. Identify how the school supports teachers' planning processes.
13. Identify the extra duties teachers have to perform.
14. Identify opportunities for students to become more independent learners.
15. Identify opportunities for ELLs to practice with academic English.
16. Identify the incorporation of content into ESL classes.
17. Identify Identify the use of the native language to draw upon prior knowledge.
18. Identify if ELLs are held to the same high expectations of learning established for all students.
19. Identify if ELLs develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students.
20. Identify if ELLs are taught challenging content to enable them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, the fine arts, health and physical education, consistent with those for all students.
21. Identify if ELLs receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels.
22. Identify if ELLs are evaluated with appropriate and valid assessments that are aligned to state and local standards and that take into account the language acquisition stages and cultural background of the students.
23. Identify if ELLs' primary languages and cultures are valued, supported, and developed.
24. Identify if all students are involved in activities that build their self-esteem and provide them with opportunities to succeed.

## ED654 FIELD-STUDY EXPECTATIONS FOR EDUCATION STUDENTS

1. Students will be assigned one/two field study periods per week for a minimum total of 30 hours\*. The completion date will be specified in the course syllabus. Students may accumulate additional hours beyond the total number of hours should they find it useful to do so.  
**\* The number of field study hours is determined by your Wagner College program..**
2. Students need to be in bilingual grades B-6 classrooms for their 30 hours of field study or in bilingual 7-12 classrooms for their 30 hours of field study.. If ELLs receive special services within the classroom (push-in) by a teacher certified to work with children with disabilities, the students can fulfill their 30 hours in that classroom. If ELLs receive special services in a resource room (pull-out), the student needs to spend half of the 30 hours in this resource room with the bilingual. If a resource room is not available, then this requirement may be fulfilled by observing half of the required hours in a bilingual classroom.
3. Field students should have only one supervising teacher and a set day and time schedule for visits, exceptions to be cleared with the cooperating teacher and the parent-course instructor.
4. A minimum of ten field study reports are required during the semester.
5. A field study report form is to be completed by the student for each visit, signed by the cooperating teacher, and should then be submitted to the student's instructor the next seminar day.
6. Students will read the teacher's comments on the weekly field study reports before turning them in to the course instructor, so that they may benefit from these comments for subsequent visits. These weekly reports will be evaluated by the course instructor and returned to the students at the end of the semester.
7. **Absences are to be strongly avoided.** Unavoidable absences should be reported to the supervising teacher in advance. In case of emergency, the student should call the school and leave a message for the teacher, including notification of a make-up date. All absences are required to be made up.
8. The student will behave and dress in a manner expected of professionals working with students in classrooms.
9. The cooperating teacher's completed end-of-semester student-evaluation form and the quality of the student's field study reports will be utilized to determine whether the student fulfilled the requirements of the field-study. Successful completion of this field study is a requirement for student teaching and successful completion of the course.

## ED 654 STUDENT FIELD STUDY CHECKLIST

As you move through the semester field experience, place a check mark and date by the appropriate item each time you are able to record something worthy of noting. Although you are not expected to cover all items, this procedure will indicate to you periodically those items needing more of your attention. Submit this form with your accumulated field study reports.

### **Learning about the classroom environment**

How is the school day scheduled?

Class rules – Who created them, where are they posted, how are they followed?

Environment: How are room management jobs created and carried out?

Seating and furniture arrangement.

Bulletin board uses, room decorations, and displays

Material storage and availability to students

### **Classroom dynamics**

Who is doing most of the talking?

Who is asking the questions?

Who is listening?

The teacher's encouragement of dialogue

The teacher's modeling of good questioning

The teacher's modeling of good dialogue

Do children have choices?

The nature of interactions between children and between children and the teacher: friendly, hostile, respectful, etc.

### **Bilingual Students**

Are all children equally encouraged to participate in classroom discussions?

Are special allowances made for the participation of children with special needs?

Are topics for discussion inclusive?

### **The Activities**

Are the learning objectives written in a visible place?

Is the goal written using behavioral terms?

Is the lesson didactic or does the activity utilize group work?

Are meaningful reading and writing part of the activities?

Is the homework assigned meaningful?

Are there learning centers?

## ED 654

# STUDENT ACTIVITIES PACKET

### **Field Study Report Forms**

Your total field study experience consists of 30 hours . You are expected to devote at least 6 hours each week to the field study.

The **Field Study Report Form** in the packet should be completed at the end of each visit, signed by the cooperating teacher, and then submitted to the college instructor on the following class day. Reading the teacher's comments on the weekly field study reports before turning them in to the course instructor, will benefit you on subsequent visits. The weekly reports will be evaluated by the course instructor and returned to you at the end of the semester. The end-of-semester teacher evaluation form will be placed in your student file.

### **Preparation for Student Teaching**

The quality of your work, together with the cooperating teacher's evaluation, will be an important consideration in the decision to recommend you for student teaching.

### **Curriculum Unit**

You will develop and carry out a developmentally appropriate, interdisciplinary, thematic curriculum unit for a B-12 classroom. In planning for this unit, you will keep in mind the children's cultural backgrounds, their knowledge, skills and dispositions, the learning goals of the classroom, and the New York State curriculum standards. The curriculum unit will incorporate mathematics, science, social studies, language arts, visual and performing arts, health and physical education, and technology and career development concepts, and involve the children in meaningful ways. The cooperating teacher will be asked to evaluate your implementation of the curriculum unit in the classroom.

WAGNER COLLEGE

EDUCATION DEPARTMENT  
ED 654 FIELD STUDY ATTENDANCE SHEET

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom AND

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 1 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_  
Cooperating Teacher

Signed: \_\_\_\_\_  
Resource Room Teacher (if applicable)

ED654 FIELD STUDY ATTENDANCE SHEET

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom AND

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 2 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

WAGNER COLLEGE - ED 654

**TEACHER ASSESSMENT OF THE THEMATIC CURRICULUM UNIT**

Thank you so much for having a student from Wagner College's ED654 in your classroom this semester! Each field study placement gives the students valuable, direct classroom experience and helps to prepare them for their practicum teaching.

The field study student(s) in your class has(have) created a thematic curriculum unit and I would very much appreciate your feedback on the outcome.

Using the checklist below, please assess the thematic curriculum unit plan and activities:

O=OUTSTANDING: Performance consistently exceeds expectations and requirements

S=MEETS STANDARDS: Performance consistently meets expectations and requirements

N=NEEDS TO IMPROVE: Performance is below normal expectations and requirements

U=UNSATISFACTORY: The student does not successfully meet normal expectations and requirements

Your comments on page 2 will be extremely valuable for the students

<u>CRITERION</u>	<u>OUTCOME</u>
1 The students spoke with me about the plan for the theme: Topic, date, materials needed, etc.	_____
2 The curriculum unit was age and developmentally appropriate	_____
3 The theme and the activities had a clear rationale	_____
4 Each activity was carefully planned and described	_____
5 Each activity related to current classroom curriculum goals and/or student interest	_____
6 The activities were planned for small groups of students (8-10)	_____
7 The materials used were age- and developmentally appropriate	_____
8 Each activity was presented in a clear and interesting way	_____
9 Each activity allowed for individual student participation	_____
10 Student responses indicated an interest and motivation in each activity	_____
11 The student-teachers' attitude and tone of voice reflected respect for each individual student	_____
12 There was a logical culmination to each activity	_____

Please note one outstanding aspect of this thematic curriculum unit:

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Please note an area or areas that the students need to pay particular attention to when teaching another thematic curriculum unit:

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Date: \_\_\_\_\_  
School: \_\_\_\_\_  
Grade: \_\_\_\_\_  
Student's name: \_\_\_\_\_  
Teacher's Name: \_\_\_\_\_  
Teacher's Signature: \_\_\_\_\_



**COOPERATING TEACHER'S CONFIRMATION FORM**  
**EDUC. 654**

Student \_\_\_\_\_ Grade Level \_\_\_\_\_

School \_\_\_\_\_ Subject \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ Semester/Year \_\_\_\_\_

From \_\_\_\_\_ To \_\_\_\_\_

**FINAL EVALUATION**

**1. Grade Definitions:**

**O = OUTSTANDING:** Performance consistently exceeds expectations.

**S = MEETS STANDARDS:** Performance consistently meets expectations and requirements.

\* **N = NEEDS TO IMPROVE:** Performance is below normal expectations and requirements.

\* **U = UNSATISFACTORY:** The student does not successfully meet normal expectations and requirements.

**\*Please Comment**

**2. Recommended Grade (O,S,N or U)** \_\_\_\_\_

**3. No. of Hours in** \_\_\_\_\_  
**Regular Classroom** \_\_\_\_\_  
**Inclusive or Special Ed. Classroom** \_\_\_\_\_

**4. Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
**Cooperating Teacher's Signature**  
**Circle one (Gen Ed Special Ed Inclusion)**

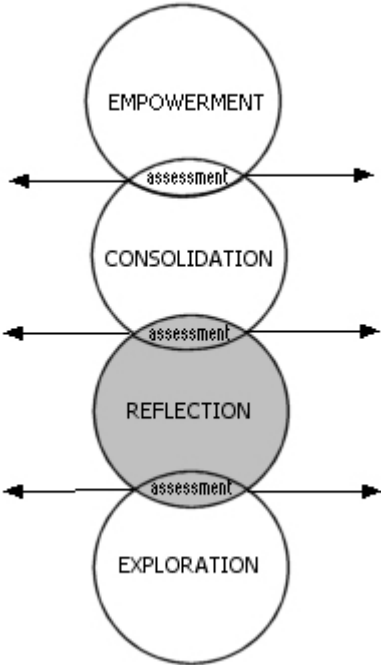
\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Cooperating Teacher's Signature**  
**Circle one (Gen Ed Special Ed Inclusion)**

\_\_\_\_\_  
**Date**

*IMPORTANT REMINDER TO STUDENT: Please make sure to make a copy of this final confirmation form for your own records before submitting to the Education Department.*

WAGNER COLLEGE EDUCATION DEPARTMENT



**ED 668**

**Secondary Education Curriculum and Methods of Inclusive Instruction: Mathematics and Technology**

**STUDENT PACKET**

**NEW YORK STATE STANDARDS: 7-12**

**PROGRAMS FOR TEACHING STUDENTS WITH DISABILITIES**

**IN**

**EARLY CHILDHOOD, CHILDHOOD, MIDDLE CHILDHOOD, ADOLESCENCE**

**52.21(b)(3)(vi)**

**(b) Pedagogical Core.** In addition to meeting the general requirements for the pedagogical core prescribed in paragraph (2)(ii)(c) of this subdivision, the pedagogical core shall focus on developing comprehensive knowledge, understanding, and skills for teaching students with mild, moderate, severe, and multiple disabilities at the student developmental level of the certificate and include, but need not be limited to:

**(2) field experiences and student teaching:**

with students with disabilities across the age/grade range of the student developmental level of the certificate, through combined field experiences and student teaching, and student teaching in two settings as appropriate to the certificate: pre-K through kindergarten and grades 1 through 2; or grades 1 through 3 and grades 4 through 6; or grades 5 through 6 and grades 7 through 9; or grades 7 through 9 and grades 10 through 12. The time requirements for field experience, student teaching and practica of paragraph (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least the equivalent of 50 clock hours of field experiences, and at least 20 days of practica, or student teaching with students with disabilities, including experiences across the age/grade range of the student developmental level of the certificate.

## **TOPICS FOR OBSERVATION**

**The following topics is an outline of activities defined in the student's packet as being important general characteristics of the school environment with which the student should be acquainted.**

1. Identify teaching strategies related to content area.
2. Identify services available to exceptional children. Identify the referral, diagnostic, and evaluation procedures for the identification and placement of exceptional children. Identify mainstreamed children in the classroom/building.
3. Identify activities for gifted children.
4. Provide opportunities to take attendance, grade papers, and assist in other classroom activities.
5. Provide the opportunity for individual and/or group tutoring.
6. Identify adaptations made for physically impaired students.
7. Review cooperating teacher's unit and lesson plans.
8. Identify the human relation skills operating in the classroom.
9. Provide the opportunity to visit another classroom which is different from the one to which the student is assigned.
10. Identify whether or not ability grouping occurs in the school.
11. Identify how the school supports teachers' planning processes.
12. Identify the extra duties teachers have to perform.

## FIELD-STUDY EXPECTATIONS FOR EDUCATION STUDENTS

1. Students will be assigned one field study period per week for a minimum total of 30 hours. The completion date will be specified in the course syllabus. Students may accumulate additional hours beyond the total number of hours should they find it useful to do so.
2. Students need to be in a inclusive 7-12 classroom, for their 30 hours of their field study. If special needs students receive special services in the classroom (push-in), the students can fulfill their 30 hours in that classroom. If special needs students receive special pull-out services in a resource room, the student needs to spend 15 of 30 hours in the resource room with the special education teacher.
3. A field study attendance/report form is to be completed by the student for each visit, signed by the cooperating teacher, and submitted to the student's instructor the next seminar.
4. Students will read the teacher's comments on the weekly field study reports before turning them in to the course instructor, so that they may benefit from these comments for subsequent visits. These weekly reports will be evaluated by the course instructor and returned to the students at the end of the semester.
5. A field study report form is to be completed by the student for each visit, signed by the cooperating teacher, and should then be submitted to the student's instructor the next seminar day.
6. Students will read the teacher's comments on the weekly field study reports before turning them in to the course instructor, so that they may benefit from these suggestions for subsequent visits. These weekly report will be evaluated by the course instructor and returned to the students at the end of the semester.
7. **Absences are to be strongly avoided.** Unavoidable absences should be reported to the supervising teacher in advance. In case of emergency, the student should call the school and leave a message for the teacher, including notification of a make-up date. All absences are required to be made up.
8. The student will behave and dress in a manner expected of professionals working with children in early elementary classrooms.
9. The cooperating teacher's completed end-of-semester student-evaluation form and the comments on the attendance/report forms will be used to determine whether the student fulfilled the requirements of the field-study. Successful completion of this field study is a requirement for student teaching and successful completion of the course.

# Secondary Education Curriculum and Methods of Inclusive Instruction: Mathematics and Technology

## *Whole-Class & Small Group Instruction*

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Student must record their experience in both Whole Class Teaching and Small Group Instruction by undertaking the following tasks:

- Provide a lesson plan for each experience (# of experiences dependent on needs of cooperating teacher with a minimum of two experiences).
- Record journal entries related to planning teaching and assessing each lesson.
- Provide feedback in your journal entries from the cooperating teacher.
- Provide feedback via reflection on how your lesson went and how it might be improved. Document with received lesson plan.

# **Field Experiences: Secondary Education Curriculum and Methods of Inclusive Instruction: Mathematics and Technology**

## **ACTIVITIES PACKET (For Student Use)**

### **Field Study Report Forms**

Your total field study experience consists of 30 hours. You are expected to devote at least 2 hours each week the field study. The *Field Study Report Form* in the packet should be completed at the end of each visit, signed by the cooperating teacher, and then submitted to the college instructor on the following class day. Reading the teacher's comments on the weekly field study reports before turning them into the course instructor will benefit you on subsequent visits. The weekly reports will be evaluated by the course instructor and returned to you at the end of the semester. The end-of-semester teacher evaluation form will be placed in your student file.

### **Student Teaching**

The quality of your work, together with the cooperating teacher's evaluation, will be an important consideration in the decision to recommend you for student teaching.

### **Curriculum Unit**

You will develop and carry out a developmentally appropriate, interdisciplinary, thematic curriculum unit for an secondary school classroom (grades 1-6). In planning for this unit, you will keep in mind the children's cultural backgrounds, their knowledge, skills and dispositions, the learning goals of the classroom, and the New York State Standards. The curriculum unit will incorporate, mathematics and technology and involve the children in meaningful ways. The cooperating teacher will be asked to assess your planning and implementation of the curriculum unit in the classroom.

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 1 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 2 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 3 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 4 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 5 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 6 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 7 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 8 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 9 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 10 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)





WAGNER COLLEGE  
EDUCATION DEPARTMENT



**ED 668**

**Field Experiences: Secondary Education Curriculum and Methods  
of Inclusive Instruction: Mathematics and Technology**

**INFORMATION FOR COOPERATING TEACHERS**

Dear Teacher:

Please accept our thanks for welcoming a Wagner College teacher-education program student into your classroom as a participant/observer. Your willingness to give of your time and attention to help us strengthen the standards for our program is very much noted and appreciated. The student is not considered a student teacher, rather he/she is a student enrolled in an education course, which has a field study component. The field study component includes both aspects of active participation as well as observation. Attached you will find documents which will help you understand the objectives and procedures for the field study component. Please call the Education department at 718-390-3464 for any needed clarification. We have included the following documents for your clarification:

***Field Study Expectations for Education Students*** – Detailed information for students as how to fulfill their field study requirements

***Student Field-Study Checklist*** - This document is included to illustrate how the field-study correlates to the parent course as conducted simultaneously by the college instructor. Additionally, the supervising teacher is asked to assess the students' carrying out of a curriculum unit in the classroom. Otherwise, the student's field study involves no obligations for the supervising teacher, but it does reveal the importance of the field study as an integral part of the parent course.

***Activities Packet*** - This is a sample copy of a page from the activities students are expected to complete during the 30 hours of observation/participation in the classroom. \*Note that this course is an advanced methods course and students should be involved in active lessons (i.e., small group instruction and whole-class teaching).

***Sample Attendance/Report Form*** – The student is required to have you sign and make comments on the form they submit to you each time they are in your classroom.

***Teacher Assessment of the Thematic Curriculum Unit*** – The student(s) will plan and carry out a thematic curriculum unit in your classroom and we are asking you to assess this project and the teacher candidate's performance..

**Cooperating Teacher's Final Evaluation** - Please complete this brief form and submit to the student immediately following the student's final visit. Your evaluation will be part of the student's final grade for the course.

## **TOPICS FOR OBSERVATION**

**The following topics is an outline of activities defined in the student's packet as being important general characteristics of the school environment with which the student should be acquainted.**

1. Identify teaching strategies related to content area.
2. Identify services available to exceptional children. Identify the referral, diagnostic, and evaluation procedures for the identification and placement of exceptional children. Identify mainstreamed children in the classroom/building.
3. Identify activities for gifted children.
4. Provide opportunities to take attendance, grade papers, and assist in other classroom activities.
5. Provide the opportunity for individual and/or group tutoring.
6. Identify adaptations made for physically impaired students.
7. Review cooperating teacher's unit and lesson plans.
8. Identify the human relation skills operating in the classroom.
9. Provide the opportunity to visit another classroom which is different from the one to which the student is assigned.
10. Identify whether or not ability grouping occurs in the school.
11. Identify how the school supports teachers' planning processes.
12. Identify the extra duties teachers have to perform.

## FIELD-STUDY EXPECTATIONS FOR EDUCATION STUDENTS

1. Students will be assigned one field study period per week for a minimum total of 30 hours. The completion date will be specified in the course syllabus. Students may accumulate additional hours beyond the total number of hours should they find it useful to do so.
2. Students need to be in a inclusive 7-12 classroom, for their 30 hours of their field study. If special needs students receive special services in the classroom (push-in), the students can fulfill their 30 hours in that classroom. If special needs students receive special pull-out services in a resource room, the student needs to spend 15 of 30 hours in the resource room with the special education teacher.
3. A field study attendance/report form is to be completed by the student for each visit, signed by the cooperating teacher, and submitted to the student's instructor the next seminar.
4. Students will read the teacher's comments on the weekly field study reports before turning them in to the course instructor, so that they may benefit from these comments for subsequent visits. These weekly reports will be evaluated by the course instructor and returned to the students at the end of the semester.
5. A field study report form is to be completed by the student for each visit, signed by the cooperating teacher, and should then be submitted to the student's instructor the next seminar day.
6. Students will read the teacher's comments on the weekly field study reports before turning them in to the course instructor, so that they may benefit from these suggestions for subsequent visits. These weekly report will be evaluated by the course instructor and returned to the students at the end of the semester.
7. **Absences are to be strongly avoided.** Unavoidable absences should be reported to the supervising teacher in advance. In case of emergency, the student should call the school and leave a message for the teacher, including notification of a make-up date. All absences are required to be made up.
8. The student will behave and dress in a manner expected of professionals working with children in early elementary classrooms.
9. The cooperating teacher's completed end-of-semester student-evaluation form and the comments on the attendance/report forms will be used to determine whether the student fulfilled the requirements of the field-study. Successful completion of this field study is a requirement for student teaching and successful completion of the course.

# **Secondary Education Curriculum and Methods of Inclusive Instruction: Mathematics and Technology**

## *Whole-Class & Small Group Instruction*

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Student must record their experience in both Whole Class Teaching and Small Group Instruction by undertaking the following tasks:

- Provide a lesson plan for each experience (# of experiences dependent on needs of cooperating teacher with a minimum of two experiences).
- Record journal entries related to planning teaching and assessing each lesson.
- Provide feedback in your journal entries from the cooperating teacher.
- Provide feedback via reflection on how your lesson went and how it might be improved. Document with received lesson plan.

# **Field Experiences: Secondary Education Curriculum and Methods of Inclusive Instruction: Mathematics and Technology**

## **ACTIVITIES PACKET (For Student Use)**

### **Field Study Report Forms**

Your total field study experience consists of 30 hours. You are expected to devote at least 2 hours each week the field study. The *Field Study Report Form* in the packet should be completed at the end of each visit, signed by the cooperating teacher, and then submitted to the college instructor on the following class day. Reading the teacher's comments on the weekly field study reports before turning them into the course instructor will benefit you on subsequent visits. The weekly reports will be evaluated by the course instructor and returned to you at the end of the semester. The end-of-semester teacher evaluation form will be placed in your student file.

### **Student Teaching**

The quality of your work, together with the cooperating teacher's evaluation, will be an important consideration in the decision to recommend you for student teaching.

### **Curriculum Unit**

You will develop and carry out a developmentally appropriate, interdisciplinary, thematic curriculum unit for an secondary school classroom (grades 1-6). In planning for this unit, you will keep in mind the children's cultural backgrounds, their knowledge, skills and dispositions, the learning goals of the classroom, and the New York State Standards. The curriculum unit will incorporate, mathematics and technology and involve the children in meaningful ways. The cooperating teacher will be asked to assess your planning and implementation of the curriculum unit in the classroom.

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 1 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_  
Cooperating Teacher

Signed \_\_\_\_\_  
Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 2 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_  
Cooperating Teacher

Signed \_\_\_\_\_  
Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 3 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 4 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 5 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

—

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 6 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 7 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 8 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

**Field Study Attendance/Report Form**

NAME: \_\_\_\_\_

**Date:** \_\_\_\_\_ **Time: From** \_\_\_\_\_ **until** \_\_\_\_\_ **(inclusion class)** OR

**Time: From** \_\_\_\_\_ **until** \_\_\_\_\_ **Regular Classroom**

**Time: From** \_\_\_\_\_ **until** \_\_\_\_\_ **Resource Room or Self-Contained Classroom**

**Week 9 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

**ED 665 Field Study Attendance/Report Form**

NAME: \_\_\_\_\_

**Date:** \_\_\_\_\_ **Time: From** \_\_\_\_\_ **until** \_\_\_\_\_ **(inclusion class)** OR

**Time: From** \_\_\_\_\_ **until** \_\_\_\_\_ **Regular Classroom**

**Time: From** \_\_\_\_\_ **until** \_\_\_\_\_ **Resource Room or Self-Contained Classroom**

**Week 10 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

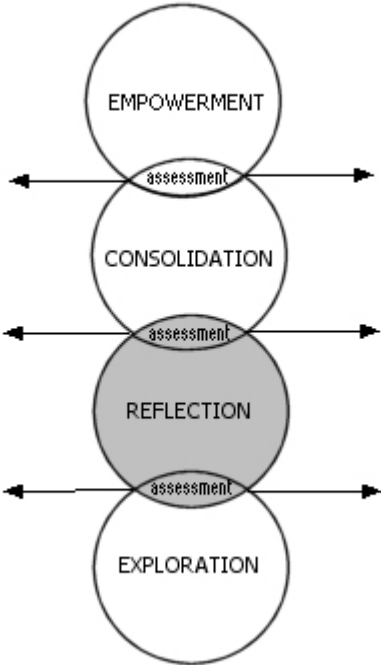
Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)



WAGNER COLLEGE EDUCATION DEPARTMENT



**ED 669**

**Secondary Education Curriculum and Methods of Inclusive Instruction: Science and Technology**

**STUDENT PACKET**

**NEW YORK STATE STANDARDS: 7-12**

**PROGRAMS FOR TEACHING STUDENTS WITH DISABILITIES**

**IN**

**EARLY CHILDHOOD, CHILDHOOD, MIDDLE CHILDHOOD, ADOLESCENCE**

**52.21(b)(3)(vi)**

**(b) Pedagogical Core.** In addition to meeting the general requirements for the pedagogical core prescribed in paragraph (2)(ii)(c) of this subdivision, the pedagogical core shall focus on developing comprehensive knowledge, understanding, and skills for teaching students with mild, moderate, severe, and multiple disabilities at the student developmental level of the certificate and include, but need not be limited to:

**(2) field experiences and student teaching:**

with students with disabilities across the age/grade range of the student developmental level of the certificate, through combined field experiences and student teaching, and student teaching in two settings as appropriate to the certificate: pre-K through kindergarten and grades 1 through 2; or grades 1 through 3 and grades 4 through 6; or grades 5 through 6 and grades 7 through 9; or grades 7 through 9 and grades 10 through 12. The time requirements for field experience, student teaching and practica of paragraph (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least the equivalent of 30 clock hours of field experiences, and at least 20 days of practica, or student teaching with students with disabilities, including experiences across the age/grade range of the student developmental level of the certificate.

## **TOPICS FOR OBSERVATION**

**The following topics are an outline of activities defined in the student's packet as being important general characteristics of the school environment with which the student should be acquainted.**

1. Identify teaching strategies related to content area.
2. Identify services available to exceptional children. Identify the referral, diagnostic, and evaluation procedures for the identification and placement of exceptional children. Identify mainstreamed children in the classroom/building.
3. Identify activities for gifted children.
4. Provide opportunities to take attendance, grade papers, and assist in other classroom activities.
5. Provide the opportunity for individual and/or group tutoring.
6. Identify adaptations made for physically impaired students.
7. Review cooperating teacher's unit and lesson plans.
8. Identify the human relation skills operating in the classroom.
9. Provide the opportunity to visit another classroom which is different from the one to which the student is assigned.
10. Identify whether or not ability grouping occurs in the school.
11. Identify how the school supports teachers' planning processes.
12. Identify the extra duties teachers have to perform.

## FIELD-STUDY EXPECTATIONS FOR EDUCATION STUDENTS

1. Students will be assigned one field study period per week for a minimum total of 30 hours. The completion date will be specified in the course syllabus. Students may accumulate additional hours beyond the total number of hours should they find it useful to do so.
2. Students need to be in a inclusive 7-12 classroom, for their 30 hours of their field study. If special needs students receive special services in the classroom (push-in), the students can fulfill their 30 hours in that classroom. If special needs students receive special pull-out services in a resource room, the student needs to spend 15 of 30 hours in the resource room with the special education teacher.
3. A field study attendance/report form is to be completed by the student for each visit, signed by the cooperating teacher, and submitted to the student's instructor the next seminar.
4. Students will read the teacher's comments on the weekly field study reports before turning them in to the course instructor, so that they may benefit from these comments for subsequent visits. These weekly reports will be evaluated by the course instructor and returned to the students at the end of the semester.
5. A field study report form is to be completed by the student for each visit, signed by the cooperating teacher, and should then be submitted to the student's instructor the next seminar day.
6. Students will read the teacher's comments on the weekly field study reports before turning them in to the course instructor, so that they may benefit from these suggestions for subsequent visits. These weekly report will be evaluated by the course instructor and returned to the students at the end of the semester.
7. **Absences are to be strongly avoided.** Unavoidable absences should be reported to the supervising teacher in advance. In case of emergency, the student should call the school and leave a message for the teacher, including notification of a make-up date. All absences are required to be made up.
8. The student will behave and dress in a manner expected of professionals working with children in early elementary classrooms.
9. The cooperating teacher's completed end-of-semester student-evaluation form and the comments on the attendance/report forms will be used to determine whether the student fulfilled the requirements of the field-study. Successful completion of this field study is a requirement for student teaching and successful completion of the course.

# Secondary Education Curriculum and Methods of Inclusive Instruction: Science and Technology

## *Whole-Class & Small Group Instruction*

---

Student must record their experience in both Whole Class Teaching and Small Group Instruction by undertaking the following tasks:

- Provide a lesson plan for each experience (# of experiences dependent on needs of cooperating teacher with a minimum of two experiences).
- Record journal entries related to planning teaching and assessing each lesson.
- Provide feedback in your journal entries from the cooperating teacher.
- Provide feedback via reflection on how your lesson went and how it might be improved. Document with received lesson plan.

# **Field Experiences: Secondary Education Curriculum and Methods of Inclusive Instruction: Science and Technology**

## **ACTIVITIES PACKET (For Student Use)**

### **Field Study Report Forms**

Your total field study experience consists of 30 hours. You are expected to devote at least 2 hours each week the field study. The *Field Study Report Form* in the packet should be completed at the end of each visit, signed by the cooperating teacher, and then submitted to the college instructor on the following class day. Reading the teacher's comments on the weekly field study reports before turning them into the course instructor will benefit you on subsequent visits. The weekly reports will be evaluated by the course instructor and returned to you at the end of the semester. The end-of-semester teacher evaluation form will be placed in your student file.

### **Student Teaching**

The quality of your work, together with the cooperating teacher's evaluation, will be an important consideration in the decision to recommend you for student teaching.

### **Curriculum Unit**

You will develop and carry out a developmentally appropriate, interdisciplinary, thematic curriculum unit for an secondary school classroom (grades 1-6). In planning for this unit, you will keep in mind the children's cultural backgrounds, their knowledge, skills and dispositions, the learning goals of the classroom, and the New York State Standards. The curriculum unit will incorporate, science and technology and involve the children in meaningful ways. The cooperating teacher will be asked to assess your planning and implementation of the curriculum unit in the classroom.

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 1 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 2 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 3 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 4 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 5 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 6 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 7 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 8 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 9 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 10 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

**COOPERATING TEACHER'S CONFIRMATION FORM**  
**EDUC. 669**

Student \_\_\_\_\_ Grade Level \_\_\_\_\_

School \_\_\_\_\_ Subject \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ Semester/Year \_\_\_\_\_

From \_\_\_\_\_ To \_\_\_\_\_

**FINAL EVALUATION**

**1. Grade Definitions:**

**O = OUTSTANDING:** Performance consistently exceeds expectations.

**S = MEETS STANDARDS:** Performance consistently meets expectations and requirements.

\* **N = NEEDS TO IMPROVE:** Performance is below normal expectations and requirements.

\* **U = UNSATISFACTORY:** The student does not successfully meet normal expectations and requirements.

\*Please Comment

2. Recommended Grade (O,S,N or U) \_\_\_\_\_

3. No. of Hours in \_\_\_\_\_  
Regular Classroom \_\_\_\_\_  
Inclusive or Special Ed. Classroom \_\_\_\_\_

4. Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Cooperating Teacher's Signature                      Date  
Circle one (Gen Ed    Special Ed    Inclusion)

\_\_\_\_\_  
Cooperating Teacher's Signature                      Date  
Circle one (Gen Ed    Special Ed    Inclusion)

*IMPORTANT REMINDER TO STUDENT: Please make sure to make a copy of this final confirmation form for your own records before submitting to the Education Department.*



WAGNER COLLEGE  
EDUCATION DEPARTMENT



**ED 669**

**Field Experiences: Secondary Education Curriculum and Methods  
of Inclusive Instruction: Science and Technology**

**INFORMATION FOR COOPERATING TEACHERS**

Dear Teacher:

Please accept our thanks for welcoming a Wagner College teacher-education program student into your classroom as a participant/observer. Your willingness to give of your time and attention to help us strengthen the standards for our program is very much noted and appreciated. The student is not considered a student teacher, rather he/she is a student enrolled in an education course, which has a field study component. The field study component includes both aspects of active participation as well as observation. Attached you will find documents which will help you understand the objectives and procedures for the field study component. Please call the Education department at 718-390-3464 for any needed clarification. We have included the following documents for your clarification:

***Field Study Expectations for Education Students*** – Detailed information for students as how to fulfill their field study requirements

***Student Field-Study Checklist*** - This document is included to illustrate how the field-study correlates to the parent course as conducted simultaneously by the college instructor. Additionally, the supervising teacher is asked to assess the students' carrying out of a curriculum unit in the classroom. Otherwise, the student's field study involves no obligations for the supervising teacher, but it does reveal the importance of the field study as an integral part of the parent course.

***Activities Packet*** - This is a sample copy of a page from the activities students are expected to complete during the 30 hours of observation/participation in the classroom. \*Note that this course is an advanced methods course and students should be involved in active lessons (i.e., small group instruction and whole-class teaching).

***Sample Attendance/Report Form*** – The student is required to have you sign and make comments on the form they submit to you each time they are in your classroom.

***Teacher Assessment of the Thematic Curriculum Unit*** – The student(s) will plan and carry out a thematic curriculum unit in your classroom and we are asking you to assess this project and the teacher candidate's performance..

**Cooperating Teacher's Final Evaluation** - Please complete this brief form and submit to the student immediately following the student's final visit. Your evaluation will be part of the student's final grade for the course.

## **TOPICS FOR OBSERVATION**

**The following topics is an outline of activities defined in the student's packet as being important general characteristics of the school environment with which the student should be acquainted.**

1. Identify teaching strategies related to content area.
2. Identify services available to exceptional children. Identify the referral, diagnostic, and evaluation procedures for the identification and placement of exceptional children. Identify mainstreamed children in the classroom/building.
3. Identify activities for gifted children.
4. Provide opportunities to take attendance, grade papers, and assist in other classroom activities.
5. Provide the opportunity for individual and/or group tutoring.
6. Identify adaptations made for physically impaired students.
7. Review cooperating teacher's unit and lesson plans.
8. Identify the human relation skills operating in the classroom.
9. Provide the opportunity to visit another classroom which is different from the one to which the student is assigned.
10. Identify whether or not ability grouping occurs in the school.
11. Identify how the school supports teachers' planning processes.
12. Identify the extra duties teachers have to perform.

## FIELD-STUDY EXPECTATIONS FOR EDUCATION STUDENTS

1. Students will be assigned one field study period per week for a minimum total of 30 hours. The completion date will be specified in the course syllabus. Students may accumulate additional hours beyond the total number of hours should they find it useful to do so.
2. Students need to be in a inclusive 7-12 classroom, for their 30 hours of their field study. If special needs students receive special services in the classroom (push-in), the students can fulfill their 30 hours in that classroom. If special needs students receive special pull-out services in a resource room, the student needs to spend 15 of 30 hours in the resource room with the special education teacher.
3. A field study attendance/report form is to be completed by the student for each visit, signed by the cooperating teacher, and submitted to the student's instructor the next seminar.
4. Students will read the teacher's comments on the weekly field study reports before turning them in to the course instructor, so that they may benefit from these comments for subsequent visits. These weekly reports will be evaluated by the course instructor and returned to the students at the end of the semester.
5. A field study report form is to be completed by the student for each visit, signed by the cooperating teacher, and should then be submitted to the student's instructor the next seminar day.
6. Students will read the teacher's comments on the weekly field study reports before turning them in to the course instructor, so that they may benefit from these suggestions for subsequent visits. These weekly report will be evaluated by the course instructor and returned to the students at the end of the semester.
7. **Absences are to be strongly avoided.** Unavoidable absences should be reported to the supervising teacher in advance. In case of emergency, the student should call the school and leave a message for the teacher, including notification of a make-up date. All absences are required to be made up.
8. The student will behave and dress in a manner expected of professionals working with children in early elementary classrooms.
9. The cooperating teacher's completed end-of-semester student-evaluation form and the comments on the attendance/report forms will be used to determine whether the student fulfilled the requirements of the field-study. Successful completion of this field study is a requirement for student teaching and successful completion of the course.

# **Secondary Education Curriculum and Methods of Inclusive Instruction: Science and Technology**

## *Whole-Class & Small Group Instruction*

---

Student must record their experience in both Whole Class Teaching and Small Group Instruction by undertaking the following tasks:

- Provide a lesson plan for each experience (# of experiences dependent on needs of cooperating teacher with a minimum of two experiences).
- Record journal entries related to planning teaching and assessing each lesson.
- Provide feedback in your journal entries from the cooperating teacher.
- Provide feedback via reflection on how your lesson went and how it might be improved. Document with received lesson plan.

# **Field Experiences: Secondary Education Curriculum and Methods of Inclusive Instruction: Science and Technology**

## **ACTIVITIES PACKET (For Student Use)**

### **Field Study Report Forms**

Your total field study experience consists of 30 hours. You are expected to devote at least 2 hours each week the field study. The *Field Study Report Form* in the packet should be completed at the end of each visit, signed by the cooperating teacher, and then submitted to the college instructor on the following class day. Reading the teacher's comments on the weekly field study reports before turning them into the course instructor will benefit you on subsequent visits. The weekly reports will be evaluated by the course instructor and returned to you at the end of the semester. The end-of-semester teacher evaluation form will be placed in your student file.

### **Student Teaching**

The quality of your work, together with the cooperating teacher's evaluation, will be an important consideration in the decision to recommend you for student teaching.

### **Curriculum Unit**

You will develop and carry out a developmentally appropriate, interdisciplinary, thematic curriculum unit for an secondary school classroom (grades 1-6). In planning for this unit, you will keep in mind the children's cultural backgrounds, their knowledge, skills and dispositions, the learning goals of the classroom, and the New York State Standards. The curriculum unit will incorporate, science and technology and involve the children in meaningful ways. The cooperating teacher will be asked to assess your planning and implementation of the curriculum unit in the classroom.

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 1 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_  
Cooperating Teacher

Signed \_\_\_\_\_  
Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 2 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_  
Cooperating Teacher

Signed \_\_\_\_\_  
Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 3 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 4 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 5 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

—

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 6 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 7 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 8 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

**Field Study Attendance/Report Form**

NAME: \_\_\_\_\_

**Date:** \_\_\_\_\_ **Time: From** \_\_\_\_\_ **until** \_\_\_\_\_ **(inclusion class) OR**

**Time: From** \_\_\_\_\_ **until** \_\_\_\_\_ **Regular Classroom**

**Time: From** \_\_\_\_\_ **until** \_\_\_\_\_ **Resource Room or Self-Contained Classroom**

**Week 9 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

**ED 665 Field Study Attendance/Report Form**

NAME: \_\_\_\_\_

**Date:** \_\_\_\_\_ **Time: From** \_\_\_\_\_ **until** \_\_\_\_\_ **(inclusion class) OR**

**Time: From** \_\_\_\_\_ **until** \_\_\_\_\_ **Regular Classroom**

**Time: From** \_\_\_\_\_ **until** \_\_\_\_\_ **Resource Room or Self-Contained Classroom**

**Week 10 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

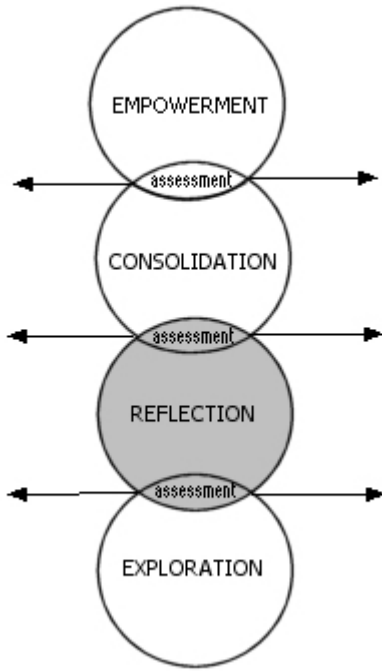
Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)





**ED 673,674,675**

**Secondary Education Curriculum and Methods of  
Inclusive Instruction: Social Studies, Language Arts, &  
Languages other than English**

**STUDENT PACKET**

**NEW YORK STATE STANDARDS: 7-12**

**PROGRAMS FOR TEACHING STUDENTS WITH DISABILITIES**

**IN**

**EARLY CHILDHOOD, CHILDHOOD, MIDDLE CHILDHOOD, ADOLESCENCE**

**52.21(b)(3)(vi)**

**(b) Pedagogical Core.** In addition to meeting the general requirements for the pedagogical core prescribed in paragraph (2)(ii)(c) of this subdivision, the pedagogical core shall focus on developing comprehensive knowledge, understanding, and skills for teaching students with mild, moderate, severe, and multiple disabilities at the student developmental level of the certificate and include, but need not be limited to:

**(2) field experiences and student teaching:**

with students with disabilities across the age/grade range of the student developmental level of the certificate, through combined field experiences and student teaching, and student teaching in two settings as appropriate to the certificate: pre-K through kindergarten and grades 1 through 2; or grades 1 through 3 and grades 4 through 6; or grades 5 through 6 and grades 7 through 9; or grades 7 through 9 and grades 10 through 12. The time requirements for field experience, student teaching and practica of paragraph (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least the equivalent of 50 clock hours of field experiences, and at

least 20 days of practica, or student teaching with students with disabilities, including experiences across the age/grade range of the student developmental level of the certificate.

## **TOPICS FOR OBSERVATION**

**The following topics is an outline of activities defined in the student's packet as being important general characteristics of the school environment with which the student should be acquainted.**

1. Identify teaching strategies related to content area.
2. Identify services available to exceptional children. Identify the referral, diagnostic, and evaluation procedures for the identification and placement of exceptional children. Identify mainstreamed children in the classroom/building.
3. Identify activities for gifted children.
4. Provide opportunities to take attendance, grade papers, and assist in other classroom activities.
5. Provide the opportunity for individual and/or group tutoring.
6. Identify adaptations made for physically impaired students.
7. Review cooperating teacher's unit and lesson plans.
8. Identify the human relation skills operating in the classroom.
9. Provide the opportunity to visit another classroom which is different from the one to which the student is assigned.
10. Identify whether or not ability grouping occurs in the school.
11. Identify how the school supports teachers' planning processes.
12. Identify the extra duties teachers have to perform.

## FIELD-STUDY EXPECTATIONS FOR EDUCATION STUDENTS

1. Students will be assigned one field study period per week for a minimum total of 30 hours. The completion date will be specified in the course syllabus. Students may accumulate additional hours beyond the total number of hours should they find it useful to do so.
2. Students need to be in a inclusive 7-12 classroom, for their 30 hours of their field study. If special needs students receive special services in the classroom (push-in), the students can fulfill their 30 hours in that classroom. If special needs students receive special pull-out services in a resource room, the student needs to spend 15 of 30 hours in the resource room with the special education teacher.
3. A field study attendance/report form is to be completed by the student for each visit, signed by the cooperating teacher, and submitted to the student's instructor the next seminar.
4. Students will read the teacher's comments on the weekly field study reports before turning them in to the course instructor, so that they may benefit from these comments for subsequent visits. These weekly reports will be evaluated by the course instructor and returned to the students at the end of the semester.
5. A field study report form is to be completed by the student for each visit, signed by the cooperating teacher, and should then be submitted to the student's instructor the next seminar day.
6. Students will read the teacher's comments on the weekly field study reports before turning them in to the course instructor, so that they may benefit from these suggestions for subsequent visits. These weekly report will be evaluated by the course instructor and returned to the students at the end of the semester.
7. **Absences are to be strongly avoided.** Unavoidable absences should be reported to the supervising teacher in advance. In case of emergency, the student should call the school and leave a message for the teacher, including notification of a make-up date. All absences are required to be made up.
8. The student will behave and dress in a manner expected of professionals working with children in early elementary classrooms.
9. The cooperating teacher's completed end-of-semester student-evaluation form and the comments on the attendance/report forms will be used to determine whether the student fulfilled the requirements of the field-study. Successful completion of this field study is a requirement for student teaching and successful completion of the course.

# **Secondary Education Curriculum and Methods of Inclusive Instruction: Social Studies, Language Arts, & Languages other than English**

## *Whole-Class & Small Group Instruction*

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Student must record their experience in both Whole Class Teaching and Small Group Instruction by undertaking the following tasks:

- Provide a lesson plan for each experience (# of experiences dependent on needs of cooperating teacher with a minimum of two experiences).
- Record journal entries related to planning teaching and assessing each lesson.
- Provide feedback in your journal entries from the cooperating teacher.
- Provide feedback via reflection on how your lesson went and how it might be improved. Document with received lesson plan.

# **Field Experiences: Secondary Education Curriculum and Methods of Inclusive Instruction: Social Studies, Language Arts, & Languages other than English**

## **ACTIVITIES PACKET (For Student Use)**

### **Field Study Report Forms**

Your total field study experience consists of 30 hours. You are expected to devote at least 2 hours each week the field study. The *Field Study Report Form* in the packet should be completed at the end of each visit, signed by the cooperating teacher, a then submitted to the college instructor on the following class day. Reading the teacher's comments on the weekly field study reports before turning them into the course instructor will benefit you on subsequent visits. The weekly reports will be evaluated by the course instructor and returned to you at the end of the semester. The end-of-semester teacher evaluation form will be placed in your student file.

### **Student Teaching**

The quality of your work, together with the cooperating teacher's evaluation, will be an important consideration in the decision to recommend you for student teaching.

### **Curriculum Unit**

You will develop and carry out a developmentally appropriate, interdisciplinary, thematic curriculum unit for an secondary school classroom (grades 1-6). In planning for this unit, you will keep in mind the children's cultural backgrounds, their knowledge, skills and dispositions, the learning goals of the classroom, and the New York State Standards. The curriculum unit will incorporate, social studies, language arts, technology and languages other than English and involve the children in meaningful ways. The cooperating teacher will be asked to assess your planning and implementation of the curriculum unit in the classroom.

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 1 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_  
Cooperating Teacher

Signed \_\_\_\_\_  
Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 2 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_  
Cooperating Teacher

Signed \_\_\_\_\_  
Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 3 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 4 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 5 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 6 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 7 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 8 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 9 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 10 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)



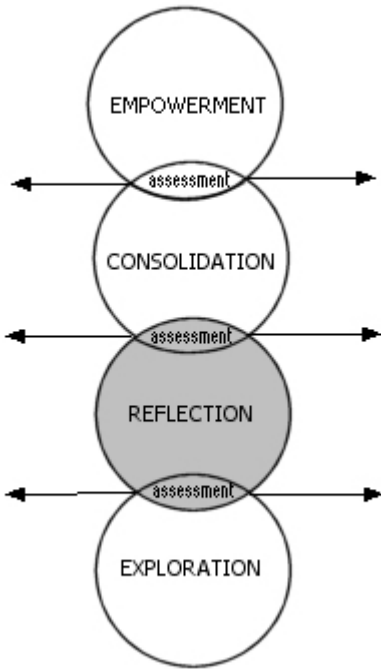
WAGNER COLLEGE  
EDUCATION DEPARTMENT



**ED 673,674,675**

**Field Experiences: Secondary Education Curriculum and  
Methods of Inclusive Instruction: Social Studies, Language Arts  
& Languages other than English**

**INFORMATION FOR COOPERATING TEACHERS**



Dear Teacher:

Please accept our thanks for welcoming a Wagner College teacher-education program student into your classroom as a participant/observer. Your willingness to give of your time and attention to help us strengthen the standards for our program is very much noted and appreciated. The student is not considered a student teacher, rather he/she is a student enrolled in an education course, which has a field study component. The field study component includes both aspects of active participation as well as observation. Attached you will find documents which will help you understand the objectives and procedures for the field study component. Please call the Education department at 718-390-3464 for any needed clarification. We have included the following documents for your clarification:

***Field Study Expectations for Education Students*** – Detailed information for students as how to fulfill their field study requirements

***Student Field-Study Checklist*** - This document is included to illustrate how the field-study correlates to the parent course as conducted simultaneously by the college instructor. Additionally, the supervising teacher is asked to assess the students' carrying out of a curriculum unit in the classroom. Otherwise, the student's field study involves no obligations for the supervising teacher, but it does reveal the importance of the field study as an integral part of the parent course.

***Activities Packet*** - This is a sample copy of a page from the activities students are expected to complete during the 30 hours of observation/participation in the classroom. \*Note that this course is an advanced methods course and students should be involved in active lessons (i.e., small group instruction and whole-class teaching).

***Sample Attendance/Report Form*** – The student is required to have you sign and make comments on the form they submit to you each time they are in your classroom.

***Teacher Assessment of the Thematic Curriculum Unit*** – The student(s) will plan and carry out a thematic curriculum unit in your classroom and we are asking you to assess this project and the teacher candidate's performance..

**Cooperating Teacher's Final Evaluation** - Please complete this brief form and submit to the student immediately following the student's final visit. Your evaluation will be part of the student's final grade for the course.

## **TOPICS FOR OBSERVATION**

**The following topics is an outline of activities defined in the student's packet as being important general characteristics of the school environment with which the student should be acquainted.**

1. Identify teaching strategies related to content area.
2. Identify services available to exceptional children. Identify the referral, diagnostic, and evaluation procedures for the identification and placement of exceptional children. Identify mainstreamed children in the classroom/building.
3. Identify activities for gifted children.
4. Provide opportunities to take attendance, grade papers, and assist in other classroom activities.
5. Provide the opportunity for individual and/or group tutoring.
6. Identify adaptations made for physically impaired students.
7. Review cooperating teacher's unit and lesson plans.
8. Identify the human relation skills operating in the classroom.
9. Provide the opportunity to visit another classroom which is different from the one to which the student is assigned.
10. Identify whether or not ability grouping occurs in the school.
11. Identify how the school supports teachers' planning processes.
12. Identify the extra duties teachers have to perform.

## FIELD-STUDY EXPECTATIONS FOR EDUCATION STUDENTS

1. Students will be assigned one field study period per week for a minimum total of 30 hours. The completion date will be specified in the course syllabus. Students may accumulate additional hours beyond the total number of hours should they find it useful to do so.
2. Students need to be in a inclusive 7-12 classroom, for their 30 hours of their field study. If special needs students receive special services in the classroom (push-in), the students can fulfill their 30 hours in that classroom. If special needs students receive special pull-out services in a resource room, the student needs to spend 15 of 30 hours in the resource room with the special education teacher.
3. A field study attendance/report form is to be completed by the student for each visit, signed by the cooperating teacher, and submitted to the student's instructor the next seminar.
4. Students will read the teacher's comments on the weekly field study reports before turning them in to the course instructor, so that they may benefit from these comments for subsequent visits. These weekly reports will be evaluated by the course instructor and returned to the students at the end of the semester.
5. A field study report form is to be completed by the student for each visit, signed by the cooperating teacher, and should then be submitted to the student's instructor the next seminar day.
6. Students will read the teacher's comments on the weekly field study reports before turning them in to the course instructor, so that they may benefit from these suggestions for subsequent visits. These weekly report will be evaluated by the course instructor and returned to the students at the end of the semester.
7. **Absences are to be strongly avoided.** Unavoidable absences should be reported to the supervising teacher in advance. In case of emergency, the student should call the school and leave a message for the teacher, including notification of a make-up date. All absences are required to be made up.
8. The student will behave and dress in a manner expected of professionals working with children in early elementary classrooms.
9. The cooperating teacher's completed end-of-semester student-evaluation form and the comments on the attendance/report forms will be used to determine whether the student fulfilled the requirements of the field-study. Successful completion of this field study is a requirement for student teaching and successful completion of the course.

# **Secondary Education Curriculum and Methods of Inclusive Instruction: Language Arts, Social Studies, & Languages other than English**

## *Whole-Class & Small Group Instruction*

---

Student must record their experience in both Whole Class Teaching and Small Group Instruction by undertaking the following tasks:

- Provide a lesson plan for each experience (# of experiences dependent on needs of cooperating teacher with a minimum of two experiences).
- Record journal entries related to planning teaching and assessing each lesson.
- Provide feedback in your journal entries from the cooperating teacher.
- Provide feedback via reflection on how your lesson went and how it might be improved. Document with received lesson plan.

# **Field Experiences: Secondary Education Curriculum and Methods of Inclusive Instruction: Language Arts, Social Studies, & Languages other than English**

## **ACTIVITIES PACKET (For Student Use)**

### **Field Study Report Forms**

Your total field study experience consists of 30 hours. You are expected to devote at least 2 hours each week the field study. The *Field Study Report Form* in the packet should be completed at the end of each visit, signed by the cooperating teacher, a then submitted to the college instructor on the following class day. Reading the teacher's comments on the weekly field study reports before turning them into the course instructor will benefit you on subsequent visits. The weekly reports will be evaluated by the course instructor and returned to you at the end of the semester. The end-of-semester teacher evaluation form will be placed in your student file.

### **Student Teaching**

The quality of your work, together with the cooperating teacher's evaluation, will be an important consideration in the decision to recommend you for student teaching.

### **Curriculum Unit**

You will develop and carry out a developmentally appropriate, interdisciplinary, thematic curriculum unit for an secondary school classroom (grades 1-6). In planning for this unit, you will keep in mind the children's cultural backgrounds, their knowledge, skills and dispositions, the learning goals of the classroom, and the New York State Standards. The curriculum unit will incorporate, social studies, language arts, technology and languages other than English and involve the children in meaningful ways. The cooperating teacher will be asked to assess your planning and implementation of the curriculum unit in the classroom.

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 1 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_  
Cooperating Teacher

Signed \_\_\_\_\_  
Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 2 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_  
Cooperating Teacher

Signed \_\_\_\_\_  
Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 3 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 4 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 5 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

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Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 6 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 7 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

Field Study Attendance/Report Form

NAME: \_\_\_\_\_

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_ (inclusion class) OR

Time: From \_\_\_\_\_ until \_\_\_\_\_ Regular Classroom

Time: From \_\_\_\_\_ until \_\_\_\_\_ Resource Room or Self-Contained Classroom

**Week 8 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

**Field Study Attendance/Report Form**

NAME: \_\_\_\_\_

**Date:** \_\_\_\_\_ **Time: From** \_\_\_\_\_ **until** \_\_\_\_\_ **(inclusion class)** OR

**Time: From** \_\_\_\_\_ **until** \_\_\_\_\_ **Regular Classroom**

**Time: From** \_\_\_\_\_ **until** \_\_\_\_\_ **Resource Room or Self-Contained Classroom**

**Week 9 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

**ED 665 Field Study Attendance/Report Form**

NAME: \_\_\_\_\_

**Date:** \_\_\_\_\_ **Time: From** \_\_\_\_\_ **until** \_\_\_\_\_ **(inclusion class)** OR

**Time: From** \_\_\_\_\_ **until** \_\_\_\_\_ **Regular Classroom**

**Time: From** \_\_\_\_\_ **until** \_\_\_\_\_ **Resource Room or Self-Contained Classroom**

**Week 10 Teacher Evaluation:** (circle appropriate response below)

Student arrived on time: YES NO

Student's dress appropriate: YES NO

Student's behavior appropriate: YES NO

**Comments:**

Signed: \_\_\_\_\_

Cooperating Teacher

Signed \_\_\_\_\_

Resource Room Teacher (if applicable)

