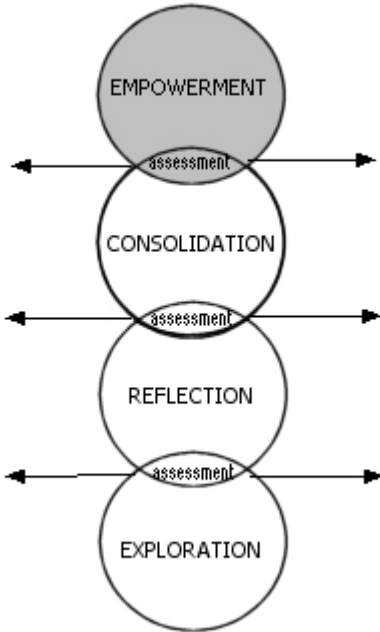


**WAGNER COLLEGE EDUCATION DEPARTMENT**

**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:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

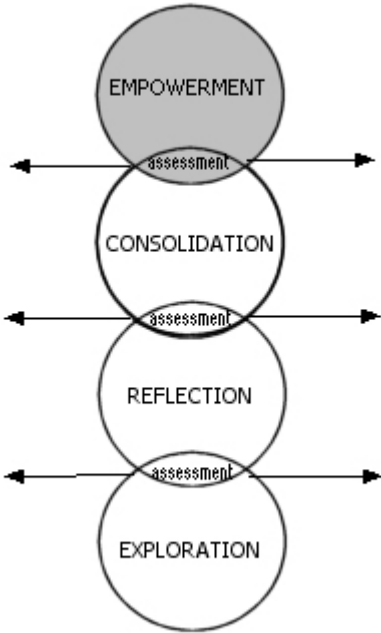
\_\_\_\_\_  
**Cooperating Teacher's Signature**  
**Circle one (Gen Ed Special Ed Inclusion)**

\_\_\_\_\_  
**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.*



# STUDENT PACKET

## ED 620

### Early Childhood Advanced Curriculum and Strategies

#### INFORMATION FOR STUDENTS AND 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.

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 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.

***Activities Packet*** - This is a sample copy of a page from the activities students are expected to complete during the 20 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.

## 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 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 programs for gifted children.
4. Investigate counseling services in the school.
5. Provide opportunities to participate in classroom activities.
6. Provide the opportunity for individual and/or group work with children
7. Identify adaptations made for physically impaired students.
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.

## ED620 FIELD-STUDY EXPECTATIONS FOR EDUCATION STUDENTS

1. Students will be assigned one field study period per week for a minimum total of 20 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. 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.
3. A minimum of ten field study reports are required during the semester.
4. 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.
5. 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.
6. **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.
7. The student will behave and dress in a manner expected of professionals working with children in early childhood classrooms.
8. 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.

## **ED620 Early Childhood Advanced Curriculum and Strategies**

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.

### **Students with Special Abilities/Needs**

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**

Is there a variety between children's active participation and listening activities?

Are the activities didactic or do they utilize group work?

Are meaningful pre-reading and pre-writing (environmental print and developmental writing) part of the program?

Are there play/learning centers?

## **ED620 Early Childhood Advanced Curriculum and Strategies**

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

#### **Field Study Report Forms**

Your total field study experience consists of 20 hours. You are expected to devote from 2-3 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.

#### **Educational Game or Book with Activity**

You will create an educational game or a children's book with an accompanying activity. The game or the book with activity must be made specifically for the spring ED620 course, thus games or books created for another course are not acceptable and will receive a failing grade. You will present your book or game first during the weekly seminar, then in your field placement.

#### **Research Paper**

You will write a research paper that weaves together theory and practice. The topic must be related to the course content and include relevant field study observations related to the topic of the research paper.

ED620 FIELD STUDY ATTENDANCE SHEET

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

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_

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

ED620 FIELD STUDY ATTENDANCE SHEET

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

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_

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

ED620 FIELD STUDY ATTENDANCE SHEET

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

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_

**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

ED620 FIELD STUDY ATTENDANCE SHEET

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

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_

**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: \_\_\_\_\_

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

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_

**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:** (if applicable)

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

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

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_

**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: \_\_\_\_\_

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

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_

**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

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

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ until \_\_\_\_\_

**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

**EXTRA FORM**

**WAGNER COLLEGE**

**EDUCATION DEPARTMENT**

**ED620 FIELD STUDY ATTENDANCE SHEET**

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

**Date:** \_\_\_\_\_ **Time: From** \_\_\_\_\_ **until** \_\_\_\_\_

**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

**EXTRA FORM**

**WAGNER COLLEGE**

**EDUCATION DEPARTMENT**

**ED620 FIELD STUDY ATTENDANCE SHEET**

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

**Date:** \_\_\_\_\_ **Time: From** \_\_\_\_\_ **until** \_\_\_\_\_

**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



## ED 620

**Early Childhood Advanced Curriculum and Strategies****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 about the objectives and procedures for the Field-Study Program. Please call me at 718-420-4131 if you need any further clarification.

***Field Study Expectations for Education Students*** – This page explains the expectations for students who are placed in your school and classroom. It details expectations for behavior and attendance. Please note any comments on the student’s weekly attendance/report form that you will be asked to sign.

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

They include:

Field Study Report Forms

Field Study Journals

Educational Game or Book with Activity

Two curriculum activities

Research Paper

***Educational Game or Book with Activity*** - The supervising teacher is asked to assess the student’s implementation of the book or game in the classroom.

***Two curriculum activities*** - The supervising teacher is asked to assess the student’s implementation of these activities 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.

## ED 620 FIELD-STUDY EXPECTATIONS FOR EDUCATION STUDENTS

1. Students will be assigned one field study period per week for a minimum semester total of 20 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. 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.
3. A minimum of ten field study reports are required during the semester.
4. 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 during the next seminar.
5. 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 entered into the department's computer and returned to the students.
6. **Absences are to be strongly avoided.** Unavoidable absences have to be reported to the supervising teacher in advance. In case of emergency, the student has to 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.
7. The student will behave and dress in a manner expected of professionals working with children in early elementary classrooms.
8. The cooperating teacher's completed end-of-semester student evaluation form and activity evaluation form 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 successful completion of the course.

## ED 620 Early Childhood Advanced Curriculum and Strategies

### ACTIVITIES PACKET (For Student Use)

#### **Field Study**

Your total field study experience consists of 20 hours (including site visit hours in the Wagner College ECC) to be spent as follows:

a. 20 hours in an inclusive early childhood classroom (PreK-Kindergarten)

or

b. 10 hours in a regular early childhood classroom and 10 hours in a resource room or in a self-contained early childhood special education classroom (PreK-Kindergarten)

#### **Field Study Report Forms**

You are expected to devote from 2-3 hours each week to the field study for a total of 20 hours. You are expected to devote from 2-3 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 during the following seminar. 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 entered into the department's computer and returned to you. The end-of-semester teacher evaluation form will be placed in your student file.

#### **Field Study Journals**

A weekly 2-3 page reflective journal about your field study experience is to be submitted during the weekly seminar.

#### **Educational Game or Book with Activity**

You will create an educational game or a children's book with an accompanying activity for the children in your field site. The game or the book with activity must be designed by you specifically for the ED 620 course. If you adapt a book or game from another source, you must identify the source and state how you changed the book or the game to fit your particular group of children in your field site. Books or games created for another course are not acceptable and will receive a failing grade. Books or games copied from another source will be considered as plagiarism and will be referred to the Academic Honesty Committee at Wagner College. You will first present your book or game during the weekly seminar, and will then present it in your field placement. You may be invited to present your book or game at the semi-annual New Teachers Symposium at Wagner College.

#### **Research Paper**

You will write a research paper that weaves together theory and practice. The topic for the research paper must be related to your practicum experience and the paper must include relevant field study observations.

**SAMPLE**

**WAGNER COLLEGE**

**EDUCATION DEPARTMENT**

**ED 620 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 620 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 ED 620

## Teacher evaluation of the book and activity or game implementation

Thank you so much for having a student (or students) from Wagner College's ED 620 in your classroom this semester. Each field study placement gives the students valuable, direct classroom experience and helps to prepare them for their profession. The field study student in ED 620 has created a book and activity or a game and I would very much appreciate your feedback on the outcome. Using the checklist below, please assess the activity:

O=OUTSTANDING: Performance exceeds expectations and requirements

S=MEETS STANDARDS: Performance 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

### CRITERION

### OUTCOME

- |  |       |
|--|-------|
| 1 The students spoke with me about the plan for the activity:                          | _____ |
| 2 The activity was age- and developmentally appropriate                                | _____ |
| 3 The activity related to current classroom curriculum goals and/or student interest   | _____ |
| 4 The activity was planned for small groups of children (6-10)                         | _____ |
| 5 The activity was presented in a clear and interesting way                            | _____ |
| 6 The activity allowed for individual children's participation                         | _____ |
| 7 Children's responses indicated an interest and motivation in the activity            | _____ |
| 8 The student's attitude and tone of voice reflected respect for each individual child | _____ |
| 9 There was a logical culmination to the activity                                      | _____ |

Please note one outstanding aspect of this book and activity or game:

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Please note an area or areas that the student needs to pay attention to when designing and implementing another activity:

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Course: Wagner College ED 620

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

School: \_\_\_\_\_

Grade: \_\_\_\_\_

Student's name: \_\_\_\_\_

Student's name: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

# WAGNER COLLEGE ED 620

## Teacher evaluation of 2 activities

Thank you so much for having a student (or students) from Wagner College's ED 620 in your classroom this semester. Each field study placement gives the students valuable, direct classroom experience and helps to prepare them for their profession. The field study student in ED 620 has created two activities to carry out with a small group of children and I would very much appreciate your feedback on the outcome. Using the checklist below, please assess the activity:

O=OUTSTANDING: Performance exceeds expectations and requirements

S=MEETS STANDARDS: Performance 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

<u>CRITERION</u>	<u>OUTCOME</u> <u>Activity 1</u>	<u>OUTCOME</u> <u>Activity 2</u>
1 The students spoke with me about the plan for the activity:	_____	_____
2 The activity was age- and developmentally appropriate	_____	_____
3 The activity related to current classroom curriculum goals and/or student interest	_____	_____
4 The activity was planned for small groups of children (6-10)	_____	_____
5 The activity was presented in a clear and interesting way	_____	_____
6 The activity allowed for individual children's participation	_____	_____
7 Children's responses indicated an interest and motivation in the activity	_____	_____
8 The student's attitude and tone of voice reflected respect for each individual child	_____	_____
9 There was a logical culmination to the activity	_____	_____

Please note one outstanding aspect of these activities:

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---

Please note an area or areas that the student needs to pay attention to when designing and implementing another activity:

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---

---

Course: Wagner College ED 620

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

School: \_\_\_\_\_

Grade: \_\_\_\_\_

Student's name: \_\_\_\_\_

Student's name: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_



# WAGNER COLLEGE

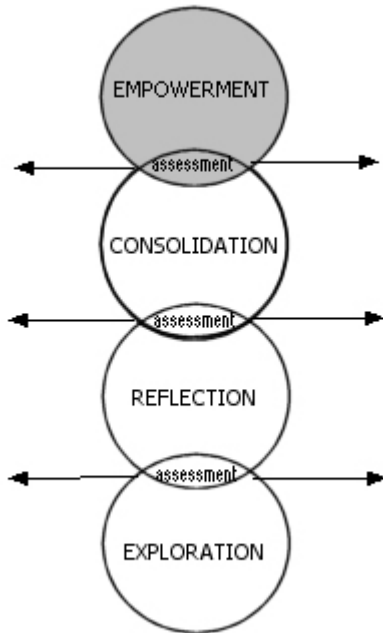
## STUDENT/TEACHER PACKET: ED 622

### NEW YORK STATE STANDARDS

#### PROGRAMS LEADING TO INITIAL CERTIFICATION IN EARLY CHILDHOOD, CHILDHOOD, MIDDLE CHILDHOOD, ADOLESCENCE

##### 52.21(b)(2)(ii)

**(c) Pedagogical core.** The program shall include a requirement that the candidate complete study in a pedagogical core that provides the candidate with the pedagogical knowledge, understanding, and skills as set forth in subclause (1) of this clause and field experiences, and student teaching and/or practica as set forth in subclause (2) of this clause.



#### 2) Field experiences, student teaching and practica.

(i) The program shall include at least 100 clock hours of field experiences related to coursework prior to student teaching or practica. The program shall include at least two college-supervised student-teaching experiences of at least 20 school days each; or at least two college-supervised practica with individual students or groups of students of at least twenty school days each. This requirement shall be met by student teaching, unless the specific requirements for the certificate title in paragraph (3) of this subdivision require practica.

(ii) The field experiences, student teaching and practica shall:

(A) 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;

(B) be accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences;

(C) provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, an opportunity for practicing skills for interacting with parents or caregivers, an opportunity to work in high need schools, and an opportunity to work with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities; and

(D) for programs preparing candidates for more than one certificate, ensure that candidates have field experiences and student-teaching or practica experiences related to each certificate.

(iii) Upon written application by the institution, the commissioner may grant a time-limited approval for an alternate model for field experiences and college-supervised student teaching or practica, provided that the institution demonstrates the success of such model or has an adequate plan for demonstrating that the model will be successful.

(iv) Other options for candidates holding another classroom teaching certificate to meet the student teaching or practica requirement are set forth in the teacher certification requirements of this Title for the particular certificate title.

## **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.

# Field-Study Expectations for Education Students

## ED 622: LERNING DIFFERENCES IN THE INCLUSIVE SETTING

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 25 hours for ED 622 students by the end of the semester. Students may accumulate additional hours at the discretion of the supervising teacher.
2. Field students should have one cooperating teacher if the classroom is an inclusive classroom. In the event that the class is not an inclusive setting, half of the hours must be spent in a regular education class and half of the hours in a special education class.
3. A minimum of five visit-reports is required in each half of the semester. The final due date for the completion and submission of all 10 forms is listed in the course syllabus.
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 your instructor the next class-day.
5. **Absence should be strongly avoided.** Unavoidable absences should be reported to the supervising teacher in advance.
6. Submitted visit reports will be evaluated with appropriate comments and returned to the student promptly so that s/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/mentoring and successful completion of the course.

# TOPICS FOR OBSERVATION

## ED 622: Learning Differences in The Inclusive Setting

The following list of topics is an outline of basic activities required to gain a general understanding of the school environment.

1. Participate in taking attendance, grading papers, and assisting in other classroom activities including individual and/or group tutoring.
2. Review cooperating teacher's unit and lesson plans.
3. Identify types of early childhood curricula, curriculum routines and schedules, and the impact of IFSPs and IEPs on the curriculum.
4. Identify pro-social strategies and techniques implemented in the classroom, which foster inclusion such as cooperative learning.
5. Identify instructional strategies, which foster best practices in inclusive education.
6. Identify how atypical behavior is dealt with in the classroom and within the school community.
7. Identify assessment practices used within the classroom inclusive of formal, informal, and alternate assessment techniques.
8. Identify services available to exceptional children commencing with identification and referral and continuing with diagnostic and evaluation procedures for the determination of eligibility for specialized services and placement of exceptional children.
9. Identify exceptional children in the classroom. Be sure to include students who are gifted, at risk, culturally and linguistically diverse, and/or eligible for Section 504 or special education programming.
10. Identify the provision of related services for special education students and Section 504 students *i.e.* counseling, occupational therapy, physical therapy, speech therapy, music therapy, art therapy, and transportation services as delineated in student Individualized Education Programs or Section 504 Accommodation Plan.
11. Identify accommodations and modifications made for exceptional students.
12. Identify assistive technology used within the classroom
13. Visit another classroom of similar age students if the situation is different from the one in which assigned and compare learning environments.

# STUDENT FIELD STUDY CHECKLIST

## ED 622: Learning Differences in The 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.

- I. Learning about the classroom environment and the implications of environmental design for implementing curriculum by noting:
  - A. Seating arrangements and their facilitation of inclusive practices.
  - B. Barrier-free facilities and equipment.
  - C. Barrier-free attitudes and actions.
  - D. Teacher initiated activities that foster inclusive practices.
  
- II. Learning about pupil differences, learning experiences and student assessment by noting:
  - A. The various types of exceptional learners enrolled in the class.
  - B. Accommodations and modification made for exceptional learners.
  - C. Formalized plans developed to address individual needs *i.e.* IFSP, IEP and 504 Accommodation Plans.
  - D. Assistive equipment.
  - E. Related services such as OT, PT, speech, art and music therapy and transportation.
  
- III. Learning about disabling conditions and their impact on the classroom environment inclusive of the processes of social, emotional, cognitive, linguistic, physical and aesthetic growth and development in early childhood by noting:
  - A. Auditory Impairment
  - B. Autism
  - C. Cognitive Impairment
  - D. Communication Impairment
  - E. Emotionally Disturbed
  - F. Multiply Disabled
  - G. Orthopedic Impairment.
  - H. Other Health Impaired *i.e.* ADHD, ADD, Chronic Illness.
  - I. Specific Learning Disability
  - J. Social Maladjustment

- K. Traumatic Brain Injury
- L. Visual Impairment

**IV.** Learning about parental rights by noting:

- A. Referral for student evaluation.
- B. Eligibility determinations under IDEA.
- C. Placement in the least restrictive environment.

**V.** Learning about collaboration by noting:

- A. Professional planning, dialogue and implementation of intervention programs.
- B. Family needs and implementation of service plans.

**VI.** Learning about Federal and State Regulations pertaining to Special Education by noting:

- A. IDEA: Discretionary and Mandated Programs
- B. Regulations of the New York Commissioner of Education: Part 200 and 201.

**VII.** Learning about classroom management by noting:

- A. Discipline procedures within the classroom and the school.
- B. Positive Behavioral Supports inclusive of Functional Behavioral Assessments and Behavioral Management Plans

**VIII.** Learning about methods of reading enrichment and remediation by noting:

- A. Frequency of story-time.
- B. Opportunities to enrich student learning.
- C. Opportunities to reinforce and or remediate skills taught.

**IX.** Learning about the teaching of literacy skills to English speakers and learners by noting:

- A. Opportunities to listen.
- B. Opportunities to speak.
- C. Opportunities to read.
- D. Opportunities to write.

**X.** Learning about the development of early childhood curriculum by noting:

- A. Components of lesson plans.
- B. Scope and sequences of activities presented.

# ACTIVITIES PACKET

## ED 622 Learning Differences in the Inclusive Setting

This Activities Packet is used in conjunction with ED 622 textbook: *Preschool Children with Special Needs* by J. Lerner, B. Lowenthal & R. Egan, Boston: Pearson Education.

The total field study experience consists of 25 hours for ED 622 students. You are expected to devote 3 hours each week in the field study activity. The **Visit Report Form** in the packet should be completed each week, signed by the supervising teacher on the next visit, and then submitted to the Department of Education via the LAB submission box located in the department. All forms are due as noted on the course syllabus.

Upon evaluation of your report, it will be returned to you. The quality of your work, together with the cooperating teacher's evaluations, will be considered when recommending you for student teaching.

### **NOTE:**

Since you may not complete all activities in the weekly assignment in the given week, you may respond to the accompanying activities at a later date. It is **mandatory** that a visit report form be submitted **weekly** until you have satisfied the required number of clock hours. All Visit Report Forms are due as noted in the syllabus. Late submissions will not be accepted without the prior permission of the instructor.

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

DATE \_\_\_\_\_

**FIELD BASED ACTIVITIES FOR ED 622**

**WEEK ONE**

**SURVEY CLASSROOM STRUCTURE**

**Recommended Activities:**

1. Meet administrative, instructional and support staff personnel.
2. Review cooperating teacher's unit and lesson plans.
3. Observe students making note of typical and atypical learners.
4. Participate in taking attendance, grading papers, and assisting in other classroom activities including individual/group tutoring.

**Student's Report on Activities:**

Student reports must be typed on a separate page.

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

- |  |     |    |
|--|-----|----|
| 1. Student arrived on time:                      | Yes | No |
| 2. Student dressed appropriately:                | Yes | No |
| 3. Student made appropriate inquires:            | Yes | No |
| 4. Student engaged in activities involving:      |     |    |
| orientation                                      | Yes | No |
| observation                                      | Yes | No |
| 5. Student engaged in individual/group tutoring: | Yes | No |

**Teacher Comments:** (if applicable)

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

Cooperating Teacher

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

DATE \_\_\_\_\_

FIELD BASED ACTIVITIES FOR ED 622

**WEEK TWO**

**SURVEY TYPICAL AND ATYPICAL LEARNERS IN THE CLASSROOM**

**Recommended Activities:**

1. Identify students who are exceptional learners.
2. Review student IFSP, IEP, and/or 504 Accommodation Plans, if permissible.
3. Identify related services provided to exceptional learners.
4. Participate in taking attendance, grading papers, and assisting in other classroom activities including individual/group tutoring.

**Student's Report on Activities:**

Student reports must be typed on a separate page.

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

- |  |     |    |
|--|-----|----|
| 1. Student followed school/classroom routines:         | Yes | No |
| 2. Student engaged in individual/group tutoring:       | Yes | No |
| 3. Student made appropriate inquiries:                 | Yes | No |
| 4. Student initiated direct interaction with students: | Yes | No |

**Teacher Comments:** (if applicable)

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

Cooperating Teacher

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

DATE \_\_\_\_\_

## FIELD BASED ACTIVITIES FOR ED 622

### WEEK THREE

### SURVEY INCLUSIVE PRACTICES IMPLMENTED IN THE CLASSROOM

#### Recommended Activities:

1. Identify pro-social strategies and techniques, which foster inclusion.
2. Identify how atypical behavior is dealt with in the classroom and school community.
3. Identify instructional strategies, which foster inclusion.
4. Identify accommodations and modifications made for exceptional learners during instruction.
5. Participate in taking attendance, grading papers, and assisting in other classroom activities including individual/group tutoring.

#### Student's Report on Activities:

Student reports must be typed on a separate page.

#### Teacher Evaluation: (circle appropriate response below)

- |   |     |    |
|---|-----|----|
| 1. Student assisted children in engaging in the activities of the classroom:                                    | Yes | No |
| 2. Student helped foster inclusive practice within the classroom:   | Yes | No |
| 3. Student made inquiries regarding behavioral interventions used in the classroom and in the school community: | Yes | No |
| 4. Student participated in individual/group tutoring:   | Yes | No |

#### Teacher Comments: (if applicable)

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

Cooperating Teacher

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

**FIELD BASED ACTIVITIES FOR ED 622**

**WEEK FOUR**

**SURVEY CLASSROOM ASSESSMENT TECHNIQUES**

**Recommended Activities:**

1. Identify assessment practices used within the classroom.
2. Identify accommodations and modifications used during assessment.
3. Identify assistive technology used within the classroom and the role it plays in the assessment process.
4. Participate in taking attendance, grading papers, and assisting in other classroom activities including individual/group tutoring.

**Student's Report on Activities:**

Student reports must be typed on a separate page.

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

- |  |     |    |
|--|-----|----|
| 1. Student asked appropriate questions regarding assessment:   | Yes | No |
| 2. Student assisted in the implementation of assessment activities for typically developing students:  | Yes | No |
| 3. Student assisted in the implementation of assessment activities for atypically developing students: | Yes | No |
| 4. Student participated in individual/group tutoring:  | Yes | No |

**Teacher Comments:** (if applicable)

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

Cooperating Teacher

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

## FIELD BASED ACTIVITIES FOR ED 622

### WEEK FIVE

### **SURVEY CURRICULA AND LESSON PLANNING**

#### **Recommended Activities:**

1. Observe the teacher delivering a lesson.
2. Note the components of the lesson plan.
3. Observe the teacher's techniques and strategies to provide differentiated instruction to meet the learning needs of all children in the classroom.
4. Ask the teacher to share his/her reflections on the lesson delivered.
5. Describe the types of early childhood curricula used in the classroom.
6. Participate in taking attendance, grading papers, and assisting in other classroom activities including individual/group tutoring.

#### **Student's Report on Activities:**

Student reports must be typed on a separate page.

#### **Teacher Evaluation:** (circle appropriate response below)

- |  |     |    |
|--|-----|----|
| 1. Student made inquiries regarding the early childhood curricula used in the classroom:     | Yes | No |
| 2. Student discussed the lesson in content and deliver:                                      | Yes | No |
| 3. Student conveyed understanding of the need for teachers to engage in reflective practice: | Yes | No |
| 4. Student participated in individual/group tutoring:  | Yes | No |

#### **Teacher Comments:** (if applicable)

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

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

**FIELD BASED ACTIVITIES FOR ED 622**

**WEEK SIX**

**SURVEY STUDENTS WITH DISABILITIES**

**Recommended Activities:**

1. Identify students with motor development delays.
2. Identify students with medically related problems.
3. Identify students with social and/or emotional disabilities.
4. Identify students with cognitive impairments.
5. Identify students with language and communication impairments
6. Participate in taking attendance, grading papers, and assisting in other classroom activities including individual/group tutoring.

**Student's Report on Activities:**

Student reports must be typed on a separate page.

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

- |   |     |    |
|---|-----|----|
| 1. Student made inquiries about students with disabilities enrolled in the class:                     | Yes | No |
| 2. Student demonstrated sensitivity to the needs of students with disabilities enrolled in the class: | Yes | No |
| 3. Student participated in individual/group tutoring with students with disabilities:                 | Yes | No |

**Teacher Comments:** (if applicable)

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

Cooperating Teacher

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

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

## FIELD BASED ACTIVITIES FOR ED 622

### WEEK SEVEN

### SURVEY CLASSROOM LEARNING ENVIRONMENT

#### Recommended Activities:

1. Identify the various learning centers in the classroom.
2. Identify student preferences for the different activities located in the centers.
3. Identify how the centers are designed to meet the needs of all students.
4. Identify any additions you would make to the classroom setting if resources were available.
5. Participate in taking attendance, grading papers, and assisting in other classroom activities including individual/group tutoring.

#### Student's Report on Activities:

Student reports must be typed on a separate page.

#### Teacher Evaluation: (circle appropriate response below)

- |  |     |    |
|--|-----|----|
| 1. Student inquired about the various learning centers:  | Yes | No |
| 2. Student inquired about addressing individual learning differences through utilization of the centers: | Yes | No |
| 3. Student provided individual/group tutoring:   | Yes | No |

#### Teacher Comments: (if applicable)

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

Cooperating Teacher

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

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

## FIELD BASED ACTIVITIES FOR ED 622

### WEEK EIGHT

#### SURVEY ETHICAL PRACTICES WITHIN THE CLASSROOM

##### Recommended Activities:

1. Identify ethical practices within the classroom and school.
2. Identify any practices among staff that you question regarding appropriate ethical conduct.
3. Identify any practices among parents/guardians that you question regarding appropriate ethical conduct.
4. Identify situations in which confidentiality of student information was at issue.
5. Participate in taking attendance, grading papers, and assisting in other classroom activities including individual/group tutoring.

##### Student's Report on Activities:

Student reports must be typed on a separate page.

##### Teacher Evaluation: (circle appropriate response below)

- |   |     |    |
|---|-----|----|
| 1. Student engaged in ethical conduct:                              | Yes | No |
| 2. Student questioned any practices of ethical concern:             | Yes | No |
| 3. Student engaged in reflective dialog regarding ethical practice: | Yes | No |
| 4. Student maintains confidentiality:                               | Yes | No |
| 5. Student provided individual/group tutoring in an ethical manner: | Yes | No |

##### Teacher Comments: (if applicable)

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

Cooperating Teacher

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

DATE: \_\_\_\_\_

**FIELD BASED ACTIVITIES FOR ED 622**

**WEEK NINE**

**SURVEY TRANSITION PRACTICES**

**Recommended Activities:**

1. Identify students transitioning from early intervention programs to programs for pre-school disabled students.
2. Identify roles of professional staff involved in transition planning.
3. Identify transition needs of eligible students.
4. Participate in taking attendance, grading papers, and assisting in other classroom activities including individual/group tutoring.

**Student's Report on Activities:**

Student reports must be typed on a separate page.

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

- |  |     |    |
|--|-----|----|
| 1. Student made inquires about transition practices:                 | Yes | No |
| 2. Student discussed roles of staff involved in transition planning: | Yes | No |
| 3. Student discussed needs of students regarding transitioning:      | Yes | No |
| 4. Student participated in individual/group tutoring:                | Yes | No |

**Teacher Comments** (if applicable)

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

Cooperating Teacher

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

**FIELD BASED ACTIVITIES FOR ED 622**

**WEEK TEN**

**SURVEY OPPORTUNITIES PRESENTED DURING THE 10 WEEK  
OBSERVATION PERIOD WHICH REINFORCE THE NEED FOR A TEACHER  
TO BE COMMITTEED TO LIFE-LONG LEARNING**

**Recommended Activities:**

1. Identify situations during the past 10 week observation period where you felt the need for additional learning in content or pedagogy.
2. Identify areas of additional learning you would like to pursue beyond formal course work.
3. Write a brief rationale supporting the need to be a life-long learner.
4. Participate in taking attendance, grading papers, and assisting in other classroom activities including individual/group tutoring.

**Student's Report on Activities:**

Student reports must be typed on a separate page.

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

- |   |     |    |
|---|-----|----|
| 1. Student was a productive and appropriate class participant:  | Yes | No |
| 2. Student demonstrated a sensitivity to and acceptance of all students in an inclusive setting:            | Yes | No |
| 3. Student demonstrated a commitment to addressing individual learning differences in an inclusive setting: | Yes | No |
| 4. Student participated in individual/group tutoring:   | Yes | No |

**Teacher Comments: (if applicable)**

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

**COOPERATING TEACHER'S CONFIRMATION FORM**  
**EDUC. 622**

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)**

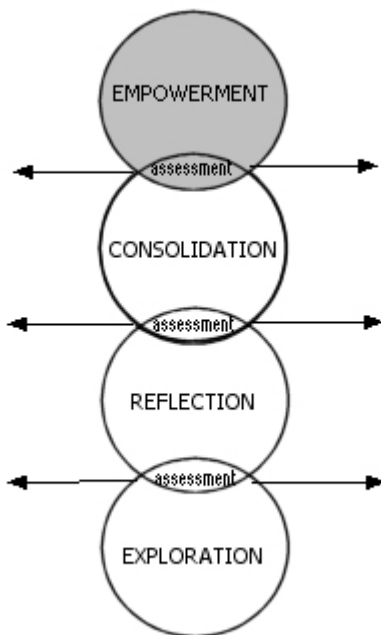
\_\_\_\_\_  
**Date**

*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 DEPT.

**STUDENT/TEACHER PACKET EDUC: 694  
(Practica in Inclusive Early Childhood Education)**



**ED 694: Practica in Inclusive Early Childhood Education (1 credit).** Students will spend a minimum of 20 days in two Early Childhood (B-2) clinical settings. This practicum will enable students certified in Childhood (1-6) Education to gain teaching experiences in a variety of "inclusive" or special education classrooms. A certified Special Education teacher must supervise students in one of the clinical settings. Students are expected to use the clinical site as a resource for their thesis in Early Childhood Level Education in which they will be simultaneously engaged. (*Prerequisites: ED 624 and 699 undertaken simultaneously.*)

**NEW YORK STATE STANDARDS:  
PEDAGOGICAL CORE, GRADES B-2 (Regular) and  
Grades B-2 (Students with Disabilities)**

*The program shall include a requirement that the candidate complete study in a pedagogical core for childhood education or adolescent education that provides the candidates with the pedagogical knowledge, understanding, and skills as set forth in subclause (1) and field experiences, and student teaching and/or practicum as set forth in subclause (2) of this clause*

**NEW YORK STATE STANDARDS**

**PROGRAMS LEADING TO INITIAL CERTIFICATION**

**IN**

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

**52.21(b)(2)(ii)**

**(c) Pedagogical core.** The program shall include a requirement that the candidate complete study in a pedagogical core that provides the candidate with the pedagogical knowledge, understanding, and skills as set forth in subclause (1) of this clause and field experiences, and student teaching and/or practica as set forth in subclause (2) of this clause.

**(1) Pedagogical knowledge, understanding, and skills.** The program shall provide study that will permit candidates to obtain the following pedagogical knowledge, understanding, and skills:

**(i)** human developmental processes and variations, including but not limited to: the impact of culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school, and community on students' readiness to learn -- and skill in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco, and other drugs and that fosters the health and learning of all students, and the development of a sense of community and respect for one another;

(ii) learning processes, motivation, communication, and classroom management -- and skill in applying those understandings to stimulate and sustain student interest, cooperation, and achievement to each student's highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth;

(iii) the nature of students within the full range of disabilities and special health-care needs, and the effect of those disabilities and needs on learning and behavior -- and skill in identifying strengths, individualizing instruction, and collaborating with others to prepare students with disabilities and special needs to their highest levels of academic achievement and independence;

(iv) language acquisition and literacy development by native English speakers and students who are English language learners  
-- and skill in developing the listening, speaking, reading, and writing skills of all students through at least 6 semester hours of study;

(v) curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities -- and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate;

(vi) uses of technology, including instructional and assistive technology, in teaching and learning -- and skill in using technology and teaching students to use technology to acquire information, communicate, and enhance learning;

(vii) formal and informal methods of assessing student learning and the means of analyzing one's own teaching practice -- and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching;

(viii) history, philosophy, and role of education, the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education, and the importance of productive relationships and interactions among the school, home, and community for enhancing student learning -- and skill in fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts;

(ix) means to update knowledge and skills in the subject(s) taught and in pedagogy;

(x) means for identifying and reporting suspected child abuse and maltreatment, which shall include at least two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of section 3004 of the Education Law; and

(xi) means for instructing students for the purpose of preventing child abduction, in accordance with Education Law section 803-a; preventing alcohol, tobacco and other drug abuse, in accordance with Education Law section 804; providing safety education, in accordance with Education Law section 806; and providing instruction in fire and arson prevention, in accordance with Education Law section 808.

## **PROGRAM LEADING TO INITIAL CERTIFICATION IN EARLY CHILDHOOD: BIRTH-Gd. 2**

### **52.21(b)(3)(i)**

**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 early childhood education and include, but need not be limited to:

#### **(1) study in the following:**

(i) processes of social, emotional, cognitive, linguistic, physical, and aesthetic growth and development in early childhood within socio-cultural contexts and how to provide learning experiences and conduct assessments reflecting understanding of those processes;

(ii) early childhood curriculum development and the implications of environmental design for implementing curriculum; and

(iii) teaching the literacy skills of listening, speaking, reading, and writing to native English speakers and students who are English language learners, including methods of reading enrichment and remediation;

## **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:

##### **(1) study in the following:**

(i) historical, social, and legal foundations of special education, employment and independence for individuals with disabilities;

(ii) characteristics of learners with disabilities;

(iii) managing behavior of students with disabilities and promoting development of positive social interaction skills;

(iv) participating in collaborative partnerships for the benefit of students with disabilities, including family strengthening partnerships;

(v) assessment, diagnosis, and evaluation of students with disabilities;

(vi) curriculum development and research-validated methods of instructing students with disabilities, including methods of teaching reading and mathematics and methods of enrichment and remediation in reading and mathematics;

(vii) use of assistive and instructional technology in the teaching of and learning by students with disabilities;

(viii) planning and managing teaching and learning environments for individuals with disabilities, including planning for and supporting students with disabilities in general education settings.

## **COURSE LEARNING OUTCOMES**

In addition to demonstrating alignment with the above New York State learning outcomes for the pedagogical core of 52.21, the Teacher Preparation Unit's Conceptual Framework, demonstrates alignment with INTASC standards and the pedagogical content knowledge of the SPAs.

### **Knowledge**

#### **Subject Matter**

- 1. The teacher-candidate understands the knowledge base of middle childhood development and education and communicates this knowledge into the classroom in a meaningful and accessible way.**

### **Human Development and Learning**

1. The teacher-candidate uses multiple perspectives to present concepts and procedures in ways that support middle level students intellectual growth and allow students to draw connections between what they are learning and current situations of their lives.
2. The teacher-candidate demonstrates in the middle level classroom a solid grasp of the physical, social, emotional, and cognitive aspects of students' development and learning.
3. The teacher-candidate takes into account the different characteristics of middle level development when planning for instruction.
4. The teacher-candidate always draws connections between the research and the reality of the socio-cultural environment that can impact on human life-span development when planning instruction.

### **Student Learning**

1. The teacher-candidate uses multiple sources of information including current research and effective teaching to reflect on, and evaluate and adjust teaching practice so that middle level student learning is enhanced. The teacher-candidate analyzes the effectiveness of changes in classroom teaching practice based on the measured effects of changes on student learning.

### **Diversity of Learners**

1. The candidate as a professional teacher conducts across the curriculum teaching that takes into account the social and cultural context of the middle level classroom.
2. The teacher-candidate develops stimulating and nurturing environments for students inclusive of adaptations and modifications for middle level students with special needs.

## **Skills**

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

1. Through understanding the influence of middle level student background factors on development the teacher-candidate analyzes curricula and instructional activities and makes adjustments that leads to an "inclusive" learning environment.
2. The teacher-candidate uses middle level students' experience and prior knowledge in the design and planning of leaning experiences by, actively engaging them in "minds-on" learning in which they read, write, question, analyze and discuss ideas.
3. The teacher-candidate analyzes task demands, learning contexts and students' needs when selecting and implementing research-validated instructional strategies to support the development of middle level students' higher level thinking skills and independence as learners.
4. The teacher-candidate identifies research-based practices to create middle level classroom-learning environments that are organized and provide opportunities for physical, social-emotional, communicative, and cognitive development through age appropriate activities, and connects these to the development of a thematic curriculum unit.

### **Instructional Methods and Strategies**

1. The teacher-candidate infuses his/her understanding and knowledge of democratic principles into middle level classroom practice through problem solve, questioning and classroom decision making with students.

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

1. The teacher-candidate expertly draws connections between their middle level classroom practice and parental interactions and their course readings and discussions, and reflects on its implications.

2. The teacher-candidate uses critical reflection in assessing the planning, execution, and outcome of the curriculum taught in his/her middle level classroom. In addition, the teacher-candidate thoughtfully incorporates the knowledge gained from this critical reflection in future curriculum planning.
3. The teacher-candidate demonstrates proficiency in administering multiple assessments in the middle level, which are developmentally appropriate and culture-free

## Dispositions

### **Lifelong Learning**

1. The candidate reflects on the role of culture and environment in the construction of a personal and professional identity and is able to integrate the two in his/her role as a middle level teacher

### **Ethical Behavior**

1. The candidate advocates for ethical practice in the provision of services to all middle level students in a context that is based on trust, respect and positive regard.

### **Professional Partnerships**

1. The middle level teacher-candidate is able to take a leadership role in communicate ideas and concepts about inclusive and collaborative practices to peers, children, parents, and others in the educational community.

## **ED 694 STUDENT ACTIVITIES PACKET**

### **Curriculum Unit**

You will develop and carry out a developmentally appropriate, interdisciplinary, thematic curriculum unit for a middle school classroom (grades B-2). 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, special needs students and the New York State Standards. The curriculum unit will incorporate your content area of expertise, 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.

**SAMPLE FORM FOR TEACHERS**  
**ED 694 Field Study Attendance/Report Form**

**WAGNER COLLEGE**

**EDUCATION DEPARTMENT**

**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)

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**WAGNER COLLEGE**

**EDUCATION DEPARTMENT**

**ED 694 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)





**TEACHER ASSESSMENT OF THE THEMATIC CURRICULUM UNIT**

Thank you so much for having students from Wagner College's ED 694 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

**CRITERION**

**OUTCOME**

- |  |       |
|--|-------|
| 1 The students spoke with me about the plan for the theme:<br>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<br>goals and/or student interest             | _____ |
| 6 The activities were planned for small groups of students (6-10)                                    | _____ |
| 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<br>each activity                        | _____ |
| 11 The student-teachers' attitude and tone of voice reflected<br>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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Course: ED 694 \_\_\_\_\_

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

School: \_\_\_\_\_

Grade: \_\_\_\_ \_\_\_\_\_

Student's name: \_\_\_\_\_

Student's name: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_