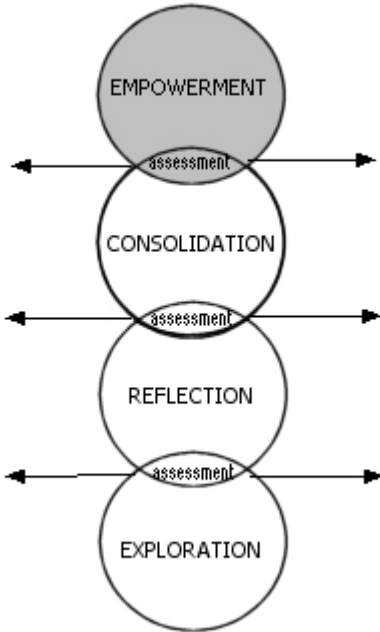


WAGNER COLLEGE EDUCATION DEPARTMENT

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 (1st 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:

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

Date: _____
School: _____
Grade: _____
Student's name: _____
Teacher's Name: _____
Teacher's Signature: _____

COOPERATING TEACHER'S CONFIRMATION FORM
EDUC. 654

Student _____ Grade Level _____

School _____ Subject _____

Cooperating Teacher _____ Semester/Year _____

From _____ To _____

FINAL EVALUATION

1. Grade Definitions:

O = OUTSTANDING: Performance consistently exceeds expectations.

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

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

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

***Please Comment**

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

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

4. Comments: _____

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

Date

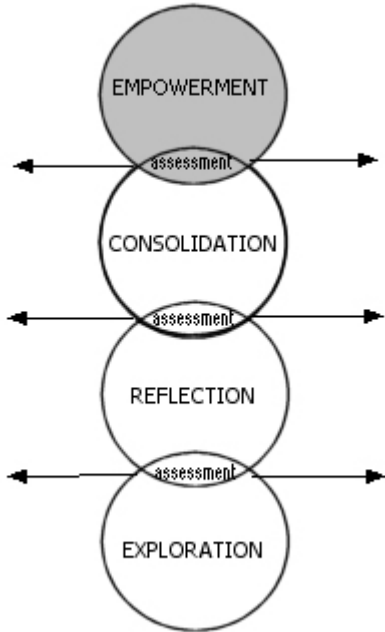
Cooperating Teacher's Signature
Circle one (Gen Ed Special Ed Inclusion)

Date

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

WAGNER COLLEGE

STUDENT PACKET: ED 636L



Standard 1: Pedagogical Knowledge, Understanding and Skills:

1-1-1 demonstrate the knowledge and understanding of human development processes in childhood and variations on students' readiness to learn: including but not limited to:

1-1-1-1the impact of culture, heritage, and socioeconomic level

1-1-1-4the impact of factors in the home, school, and community

1-7-0 Assessment Reflecting the Understanding of the Processes of Growth and Development in Childhood

Students will be able to:

1-7-1 demonstrate formal methods of assessing student learning

1-7-2 demonstrate informal methods of assessing student learning

1-7-5 demonstrate skills in using information gathered through assessment and analysis to plan or modify instruction

1-7-6 demonstrate skills in using various resources to enhance teaching

52.21(b)(2)(ii)(c)(2): Field Experiences

Qualitative Criteria

The field experiences, student teaching and practica shall:

- (ii)(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.
- (ii)(B) be accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in the program development, and who have training and skills in supervision and the expertise to provide supervision

- related to content and pedagogy.
- (ii)(C) provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practice skills for interfacing with parents or caregivers, experiences in high-need schools, and experiences with each of the following student populations: socio-economically disadvantaged students, students who are English language learners and students with disabilities.

Field-Study Expectations for Education Students

ED 636: Assessment and Intervention Strategies for Teaching Students with Reading Difficulties

1. A student may request a school-visit schedule for one or two visits per week for a minimum total of 3 hours per week. All visits must total a minimum of 30 hours for ED 636 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, 13 hours must be spent in a regular education class and 7 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

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 in literacy/reading.
3. Identify types of curricula, curriculum routines and schedules, and the impact of IEPs on the curriculum.
4. Identify programs for children who are English Language Learners, receiving special education, and children who are at risk for reading failure.
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

STUDENT FIELD STUDY CHECKLIST

ED 636: Theories of Language Acquisition and Literacy Development

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. Print in the classroom.
 - C. Selection of books available.

- II.** Students with Special Abilities/Needs:
 - A. The various types of exceptional learners enrolled in the class.
 - B. Are all children equally encouraged to participate in classroom discussions?
 - C. Are special allowances made for children with special needs to participate?

- III.** Learning about classroom dynamics
 - A. Who is doing most of the talking?
 - B. Who is asking the questions?
 - C. Who is listening?
 - D. The teacher's modeling of good questioning.

- IV.** Learning about collaboration by noting:
 - A. Professional planning, dialogue and implementation of intervention programs.
 - B. Home/school collaborations

- V.** Learning about methods of reading instruction by noting:
 - A. Frequency and organization of shared, guided, and independent reading.
 - B. Grouping of students during reading and writing instruction.
 - C. Link between reading and writing activities.

ACTIVITIES PACKET

ED 636 **Strategies for Teaching Inclusive Education**

The total field study experience consists of 30 hours for ED 636 students. You are expected to devote 3 hours each week to 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:

It is **mandatory** that a visit report form be submitted **weekly** until you have satisfied the required number of clock hours. Late submissions will not be accepted without the prior permission of the instructor.

NAME: _____

DATE _____

FIELD BASED ACTIVITIES FOR ED 636

WEEK ONE

SURVEY CLASSROOM LITERACY ENVIRONMENT

Recommended Activities:

1. Meet administrative, instructional and support staff personnel.
2. Review cooperating teacher's unit and lesson plans in literacy.
3. Make note of typical and atypical learners especially those struggling with literacy.
4. Identify the types of print located in the room.
5. Note the location and types of books in the classroom.
6. Identify student work placed around the room.
7. Participate in 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 636

WEEK TWO

SURVEY SHARED LITERACY ACTIVITIES

Recommended Activities:

1. Take note of the way shared texts are selected.
2. Identify ways and number of times the text is read (teacher oral reading, choral reading, independent reading, & a combination).
3. Take note of the way that new vocabulary and concepts are introduced.
4. Review cooperating teacher's unit and lesson plans in literacy.
5. Identify differences in instruction for any learners.
6. Participate in 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 displayed sensitivity to the needs of all students: | Yes | No |
| 3. Student made inquiries regarding shared literacy activities: | Yes | No |
| 4. Student initiated direct interaction with students: | 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 636

WEEK THREE

SURVEY INDEPENDENT READING/LANGUAGE ACTIVITIES

Recommended Activities:

1. Take note of the book or activity selection process.
2. Take note of what students are asked to do.
3. How much time is allotted for independent literacy activity.
4. Identify related writing assignments.
5. Take note of whether all students are engaged.
6. Identify differences for any learners.
7. Participate in 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 independent literacy activities | 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 636

WEEK FOUR

SURVEY TARGETED READING/LANGUAGE INSTRUCTION

Recommended Activities:

1. Take note of the book selection process.
2. Take note of what students are asked to do.
3. How are children grouped for targeted reading/language instruction?
4. How does the instruction and book selection differ in the various groups?
5. Participate in 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 targeted reading activities | Yes | No |
| 5. Student participated in individual/group tutoring: | Yes | No |

Teacher Comments: (if applicable)

Signed: _____
Cooperating Teacher

NAME: _____ Date _____

FIELD BASED ACTIVITIES FOR ED 636

WEEK FIVE

SURVEY INSTRUCTIONAL PLANNING IN LITERACY FOR DIVERSE LEARNERS

Recommended Activities:

1. Identify techniques to address student-learning styles.
2. Identify scaffolding techniques.
3. Who is providing instruction and in what setting(s).
4. Note if any students receive any part of the literacy instruction out of the regular classroom.
5. Participate in 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 differentiated instruction: | Yes | No |
| 2. Student helped foster inclusive practice within the classroom: | Yes | No |
| 3. Student participated in individual/group tutoring: | Yes | No |

Teacher Comments: (if applicable)

Signed: _____

Cooperating Teacher

NAME: _____ Date _____

FIELD BASED ACTIVITIES FOR ED 636

WEEK SIX

SURVEY GROUPING IN LITERACY

Recommended Activities:

1. Identify ways students are grouped throughout literacy lessons.
2. How does grouping differ according to different lesson types?
3. How does the teacher differentiate instruction?
4. Do the groups remain the same?
5. Participate in 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 classroom grouping practices | Yes | No |
| 2. Student demonstrated sensitivity to the needs of all learners: | Yes | No |
| 3. Student participated in individual/group tutoring with students with behavioral disabilities: | Yes | No |

Teacher Comments: (if applicable)

Signed: _____
Cooperating Teacher

NAME: _____

Date: _____

FIELD BASED ACTIVITIES FOR ED 636

WEEK SEVEN

SURVEY CLASSROOM WRITING INSTRUCTION

Recommended Activities:

1. Identify the writing assignments for students.
2. How does writing connect with reading?
3. Do all students have the same writing assignments?
4. Take note of the ways the teacher supports students with writing.
5. Take note of the steps used in the writing process.
6. Describe ways in which writing activities are introduced.
7. Participate in 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 writing activities: | Yes | No |
| 2. Student inquired about addressing individual learning differences | Yes | No |
| 3. Student provided individual/group tutoring | Yes | No |

Teacher Comments: (if applicable)

Signed: _____

Cooperating Teacher

NAME: _____

Date: _____

FIELD BASED ACTIVITIES FOR ED 636

WEEK EIGHT

REVIEWING OBSERVATIONS

Recommended Activities:

1. Consolidate observations to this point.
2. Review observations so far. Are there some areas you need to give some more attention?
If so, do those today.
3. Observe and comment on opportunities to read, speak, and write.
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 initiated interaction with student | Yes | No |
| 2. Student was an appropriate and productive class participant. | Yes | No |
| 3. Student demonstrated a sensitivity of learning differences | Yes | No |

Teacher Comments: (if applicable)

Signed: _____
Cooperating Teacher

NAME: _____

DATE: _____

FIELD BASED ACTIVITIES FOR ED 636

WEEK NINE

SURVEY ETHICAL PRACTICES WITHIN THE CLASSROOM

Recommended Activities:

1. Identify ethical practices within the classroom and school regarding students with exceptional learning needs.
2. Identify observed practices among staff that you question regarding appropriate ethical conduct.
3. Identify observed 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 |

Teacher Comments (if applicable)

Signed: _____

Cooperating Teacher

NAME: _____ DATE: _____

FIELD BASED ACTIVITIES FOR ED 636

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 |

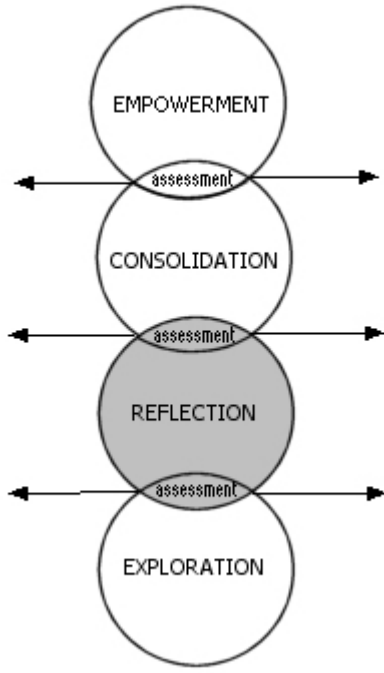
Teacher Comments: (if applicable)

Signed: _____
Cooperating Teacher

WAGNER COLLEGE

Cooperating Teacher Packet

ED 636L: Assessment and Intervention Strategies for Teaching Students with Reading Difficulties



Please accept our thanks for welcoming a Wagner College teacher-education student into your classroom as an observer and teacher aide. Your willingness to give of your time and attention to help our future teachers to prepare for their chosen career is very much noted and appreciated.

The Wagner College student assigned to you is enrolled in an education course at Wagner College, which has a field activity component. The student is not considered a student teacher, but rather an observer and participant as a teacher aide under your direct supervision.

Attached are documents, which will help delineate the objectives and procedures for the field study component of the course for which the Wagner College student is accountable. These documents are described below. Please call the Education Department at 718/ 390-3464 for any further clarification.

Topics for Observation: This document is included to illustrate how the field-study correlates to the general understanding of the school environment. While it involves no obligation on the part of the cooperating teacher, any effort to discuss or highlight the content involved will be greatly appreciated.

Student Field-Study Checklist: This document is included to illustrate how the field-study correlates to the parent course. It reveals the importance of the study as an integral part of the parent course. Any effort on the part of the cooperating teacher to engage in discussion with the Wagner College student will be greatly appreciated.

Activities Packet: Sample activities required of the Wagner College student during the 10 week observation period required for the parent course are included for your review. Students are expected to complete the required 30 observation hours in an inclusive setting.

Cooperating Teacher's Evaluation: Please complete the brief form and submit to the student during the student's final visit.

TOPICS FOR OBSERVATION

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 in literacy/reading.
3. Identify types of curricula, curriculum routines and schedules, and the impact of IEPs on the curriculum.
4. Identify programs for children who are English Language Learners, receiving special education, and children who are at risk for reading failure.
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

STUDENT FIELD STUDY CHECKLIST

ED 636: Theories of Language Acquisition and Literacy Development

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. Print in the classroom.
 - C. Selection of books available.

- II.** Students with Special Abilities/Needs:
 - A. The various types of exceptional learners enrolled in the class.
 - B. Are all children equally encouraged to participate in classroom discussions?
 - C. Are special allowances made for children with special needs to participate?

- III.** Learning about classroom dynamics
 - A. Who is doing most of the talking?
 - B. Who is asking the questions?
 - C. Who is listening?
 - D. The teacher's modeling of good questioning.

- IV.** Learning about collaboration by noting:
 - A. Professional planning, dialogue and implementation of intervention programs.
 - B. Home/school collaborations

- V.** Learning about methods of reading instruction by noting:
 - A. Frequency and organization of shared, guided, and independent reading.
 - B. Grouping of students during reading and writing instruction.
 - C. Link between reading and writing activities.

SAMPLE OF FIELD BASED ACTIVITIES FOR ED 636

WEEK ONE

SURVEY CLASSROOM LITERACY ENVIRONMENT

Recommended Activities:

1. Meet administrative, instructional and support staff personnel.
2. Review cooperating teacher's unit and lesson plans in literacy.
3. Make note of typical and atypical learners especially those struggling with literacy.
4. Identify the types of print located in the room.
5. Note the location and types of books in the classroom.
6. Identify student work placed around the room.
7. Participate in 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 636

WEEK TWO

SURVEY SHARED LITERACY ACTIVITIES

Recommended Activities:

1. Take note of the way shared texts are selected.
2. Identify ways and number of times the text is read (teacher oral reading, choral reading, independent reading, & a combination).
3. Take note of the way that new vocabulary and concepts are introduced.
4. Review cooperating teacher's unit and lesson plans in literacy.
5. Identify differences in instruction for any learners.
6. Participate in 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 displayed sensitivity to the needs of all students: | Yes | No |
| 3. Student made inquiries regarding shared literacy activities: | Yes | No |
| 4. Student initiated direct interaction with students: | Yes | No |
| 5. Student engaged in individual/group tutoring: | Yes | No |

Teacher Comments: (if applicable)

Signed: _____
Cooperating Teacher

NAME: _____ **DATE** _____

COOPERATING TEACHER'S CONFIRMATION FORM
EDUC. 636L

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

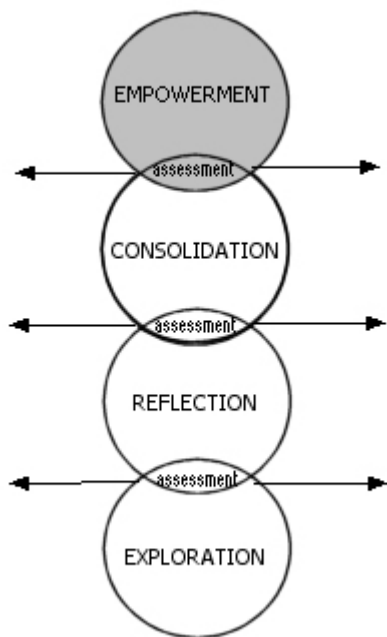
Cooperating Teacher's Signature
Circle one (Gen Ed Special Ed Inclusion)

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

STUDENT PACKET: ED 636L



Standard 1: Pedagogical Knowledge, Understanding and Skills:

1-1-1 demonstrate the knowledge and understanding of human development processes in childhood and variations on students' readiness to learn: including but not limited to:

1-1-1-1 the impact of culture, heritage, and socioeconomic level

1-1-1-4 the impact of factors in the home, school, and community

1-7-0 Assessment Reflecting the Understanding of the Processes of Growth and Development in Childhood

Students will be able to:

1-7-1 demonstrate formal methods of assessing student learning

1-7-2 demonstrate informal methods of assessing student learning

1-7-5 demonstrate skills in using information gathered through assessment and analysis to plan or modify instruction

1-7-6 demonstrate skills in using various resources to enhance teaching

52.21(b)(2)(ii)(c)(2): Field Experiences

Qualitative Criteria

The field experiences, student teaching and practica shall:

- (ii)(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.
- (ii)(B) be accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in the program development, and who have training and skills in supervision and the expertise to provide supervision

- related to content and pedagogy.
- (ii)(C) provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practice skills for interfacing with parents or caregivers, experiences in high-need schools, and experiences with each of the following student populations: socio-economically disadvantaged students, students who are English language learners and students with disabilities.

Field-Study Expectations for Education Students

ED 636L: Assessment and Intervention Strategies for Teaching Students with Reading Difficulties

1. A student may request a school-visit schedule for one or two visits per week for a minimum total of 4 hours per week. All visits must total a minimum of 25 hours for ED 636L 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, 25 hours must be spent in a regular education class and 25 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

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 in literacy/reading.
3. Identify types of curricula, curriculum routines and schedules, and the impact of IEPs on the curriculum.
4. Identify programs for children who are English Language Learners, receiving special education, and children who are at risk for reading failure.
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

STUDENT FIELD STUDY CHECKLIST

ED 636L: Theories of Language Acquisition and Literacy Development

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. Print in the classroom.
 - C. Selection of books available.

- II.** Students with Special Abilities/Needs:
 - A. The various types of exceptional learners enrolled in the class.
 - B. Are all children equally encouraged to participate in classroom discussions?
 - C. Are special allowances made for children with special needs to participate?

- III.** Learning about classroom dynamics
 - A. Who is doing most of the talking?
 - B. Who is asking the questions?
 - C. Who is listening?
 - D. The teacher's modeling of good questioning.

- IV.** Learning about collaboration by noting:
 - A. Professional planning, dialogue and implementation of intervention programs.
 - B. Home/school collaborations

- V.** Learning about methods of reading instruction by noting:
 - A. Frequency and organization of shared, guided, and independent reading.
 - B. Grouping of students during reading and writing instruction.
 - C. Link between reading and writing activities.

ACTIVITIES PACKET

ED 636L **Strategies for Teaching Inclusive Education**

The total field study experience consists of 25 hours for ED 636L students. You are expected to devote 4 hours each week to 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:

It is **mandatory** that a visit report form be submitted **weekly** until you have satisfied the required number of clock hours. Late submissions will not be accepted without the prior permission of the instructor.

NAME: _____

DATE _____

FIELD BASED ACTIVITIES FOR ED 636L

WEEK ONE

SURVEY CLASSROOM LITERACY ENVIRONMENT

Recommended Activities:

1. Meet administrative, instructional and support staff personnel.
2. Review cooperating teacher's unit and lesson plans in literacy.
3. Make note of typical and atypical learners especially those struggling with literacy.
4. Identify the types of print located in the room.
5. Note the location and types of books in the classroom.
6. Identify student work placed around the room.
7. Participate in 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 636L

WEEK TWO

SURVEY SHARED LITERACY ACTIVITIES

Recommended Activities:

1. Take note of the way shared texts are selected.
2. Identify ways and number of times the text is read (teacher oral reading, choral reading, independent reading, & a combination).
3. Take note of the way that new vocabulary and concepts are introduced.
4. Review cooperating teacher's unit and lesson plans in literacy.
5. Identify differences in instruction for any learners.
6. Participate in 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 displayed sensitivity to the needs of all students: | Yes | No |
| 3. Student made inquiries regarding shared literacy activities: | Yes | No |
| 4. Student initiated direct interaction with students: | 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 636L

WEEK THREE

SURVEY INDEPENDENT READING/LANGUAGE ACTIVITIES

Recommended Activities:

1. Take note of the book or activity selection process.
2. Take note of what students are asked to do.
3. How much time is allotted for independent literacy activity?
4. Identify related writing assignments.
5. Take note of whether all students are engaged.
6. Identify differences for any learners.
7. Participate in 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 independent literacy activities | 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 636L

WEEK FOUR

SURVEY TARGETED READING/LANGUAGE INSTRUCTION

Recommended Activities:

1. Take note of the book selection process.
2. Take note of what students are asked to do.
3. How are children grouped for targeted reading/language instruction?
4. How does the instruction and book selection differ in the various groups?
5. Participate in 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 targeted reading activities | Yes | No |
| 5. Student participated in individual/group tutoring: | Yes | No |

Teacher Comments: (if applicable)

Signed: _____
Cooperating Teacher

NAME: _____ Date _____

FIELD BASED ACTIVITIES FOR ED 636L

WEEK FIVE

SURVEY INSTRUCTIONAL PLANNING IN LITERACY FOR DIVERSE LEARNERS

Recommended Activities:

1. Identify techniques to address student-learning styles.
2. Identify scaffolding techniques.
3. Who is providing instruction and in what setting(s).
4. Note if any students receive any part of the literacy instruction out of the regular classroom.
5. Participate in 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 differentiated instruction: | Yes | No |
| 2. Student helped foster inclusive practice within the classroom: | Yes | No |
| 3. Student participated in individual/group tutoring: | Yes | No |

Teacher Comments: (if applicable)

Signed: _____

Cooperating Teacher

NAME: _____ Date _____

FIELD BASED ACTIVITIES FOR ED 636L

WEEK SIX

SURVEY GROUPING IN LITERACY

Recommended Activities:

1. Identify ways students are grouped throughout literacy lessons.
2. How does grouping differ according to different lesson types?
3. How does the teacher differentiate instruction?
4. Do the groups remain the same?
5. Participate in 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 classroom grouping practices | Yes | No |
| 2. Student demonstrated sensitivity to the needs of all learners: | Yes | No |
| 3. Student participated in individual/group tutoring with students with behavioral disabilities: | Yes | No |

Teacher Comments: (if applicable)

Signed: _____
Cooperating Teacher

NAME: _____

Date: _____

FIELD BASED ACTIVITIES FOR ED 636L

WEEK SEVEN

SURVEY CLASSROOM WRITING INSTRUCTION

Recommended Activities:

1. Identify the writing assignments for students.
2. How does writing connect with reading?
3. Do all students have the same writing assignments?
4. Take note of the ways the teacher supports students with writing.
5. Take note of the steps used in the writing process.
6. Describe ways in which writing activities are introduced.
7. Participate in 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 writing activities: | Yes | No |
| 2. Student inquired about addressing individual learning differences | Yes | No |
| 3. Student provided individual/group tutoring | Yes | No |

Teacher Comments: (if applicable)

Signed: _____

Cooperating Teacher

NAME: _____

Date: _____

FIELD BASED ACTIVITIES FOR ED 636L

WEEK EIGHT

REVIEWING OBSERVATIONS

Recommended Activities:

1. Consolidate observations to this point.
2. Review observations so far. Are there some areas you need to give some more attention?
If so, do those today.
3. Observe and comment on opportunities to read, speak, and write.
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 initiated interaction with student | Yes | No |
| 2. Student was an appropriate and productive class participant. | Yes | No |
| 3. Student demonstrated a sensitivity of learning differences | Yes | No |

Teacher Comments: (if applicable)

Signed: _____

Cooperating Teacher

NAME: _____

DATE: _____

FIELD BASED ACTIVITIES FOR ED 636L

WEEK NINE

SURVEY ETHICAL PRACTICES WITHIN THE CLASSROOM

Recommended Activities:

1. Identify ethical practices within the classroom and school regarding students with exceptional learning needs.
2. Identify observed practices among staff that you question regarding appropriate ethical conduct.
3. Identify observed 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 |

Teacher Comments (if applicable)

Signed: _____

Cooperating Teacher

NAME: _____ DATE: _____

FIELD BASED ACTIVITIES FOR ED 636L

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. 636L

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)

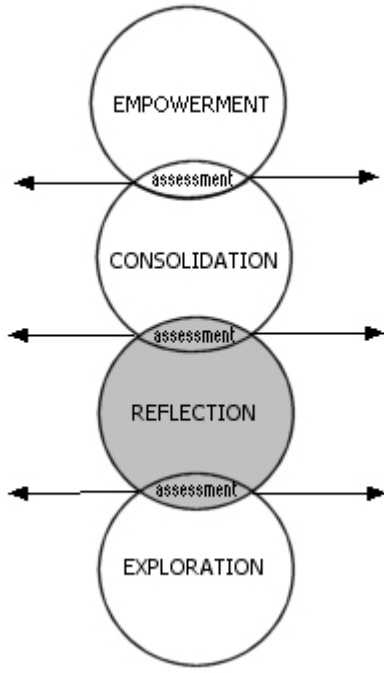
Date

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

Cooperating Teacher Packet

ED 636L: Assessment and Intervention Strategies for Teaching Students with Reading Difficulties



Please accept our thanks for welcoming a Wagner College teacher-education student into your classroom as an observer and teacher aide. Your willingness to give of your time and attention to help our future teachers to prepare for their chosen career is very much noted and appreciated.

The Wagner College student assigned to you is enrolled in an education course at Wagner College, which has a field activity component. The student is not considered a student teacher, but rather an observer and participant as a teacher aide under your direct supervision.

Attached are documents, which will help delineate the objectives and procedures for the field study component of the course for which the Wagner College student is accountable. These documents are described below. Please call the Education Department at 718/ 390-3464 for any further clarification.

Topics for Observation: This document is included to illustrate how the field-study correlates to the general understanding of the school environment. While it involves no obligation on the part of the cooperating teacher, any effort to discuss or highlight the content involved will be greatly appreciated.

Student Field-Study Checklist: This document is included to illustrate how the field-study correlates to the parent course. It reveals the importance of the study as an integral part of the parent course. Any effort on the part of the cooperating teacher to engage in discussion with the Wagner College student will be greatly appreciated.

Activities Packet: Sample activities required of the Wagner College student during the 10 week observation period required for the parent course are included for your review. Students are expected to complete the required 25 observation hours in an inclusive setting.

Cooperating Teacher's Evaluation: Please complete the brief form and submit to the student during the student's final visit.

TOPICS FOR OBSERVATION

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 in literacy/reading.
3. Identify types of curricula, curriculum routines and schedules, and the impact of IEPs on the curriculum.
4. Identify programs for children who are English Language Learners, receiving special education, and children who are at risk for reading failure.
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

STUDENT FIELD STUDY CHECKLIST

ED 636L: Theories of Language Acquisition and Literacy Development

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. Print in the classroom.
 - C. Selection of books available.

- II.** Students with Special Abilities/Needs:
 - A. The various types of exceptional learners enrolled in the class.
 - B. Are all children equally encouraged to participate in classroom discussions?
 - C. Are special allowances made for children with special needs to participate?

- III.** Learning about classroom dynamics
 - A. Who is doing most of the talking?
 - B. Who is asking the questions?
 - C. Who is listening?
 - D. The teacher's modeling of good questioning.

- IV.** Learning about collaboration by noting:
 - A. Professional planning, dialogue and implementation of intervention programs.
 - B. Home/school collaborations

- V.** Learning about methods of reading instruction by noting:
 - A. Frequency and organization of shared, guided, and independent reading.
 - B. Grouping of students during reading and writing instruction.
 - C. Link between reading and writing activities.

SAMPLE OF FIELD BASED ACTIVITIES FOR ED 636L

WEEK ONE

SURVEY CLASSROOM LITERACY ENVIRONMENT

Recommended Activities:

1. Meet administrative, instructional and support staff personnel.
2. Review cooperating teacher's unit and lesson plans in literacy.
3. Make note of typical and atypical learners especially those struggling with literacy.
4. Identify the types of print located in the room.
5. Note the location and types of books in the classroom.
6. Identify student work placed around the room.
7. Participate in 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 636L

WEEK TWO

SURVEY SHARED LITERACY ACTIVITIES

Recommended Activities:

1. Take note of the way shared texts are selected.
2. Identify ways and number of times the text is read (teacher oral reading, choral reading, independent reading, & a combination).
3. Take note of the way that new vocabulary and concepts are introduced.
4. Review cooperating teacher's unit and lesson plans in literacy.
5. Identify differences in instruction for any learners.
6. Participate in 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 displayed sensitivity to the needs of all students: | Yes | No |
| 3. Student made inquiries regarding shared literacy activities: | Yes | No |
| 4. Student initiated direct interaction with students: | Yes | No |
| 5. Student engaged in individual/group tutoring: | Yes | No |

Teacher Comments: (if applicable)

Signed: _____
Cooperating Teacher

NAME: _____ **DATE** _____

COOPERATING TEACHER'S CONFIRMATION FORM
EDUC. 636L

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

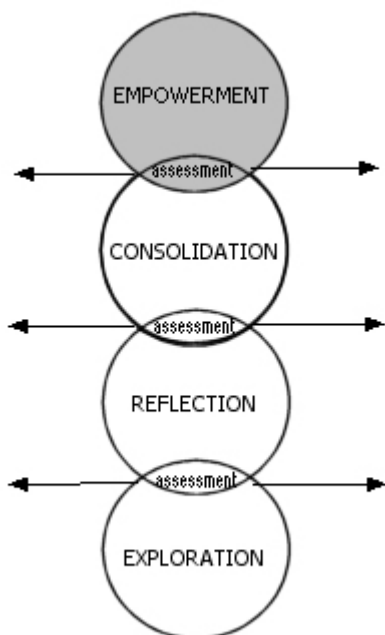
Cooperating Teacher's Signature
Circle one (Gen Ed Special Ed Inclusion)

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: 696
(Practica for Teaching Literacy B-6)**



ED 696: Practica for Teaching Literacy B-6 (1 credit). The purpose of this practica in literacy education is to provide the student with the opportunity to actualize, reflect upon, and integrate into practice the theoretical framework for practice in literacy education. The 50 clock hours of college supervised instruction will be spent in two placements: the early childhood level and the childhood level.

(Prerequisites: ED 624 and 699 undertaken simultaneously.)

**NEW YORK STATE STANDARDS:
PEDAGOGICAL CORE, GRADES B-6**

Standard 1: Pedagogical Knowledge, Understanding and Skills:

1-1-1 demonstrate the knowledge and understanding of human development processes in childhood and variations on students' readiness to learn: including

but not limited to:

1-1-1-1 the impact of culture, heritage, and socioeconomic level

1-1-1-4 the impact of factors in the home, school, and community

1-7-0 Assessment Reflecting the Understanding of the Processes of Growth and Development in Childhood

Students will be able to:

1-7-1 demonstrate formal methods of assessing student learning

1-7-2 demonstrate informal methods of assessing student learning

1-7-5 demonstrate skills in using information gathered through assessment and analysis to plan or modify instruction

1-7-6 demonstrate skills in using various resources to enhance teaching

52.21(b)(2)(ii)(c)(2): Field Experiences

Qualitative Criteria

The field experiences, student teaching and practica shall:

- (ii)(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.

- (ii)(B) be accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in the program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy.
- (ii)(C) provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practice skills for interfacing with parents or caregivers, experiences in high-need schools, and experiences with each of the following student populations: socio-economically disadvantaged students, students who are English language learners and students with disabilities.

ED 696 STUDENT ACTIVITIES PACKET

Curriculum Unit

You will develop and carry out a developmentally appropriate, interdisciplinary, thematic curriculum unit for a school classroom (grades B-6). In planning for this unit, you will keep in mind the children's cultural backgrounds, their knowledge, skills and dispositions, the learning goals of the classroom, 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 696 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)

WAGNER COLLEGE

EDUCATION DEPARTMENT

ED 696 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)

