OFFICE OF CLINICAL PRACTICE
Fieldwork & Student Teaching

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HANDBOOK FOR FIELDWORK EXPERIENCES

(Revised: Summer 2012)
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Dear Fieldwork Student,

Congratulations on your decision to pursue a career in teaching. We believe that The City College of New York School of Education will prepare you to become “knowledgeable, reflective and caring educators who are qualified and committed to teaching and leading in diverse communities”.

The fieldwork experiences that are components of your education classes will enable you to reflect upon your course readings and classroom discussions that are aligned with our Conceptual Framework. You will engage in a wide range of experiences and be expected to demonstrate your progress toward your student teacher candidacy through various assessments that may include, but not be limited to: journals, analysis of organizations and school cultures, community and neighborhood research projects, classroom visitations of various subjects/grades, visits to cultural/educational resources and your work with individual and/or groups of students and parents.

We also strive to offer fieldwork experiences that will enable you to observe practitioners who model “Best Practices” in their classrooms through their positive dispositions toward teaching. You can expect to be welcomed into schools and classrooms that will provide you with opportunities for: observing teachers, working with students and having conversations with teachers, other personnel and parents. You will receive feedback concerning your fieldwork experiences from your instructors, classmates and cooperating teachers. All of these activities will enable you to become a reflective practitioner as you move forward in your preparation for a career in teaching.

Please remember that the Office of Clinical Practice (OCP) is here to support you throughout your field experiences. Visit our website at http://www1.ccny.cuny.edu/prospective/education/fieldexperience/index.cfm for updates regarding deadlines, student teacher applications, certification information and other important topics.

Sincerely,

Bruce M. Billig, Ed.D.
The School of Education

Conceptual Framework
The City College School of Education prepares knowledgeable, reflective and caring educators who are qualified and committed to teaching and leading in diverse communities.

THEMES
A. EDUCATING FOR AND ABOUT DIVERSITY
We embrace diversity as a resource that enables the faculty to build on the varied strengths of all learners. We continuously work to promote understanding by being responsive to the needs and perspectives of those from diverse socio-cultural backgrounds. We focus special attention on how issues of diversity can best be used to support student learning and positively impact schools in urban settings.

B. DEVELOPING IN-DEPTH KNOWLEDGE ABOUT THE WORLD
We seek to support our candidates to develop the content knowledge and skills that are needed to help all students learn. Our goal is to nurture candidates’ abilities and dispositions to realize their potentials and become life-long learners.

C. BECOMING SKILLFUL, REFLECTIVE PRACTITIONERS
We aim for our candidates to demonstrate pedagogical excellence by fostering a practice that includes: a deep knowledge of human learning and development, the ability to support learners who can actively inquire and construct understandings about the world, the ability to recognize and respond to all learners, skills in using technology appropriately, a broad range of instructional and assessment strategies that are effective with all learners, competence in applying theory and knowledge to practice in real-world situations.

D. NURTURING LEADERSHIP FOR LEARNING
Our goal is to develop the capabilities of candidates to assume leadership roles in their classrooms, schools, and communities. We seek to nurture educators who are critical-thinkers, can articulate their understandings to others, and become active agents for improvement and change.

E. BUILDING CARING COMMUNITIES:
We seek to enable candidates to create democratic communities in their classrooms and schools and to model caring, committed, and ethical practice.
Fieldwork Experiences

All students in the School of Education at CCNY are required to complete a variety of fieldwork experiences prior to student teaching. These high quality, professional experiences are designed to familiarize students with professional responsibilities associated with teaching as well as to help them assess their interest and potential for success. Fieldwork experiences will provide the student with the opportunity to view the entire scope of teaching and to develop the skills and self-confidence necessary to be an effective teacher.

Fieldwork experiences will be integrated into course content, assigned by the faculty and evaluated by the faculty and cooperating teacher. Assignments are tailored to enhance specific course topics. The variety of experiences provided during this stage of the program helps students develop an understanding of various educational issues and situations. Fieldwork experiences will be designed to develop our students’ knowledge, skills, and attitudes necessary to help all children learn.

Required Hours
Fieldwork experience is defined by the New York State Commission of Education as “direct observation of teaching, participation in teaching or teaching itself that is related to the teacher education program.” Fieldwork experiences will be integrated into course content. Each course leading to initial certification will include at least 8–45 hours of fieldwork experiences. Students must complete at least 100 clock hours of fieldwork experiences prior to beginning student teaching in order to meet state certification requirements. The schedule of school visits will be determined by the student and the cooperating teacher.

Placements
The goal of the School of Education is to provide high quality sites. All sites will foster a positive learning environment. Fieldwork placements will be arranged so that throughout the course of the teacher education program, students will have experiences in a range of different types of schools that include diverse populations, children with exceptionalities, English Language Learners and children of different ages. Fieldwork experiences will primarily be in school settings, however, some courses may require attendance at community board meetings, community-based organizations, or museums. Classrooms and other appropriate settings will be chosen to support student learning and will be aligned with the requirements of the course and the student’s needs.

Tuberculin Test
All students who are not already working as a teacher in a public school are required to submit a negative Tuberculin skin test or a chest X-rays results, to the Office of Clinical Practice prior to placement. Please note that some school sites may require that the skin test result must have been taken within one year prior to the first day of fieldwork. See the OCP Staff for the TB Test form or go to http://www1.ccny.cuny.edu/prospective/education/fieldexperiences/upload/tbtestform.pdf if you would like to have the Wellness and Counseling Center (Marshak Building, Room J15) give you the TB test. You may also use your own physician or you may call 311 for information concerning the free Health Department Chest Centers. Reminder: Your completed TB test form must be brought to the Office of Clinical Practice before you can begin your fieldwork.

The Office of Clinical Practice (OCP)
The OCP will jointly determine with our faculty and educational partner schools the specific fieldwork placements. The OFE maintains all records related to the fieldwork experiences: record of placements, medical forms, timesheets, and evaluations. The office will also work closely with the Office of Student Services and the Certification Officer to ensure that the student is prepared to apply for state certification.
General Descriptions of Fieldwork Experiences and Tasks

The fieldwork tasks and requirements will vary by course and instructor (see Appendix J, Fieldwork Summary Form). The tasks shape what the student will do during the visits. The tasks may take various forms from general observations to very specific observations. Some may have no child contact and others may ask the student to actively participate with a single child or groups of children. Many of the tasks will take place in classrooms, in a variety of settings (e.g. Bilingual, Dual Language, Special Education, Monolingual), in a variety of grades from pre-kindergarten through high school and in a variety of subject areas. The fieldwork experiences are not limited to classroom environments. For example, fieldwork experiences may take place in museums, cultural centers, community-based organizations, and community board meetings.

Students are responsible for the tasks assigned by the instructor for the particular course the student is attending. If the student is taking more than one course with fieldwork experiences, the student must record the clock hours of fieldwork separately on the separate time sheets for each course - no “double dipping” of hours.

Fieldwork tasks may include:

Observations of exemplary practices and classrooms
   A. Physical Environment
   B. Academic Areas
   C. Supplies
   D. Organization
   E. Scheduling
   F. Components of a lesson
   G. Questioning and other instructional strategies

Observations of children
   A. Relationships
      1. Teacher to student
      2. Student to student
      3. Student to materials
   B. Classroom settings
      1. Specific child (case study)
      2. Groups of children
   C. Language and Culture

Interviews
   Students, families, teachers, school leaders, community members, community leaders, policy makers, and community organizations

Note: See Appendix K for further information about structuring your fieldwork observations.
Fieldwork Experiences Guidelines

First Visit
Arrive at the school promptly. Have an identification card with photo (the CCNY ID is fine) with you. Introduce yourself to the principal and office staff. Do not forget to present your letter of introduction. Ask what procedures you should observe when visiting, especially with regard to checking in and out of the school.

When you visit the classroom for the first time, introduce yourself to the teacher and state your reasons for visiting. Share the fieldwork tasks (e.g. Fieldwork Summary Form) from the course and perhaps the syllabus. Be sure to agree on a schedule and have the contract signed by the teacher. Do not forget to express an appreciation to the teacher for his/her willingness to work with you.

Attendance and Punctuality
The classroom teacher to whom you are assigned is expecting you. Arrive promptly each time you visit. Early departures are as disruptive as late arrivals. Show common courtesy. Leave during transitions and down time. Lateness and/or absences will lead to considerable frustration on the part of the teacher and children. Keep track of your attendance and the activities on your time sheet. Keep all scheduled visits; however, if you must be absent, call the school office to notify the teacher. You must complete the required fieldwork hours for the course(s). It is the student’s responsibility to make up missed visits. Remember to honor all procedures for checking in and out of school.

Timesheets
New York State Department of Education requires a minimum of 100 clock hours of fieldwork experiences prior to student teaching. Timesheets are to be submitted to the Office of Clinical Practice (NAC 6/207A) no later than the last day of classes for the semester, countersigned by your cooperating teacher or designated school official and your instructor.

When completing timesheets, be sure to:
- Count time from arrival to departure.
- Use one line only for each school day.
- The cooperating teacher should initial to confirm attendance for that date.
- Under “BRIEF DESCRIPTION OF YOUR PARTICIPATION” record all activities in which you participated, including observation time, in one complete sentence.
- Timesheets must be free of white outs and/or any other marks or changes.
- Always make a copy of your timesheet before submitting the original to NAC 6/207A, and pick up or download a blank timesheet from our website for the following month.

Feedback and Evaluations
The fieldwork experiences should provide you with opportunities to observe teaching and assist teachers. A Fieldwork Experience Evaluation (see Appendix F) form can be picked up from the OCP or downloaded from our website.
Responsibilities and Expectations

Fieldwork experiences in schools are made possible because classroom teachers are interested in your professional growth and have volunteered to invite you into their classrooms. However, the teacher’s primary responsibility is to the children in their classroom. Good relations must be maintained with teachers in our local schools. In order to continue offering students quality fieldwork experiences, it is imperative that the student adheres to several guidelines.

Dress Code
Remember that when you enter the classroom, you become a part of the learning environment. You are a professional in a professional setting. Appropriate dress and good grooming are essential. If the school adheres to a dress code, be respectful of it. If you are unsure what is appropriate, dress up for your first visit and then follow the teacher’s advice.

Professional Conduct
Proceed with your fieldwork tasks efficiently and with as little disruption to the class as possible. Remain objective in your evaluation of the experience. Generally speaking, negative criticism is unwarranted and should not be offered. Problems should be discussed with your instructor and the Director of Clinical Practice, in a confidential setting. Maintain a positive professional attitude. Your attitude, as well as your physical appearance, indicates your level of seriousness in the fieldwork.

Professional Attitude
Become familiar with school rules. Be alert to standards set by the teacher. Avoid discussion of school incidents or specific children when you talk about your experiences. Keep all information about the school, children, teachers and parents confidential. Respect their privacy! Avoid confrontations. Any concerns you may have regarding your placement or relationship with the cooperating teacher should be brought to the Office of Clinical Practice. Requests for changes will be considered by the Director of the OCP in consultation with the student and the instructor, and on a case-by-case basis. The OCP is your advocate and will support you when necessary.

Professional Relationships
Remember that you are a guest and your role is primarily that of a learner. Be a warm, responsive person, who is genuinely interested in the teacher and the children, yet maintain enough emotional distance to be seen as a professional.

The nature of your relationship with the students should be warm and respectful. Avoid becoming their “buddy.” Show that you care about each student, but avoid becoming the “counselor.” You should maintain a professional demeanor at all times.

Teachers want you to help in ways that are beneficial to their students and you. Always ask if there is something more you can do to help and to learn. The ways in which you ask questions are also critical. Do not give the impression of criticism or disapproval. Professional behavior will help you establish credibility with teachers, administrators and parents.
Cooperating Teachers
In partnership with the cooperating teacher, you must work together to ensure that you get the most enriching experience possible. Cooperating teachers have agreed to the following:

1) The cooperating teacher will create an atmosphere in which the student feels welcome.
2) The cooperating teacher will acquaint the student with school policies and procedures.
3) The cooperating teacher will encourage the student to ask questions and reflect on practice.
4) The cooperating teacher will expose the student to a variety of methods and techniques including, but not limited to the following: cooperative learning, portfolio assessment, use of technology and assessment of student learning.
5) The cooperating teacher will provide time for and maintain communication with the Director of Clinical Practice.
6) The cooperating teacher will verify attendance and activities by initialing the timesheets.
7) The cooperating teacher will complete an end-term student evaluation.

Summary-Goals for Fieldwork Experiences
The goals for fieldwork experiences include, but are not limited to the following:

- Provide the student with real classroom and teaching experiences in local schools
- Offer the student opportunities to observe and interact with a diverse student population in a variety of formal and informal educational settings throughout the city
- Offer students the opportunity to observe a variety of teaching models and classroom/school environments
- Provide the student with opportunities to make connections between course work and the practical realities of teaching
- Enable the student to develop and strengthen the skills and competencies needed to become an effective teacher
- Provide the background for meaningful reflections concerning the student’s decision to become a teacher

Reminder: During your fieldwork experience, you represent The City College of New York’s School of Education. You are expected to respect and advance the professional relationship that exists between your fieldwork site and the College.
Appendices

A. Mandatory Tuberculin Test
B. Tuberculin Test Form
C. Fieldwork Timesheet
D. Placement Letter
E. Fieldwork Contract
F. Fieldwork Evaluation Form
G. Worksite Information Form
H. Record of Field Experiences-Card
I. Schedule Planning Card
J. Fieldwork Summary Form
K. Guide for Structuring Your Classroom Observations
L. Candidate’s Evaluation of the Fieldwork Placement
MANDATORY TUBERCULIN TEST

MEDICAL CLEARANCE BASED ON A TUBERCULIN SKIN TEST (AND CHEST X-RAY IF NECESSARY) IS A MANDATORY PRE-REQUISITE FOR FIELD EXPERIENCES.

TB tests are given at no charge through the

*Wellness and Counseling Services Center, Science Building, Room (J)15*

to all registered students.

Please call for hours of operation at 212-650-8222.
There is a high demand for tests at the beginning of each semester.
Call as soon as possible for an appointment.

STATE LAW REQUIRES THAT YOU SUBMIT DOCUMENTATION OF A VALID TUBERCULIN TEST BEFORE ENTERING THE CLASSROOM.

If you use a private physician, a statement written on letterhead by the physician indicating the medical exam results and the tuberculin test form or the Office of Clinical Practice Medical Form MUST BE STAMPED BY A PHYSICIAN and must be submitted to the Office of Clinical Practice BEFORE entering a classroom.
Undergraduate___ Graduate___ Student Teacher ___

Date: __________

This is to certify that:

Mr. /Ms. ___________________________ ID Number (Last 4 digits of SS#) __________

Last                First

had a PPD (Tuberculin) Test placed on ____________ and read on ____________

  Date                Date

Results:    Negative____   Positive____

If positive, a chest x-ray performed on ______________ revealed no active disease.

  Date

Form must be stamped by physician’s office

Printed Name of Physician ______________________

Address ______________________

City, State Zip Code ______________________

Signature of Physician ______________________
FIELDWORK TIMESHEET

Name: __________________________ Last 4 digits of SS# __________ Semester _______ UG__GRAD____

Last, First

Course Number ______________ Sec ______ Placement Site___________________________

School/Agency

Name of Cooperating Teacher ___________________________ Month Ending __________

(Teacher that you are observing) (Please Print)

<table>
<thead>
<tr>
<th>DATE Mo/day/year</th>
<th># of Hrs</th>
<th>BRIEF DESCRIPTION OF YOUR FIELDWORK ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(Example: assisted teacher, observed, case study, taught a small group, ect).</td>
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<tr>
<td></td>
<td></td>
<td>Cooperating Teacher’s Initials</td>
</tr>
</tbody>
</table>

Total Hours: ______

Print Name of Cooperating Teacher at Placement Site

Teacher that you are observing

Signature of Cooperating Teacher

DATE mo/day/year

(If your Cooperating Teacher is not available to sign, the following may sign: Assistant Principal, Principal or Dept. Chair)

Print Name of your CCNY Course Instructor

Signature of your CCNY Course Instructor

DATE Mon/day/year

NOTE: This record of attendance must be properly completed and approved by the course instructor before mailed or delivered to the Office of Clinical Practice.
Dear Principal,

This is to inform you that ____________________________ will be a fieldwork student at your school this semester and will begin his/her fieldwork on _______________ _____.

Each candidate has been given a packet with information for the hosting teacher. At the end of the semester the candidate will be responsible for turning in timesheets to our office that will account for his/her time at your school, and include a brief description of the activities the candidate participated in. In addition, we will ask the cooperating teacher for a final evaluation of the above fieldwork student.

We appreciate any suggestions that you have with respect to the improvement of our teacher education program. Please feel free to contact me (bbillig@ccny.cuny.edu) if you have any questions and/or concerns.

Thank you for your cooperation and support with our teacher education program.

Sincerely,

Dr. Bruce Billig
Director, Office of Clinical Practice

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Statement of Compliance with New York City Health Code

[ ] This is to certify that the above-named candidate had a negative Tuberculin skin test.
FIELDWORK CONTRACT

STUDENT: UG___ GRAD___

I, _________________________________, have met with the cooperating teacher and we have
Last, First
discussed the responsibilities and expectations for fieldwork. We have also agreed on my schedule.

<table>
<thead>
<tr>
<th>Starting Date</th>
<th>Days</th>
<th>Time</th>
<th>Ending Date</th>
</tr>
</thead>
</table>

Course Number/s ____________________________ Section(s) ____________________________

______________________________
Student’s Signature

Date

COOPERATING TEACHER

I understand that I will be responsible for signing timesheets and an end-term evaluation to be returned
to the Office of Clinical Practice.

If the arrangement between the student and myself, does not meet the needs of my classroom or the
course I will bring it to the immediate attention of the Office of Clinical Practice.

______________________________
Name of Cooperating Teacher (Print)

______________________________
School

______________________________
Grade

______________________________
Cooperating Teacher’s Signature

Date
FIELDWORK EXPERIENCE EVALUATION FORM

Candidate’s Last Name ______________________  First ___________________  ID (Last 4 digits) ________

Course Number ___________________  Section _______  Semester ___________  Year _____  UG _____  GRAD____

Cooperating Teacher’s Name ______________________  Class _______  School/Site ______________________

To the Cooperating Teacher: The City College of New York School of Education would appreciate your assistance with the assessment of our candidate’s performance and/or dispositions in the field. Please complete this form and mail or fax it to the Office of Field Experiences. Circle the appropriate rating. (e.g. 3= Exceeded Expectations; 2= Met Expectations; 1= Did Not Meet Expectations; N/O= Not Able to Observe) for each of the criteria listed below.

**The above candidate:**

1. Was respectful and fair to students and staff
   - 3
   - 2
   - 1
   - N/O

2. Was dependable and punctual
   - 3
   - 2
   - 1
   - N/O

3. Respected individual and/or cultural differences
   - 3
   - 2
   - 1
   - N/O

4. Acted in a professional manner
   - 3
   - 2
   - 1
   - N/O

5. Demonstrated a caring attitude toward students
   - 3
   - 2
   - 1
   - N/O

6. Demonstrated the personal and professional qualities that indicate his/her readiness to continue in our student teaching program
   - 3
   - 2
   - 1
   - N/O

Please provide any comments below, especially if a criterion received a rating of 1 (Did Not Meet Expectations).

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

Thank you for your participation as a Cooperating Teacher for fieldwork.

Cooperating Teacher’s Signature ______________________  Date __________

School Phone # __________________  Cell # __________________  E-Mail __________________
WORKSITE INFORMATION
(This form is **ONLY** for students who are currently teaching & will be allowed by the instructor to use their own classroom as their fieldwork site.)

NAME: ___________________________________________ ID# (Last 4 digits of SS#) __________________

Last, First

Undergraduate ___ Graduate ___ Course Number _______ Sec ____ Semester ____________ YEAR ______

SCHOOL /CENTER WHERE YOU WORK

__________________________________________________

TITLE/POSITION:

__________________________________________________

PRINCIPAL/DIRECTOR: (Please Print) WORKSITE TELEPHONE WORKSITE FAX:

______________________________________________

SCHOOL/CENTER ADDRESS: (Include Borough & Zip Code)

__________________________________________________

__________________________________________________

__________________________________________________

WORK HOURS: ___________ AGE/GRADE LEVEL: _________

DESCRIPTION OF RESPONSIBILITIES:
(How long have you been in the position, etc.)

__________________________________________________

__________________________________________________

__________________________________________________

NOTE: If any of the above information changes please inform the Office of Clinical Practice.
The City College – School of Education – Office of Clinical Practice

**SCHEDULE PLANNING CARD**

<table>
<thead>
<tr>
<th>TIME</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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</thead>
<tbody>
<tr>
<td>9:00am</td>
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<td>10:00am</td>
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<td>11:00am</td>
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<td>1:00pm</td>
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<td>2:00pm</td>
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<td>3:00pm</td>
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<tr>
<td>4:00pm</td>
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</tbody>
</table>
FIELDWORK SUMMARY FORM (Initial Programs)

Course # __________________________ Title __________________________ No. of Fieldwork Hours: _____

Grade Level/Subject(s) for Fieldwork __________________________

Semester __________________________ Instructor __________________________

1. Fieldwork Experiences Required At A School (or other site).

<table>
<thead>
<tr>
<th>Examples of Fieldwork Experiences</th>
<th>Required by Course Instructor (if checked)</th>
<th>Encouraged by Course Instructor (if checked)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Observe student(s) in a class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 Work with individual students</td>
<td></td>
<td></td>
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<tr>
<td>1.3 Work with a small group of students</td>
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<tr>
<td>1.4 Interview a student</td>
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<tr>
<td>1.5 Interview a group of students</td>
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<td></td>
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<tr>
<td>1.6 Interview parent(s)</td>
<td></td>
<td></td>
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<tr>
<td>1.7 Interview teacher(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8 Interview administrator(s)</td>
<td></td>
<td></td>
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<tr>
<td>1.9 Collect students’ work</td>
<td></td>
<td></td>
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<tr>
<td>1.10 Case study of child - observe and record data</td>
<td></td>
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<tr>
<td>1.11 Observe a school board meeting</td>
<td></td>
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<tr>
<td>1.12 Observe an exemplary teacher’s class</td>
<td></td>
<td></td>
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<tr>
<td>1.13 Collect school’s data</td>
<td></td>
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<tr>
<td>1.14 Other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Fieldwork Outcomes Required By Course Instructor

<table>
<thead>
<tr>
<th>Examples of Fieldwork Outcomes</th>
<th>Required by Course Instructor (if checked)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Observation journals</td>
<td></td>
</tr>
<tr>
<td>2.2 Essays about observations, interviews, data collected and conclusions</td>
<td></td>
</tr>
<tr>
<td>2.3 Analysis of a student’s work</td>
<td></td>
</tr>
<tr>
<td>2.4 Other:</td>
<td></td>
</tr>
</tbody>
</table>
A GUIDE FOR STRUCTURING YOUR CLASSROOM OBSERVATIONS

Introduction:

Your instructor will provide you with fieldwork assignments that may include many of the experiences listed on the Fieldwork Summary Form in Appendix J.

In order to prepare for your classroom observations, you may need to rethink how you observe an activity that is very familiar to you. Remember, you have spent many years as a student with a primary focus on the lesson’s subject matter. The other “typical classroom distractions” may not have been important to you.

Some ideas to consider:

With fieldwork observations, you may now need to shift your focus from the content of the lesson to what the teacher and students are doing. Some examples to consider are:

1. What type of material is the teacher putting on the board? Examples: Summary of key ideas; vocabulary, lesson agendas; names of students for behavior related issues.
2. What are the students doing while the teacher is writing on the board? Examples: Students are writing in their notebooks; Students are talking to each other and not paying attention.
3. How is the classroom organized? Examples: Students’ desks are in row vs. in groups; the teacher’s desk location; Teacher’s seating plan; Different seating for different lessons.
4. Note the teacher’s movement about the classroom. Think about why the teacher stands in a certain location at a given time.
5. How would you describe the teacher-student and student-student interactions? Examples: Different students are called to participate; Students respond to each other’s comments; Students constantly talk to each other without the teacher’s permission.
6. What other important aspects of the classroom have you noticed? Examples: Students’ work is displayed; there are resource centers; there are content specific charts and/or displays.
7. What strategies does the teacher use to manage students’ behavior? Examples: Eye contact or a unique signal directed to a misbehaving student; Moving near a student; Writing students’ names on the board as a disciplinary warning; A variety of positive reinforcements for good behavior.

Summary:

As you observe some of the classroom behaviors, you may find yourself agreeing or disagreeing with the teacher. This is to be expected. You should reflect on these interactions and respond to them in your written fieldwork assignments by referring to your course readings and/or class discussions. Your fieldwork experiences should enable you to engage in critical observations and reflections that may lead you to understand that there are multiple levels of meaning in how we pursue the work of education.
CANDIDATE’S EVALUATION OF THE FIELDWORK PLACEMENT

Candidate’s Last Name (Optional) __________________ First (Optional) __________________

Course# ___________ Course Title ____________________________________ Section__________

Instructor’s Name ________________________ Semester ______ Year ______ UG ___ Grad ___

Fieldwork Teacher’s Name ________________________ Class/Subject______________________

School/Site ______________________________________________________________________

Instructions to the candidate: The Office of Clinical Practice would appreciate your input regarding
the above fieldwork placement. Please circle the appropriate rating. (e.g. 3= Exceeded Expectations; 2=
Met Expectations; 1= Did Not Meet Expectations; N/A=Not Applicable) for each of the items below:

1. The placement met the requirements for my course. 3 2 1 N/A

2. The school’s placement coordinator welcomed me in a professional manner. 3 2 1 N/A

3. The classroom teacher was cooperative and professional. 3 2 1 N/A

4. My experience with the students was enjoyable. 3 2 1 N/A

5. What is your overall rating for this fieldwork placement? (Please explain below) 3 2 1 N/A

Please provide any comments below, especially if one of the above items received a rating of 1 (Did Not Meet Expectations).

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

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Thank you for your comments regarding this fieldwork placement.

Candidate’s Signature (Optional) __________________ Date __________

Your Program at CCNY ____________________________ Cell # (Optional) __________________

E-Mail (Optional) ____________________________________________________________________