



**New York Institute
of Technology**

School of Interdisciplinary Studies and Education

Teacher Education Department

Field Placement Handbook

2018-2019

Dear Teacher Candidate,

The Handbook for Field Experience Placement is designed help you understand the basic requirements and goals of the field experience component of your program. Field experience is considered to be a central element of your preparation to become a teacher. Your field experience allows you the opportunity to intersect your coursework in education with the daily realities of classroom practice in urban schools.

Your cumulative experiences will be diverse – crossing grades and age groups, traditional and non- traditional educational settings and exploring the wide variety of cultural institutions that provide educational programming and resources. Meaningful field experience are dependent on reflections that are reinforced in class discussions, on-going collaborations and sharing your new knowledge with others.

Please read carefully the information in this Handbook. It offers you much of the information you need to make your field experience a success.

Here's wishing you a wonderful journey as you become a teacher!

Office of Field Placement

New York Institute of Technology

School of Interdisciplinary Studies and Education

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School of Interdisciplinary Studies and Education Conceptual Framework

Field Experience

The NYIT – School of Interdisciplinary Studies and Education Field Experience Handbook was developed for the purpose of informing teacher candidates, school administrators, and professors of the policies and procedures of the Teacher Education Department. When expectations, policies and procedures are made clear, all those involved with the Field Experience are able to perform to a higher standard of accomplishment and to excel in demonstrating knowledge, skills, and dispositions needed in teaching.

We believe it is essential to outline the conceptual framework of the School of Interdisciplinary Studies and Education and the Mission Statement for Field Experience. The conceptual framework is a statement of core values that shape policy and practice in the education unit of NYIT.

Mission of Field Experience

The mission of field experience is to provide opportunities for teacher candidate with real-world teaching settings in which they may work to accomplish the integration of theory and practice. Primary purpose is to provide teacher candidate opportunities to develop the skills and dispositions necessary to become effective and reflective teachers. A secondary purpose is to allow teacher candidate to reflect upon their own strength and weakness, making informed judgements about their own readiness for teaching.

Diversity

Our commitment to diversity is evident in all we do. Our candidates learn to recognize the individual needs of diverse P-12 student populations and to create and customize educational experiences necessary for success in the 21st century global environment.

Technology

Our commitment to technology integration is woven seamlessly through our beliefs and actions. Technology is an integral part of our curriculum, pedagogy and delivery systems. Our candidates learn to make meaningful connections between technologies and their applications for all learners.

Field Relations

Our commitment to collaboration with schools, agencies, community organizations, businesses, and policymakers enriches our programs, our candidates, our partners, and the educational community.

Purpose and Goals of the Field Experience

Purpose of the Field Experience

All teacher education students are required to participate satisfactorily in clinical and field-based experiences prior to recommendation for licensure for teaching in New York State. All placements in field experience are made by the Office Field Placement.

In order to meet the New York State regulations for teacher certification, all students seeking certification after January 2004 are required to complete **at least 110 clock hours of field experience** related to coursework, **prior to student teaching**.

The required **110 hours of fieldwork** provides you with an opportunity to become a more informed and better prepared teacher candidate. You will have a variety of opportunities to grow including observing professionals who have been designated by their Principals because of their expertise. Depending on your school placement, grade, and setting, you may be allowed to work with students either independently or in small group settings. What you will do, other than observe, is entirely governed by school district, school, and classroom policies.

Perhaps most important, your field work experience provides you with an opportunity to build your resume, make professional contacts for later placement or job opportunities, and ensure that you are fully comfortable with your choice of teaching as your professional career.

The Goals of Field Experience

A field experience has a number of goals:

- To help students become better educators through observation and collaboration with mentor teachers.
- To provide a wide variety of location experiences (urban/suburban, public/private), and teaching experiences (tutoring, small group instruction).
- To convert strategies and knowledge gained from coursework theories into practice.
- To work within the conceptual framework of the NYIT School of Interdisciplinary Studies and Education – Teacher Education Department.
- To provide experiences in real school setting, allowing you to be immersed in the school culture.
- To provide meaningful experiences which can be added to your professional resume.
- To provide a network of professional contacts which may benefit students in eventual employment.

Professional Behavior, Standard Guidelines and NYIT Teacher Dispositions

Professional Behavior

Students conducting field experience must act, as professional teachers throughout their placement, maintaining a respectful and courteous manner with all school personnel and students. NYIT School of Interdisciplinary Studies and Education students should conduct all conversations about school students in a confidential manner.

- Teacher Candidates are urged to dress both conservatively and professionally.
- Refrain from eating and drinking during classroom visits.
- Use of cell phones is prohibited, unless it is an emergency.
- Avoid interactions with PK - 12 students via social media sites.
- Do not use of school resources unless otherwise permitted.
- Use appropriate, professional language at all times.
- **Remember:**

You are not only representing yourself but NYIT School of Interdisciplinary Studies and Education.

First impressions are lasting impressions!

Standard Guidelines

NYIT School of Interdisciplinary Studies and Education Teacher Education Department is committed to its vision of excellence in educator preparation – for both initial and professional licensure programs that have an impact on P – 12 learners. Our program is fully grounded on preparing effective teachers for the 21st Century classrooms. Two governing backbones that reflect the voice of the education field on what makes a quality teacher are the Council for the Accreditation of Educator Preparation (CAEP) Standards and the InTASC Standards which articulate the content and pedagogical knowledge expected of teacher candidates.

Council for the Accreditation of Educator Preparation (CAEP) Standards

Standard 1: Content and Pedagogical Knowledge

Standard 2: Clinical Partnerships and Practice

Standard 3: Candidate Quality, Recruitment, and Selectivity

Standard 4: Program Impact

Standard 5: Provider Quality Assurance and Continuous Improvement

Interstate Teacher Assessment and Support Consortium (InTASC)

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and development, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

NYIT Teacher Dispositions

Dispositions should lead to actions and patterns of professional conduct. Teachers should be role models who model positive behaviors for their students. Our dispositions reflect concepts outlined by CAEP and NYS Code of Ethics for Educators, Danielson, and the conceptual framework of the unit; Diversity, Technology and Field Relations. The following dispositions briefly described below have been adapted from Danielson Framework for Teaching (2013)

Reflection

Teachers should recognize that professional reflection combined with experience leads to professional growth. Teachers should be thoughtful about their teaching, critically examine their teaching practices, and strive for ongoing professional improvement.

Professional conduct

Teachers should exercise sound judgment and ethical professional behavior. Teachers should represent positive role models for their students and be supportive colleagues with other professionals and paraprofessionals. (Field Relations)

Respect for diversity

Teachers should be sensitive to individual differences among students and promote understanding of students' varied cultural traditions and learning strengths and needs. (Diversity)

High expectations

Teachers should believe that their students can learn and should set high, yet realistic goals for student success. Teachers should communicate those high expectations to their students in positive ways.

Curiosity

Teachers should promote and support curiosity in their students and encourage active inquiry. Teachers should be professionally active lifelong learners and seek opportunities for professional development.

Dedication

Teachers should be committed to the profession of teaching and to the betterment of their schools, communities, and students. Dedication is also demonstrated by pre-service teachers by class attendance, participation, completion of outside readings and assignments, and overall performance in teacher education courses.

Honesty

Teachers should model personal and academic integrity by their actions. Teachers should be forthright in their interactions with others and uphold high standards of trust, character, and academic integrity.

New York State Code of Professional Practice and Conduct

All teacher candidates are expected to abide by the standards put forth in the New York State Code of Professional Practice and Conduct for Educators. These guidelines are the same standards used when recommending teacher candidates for certification. Teacher candidates are advised to read this document in its entirety prior to conducting any field experience.

New York State Code of Ethics for Educators

Statement of Purpose

The Code of Ethics is a public statement by educators that sets clear expectations and principles to guide practice and inspire professional excellence. Educators believe a commonly held set of principles can assist in the individual exercise of professional judgment. This Code speaks to the core values of the profession. "Educator" as used throughout means all educators serving New York schools in positions requiring a certificate, including classroom teachers, school leaders and pupil personnel service providers.

Principle 1: Educators nurture the intellectual, physical, emotional, social, and civic potential of each student.

Educators promote growth in all students through the integration of intellectual, physical, emotional, social and civic learning. They respect the inherent dignity and worth of each individual. Educators help students to value their own identity, learn more about their cultural heritage, and practice social and civic responsibilities. They help students to reflect on their own learning and connect it to their life experience. They engage students in activities that encourage diverse approaches and solutions to issues, while providing a range of ways for students to demonstrate their abilities and learning. They foster the development of students who can analyze, synthesize, evaluate and communicate information effectively.

Principle 2: Educators create, support, and maintain challenging learning environments for all.

Educators apply their professional knowledge to promote student learning. They know the curriculum and utilize a range of strategies and assessments to address differences. Educators develop and implement programs based upon a strong understanding of human development and learning theory. They support a challenging learning environment. They advocate for necessary resources to teach to higher levels of learning. They establish and maintain clear standards of behavior and civility. Educators are role models, displaying the habits of mind and work necessary to develop and apply knowledge while simultaneously displaying a curiosity and enthusiasm for learning. They invite students to become active, inquisitive, and discerning individuals who reflect upon and monitor their own learning.

Principle 3: Educators commit to their own learning in order to develop their practice.

Educators recognize that professional knowledge and development are the foundations of their practice. They know their subject matter, and they understand how students learn. Educators respect the reciprocal nature of learning between educators and students. They engage in a variety of individual and collaborative learning experiences essential to develop professionally and to promote student learning. They draw on and contribute to various forms of educational research to improve their own practice.

Principle 4: Educators collaborate with colleagues and other professionals in the interest of student learning.

Educators encourage and support their colleagues to build and maintain high standards. They participate in decisions regarding curriculum, instruction and assessment designs, and they share responsibility for the governance of schools. They cooperate with community agencies in using resources and building comprehensive services in support of students. Educators respect fellow professionals and believe that all have the right to teach and learn in a professional and supportive environment. They participate in the preparation and induction of new educators and in professional development for all staff.

Principle 5: Educators collaborate with parents and community, building trust and respecting confidentiality.

Educators partner with parents and other members of the community to enhance school programs and to promote student learning. They also recognize how cultural and linguistic heritage, gender, family and community shape experience and learning. Educators respect the private nature of the special knowledge they have about students and their families and use that knowledge only in the students' best interests. They advocate for fair opportunity for all children.

Principle 6: Educators advance the intellectual and ethical foundation of the learning community.

Educators recognize the obligations of the trust placed in them. They share the responsibility for understanding what is known, pursuing further knowledge, contributing to the generation of knowledge, and translating knowledge into comprehensible forms. They help students understand that knowledge is often complex and sometimes paradoxical. Educators are confidantes, mentors and advocates for their students' growth and development. As models for youth and the public, they embody intellectual honesty, diplomacy, tact and fairness.

Source: [New York State Code of Ethics for Educators](#)

Field Experience Placement Process

The Office of Field Placement will contact the school/district you have requested, and follow-up on your behalf. A Placement will not be sought if the student has not provided the required request and obtain fingerprint clearance. Please contact the Office of Field Placement to ensure your required clearance is on file.

If you are currently employed at the school you have requested on your Field Placement Form, **you are assumed approved.** You will need to have your school building administrator written consent that you are allowed to conduct your field experience at your job site. The Office of Field Placement will confirm your placement once we have received the “Consent Form” by the school administrator. If for any reason you are no longer able to conduct observations at your school, please notify the office immediately, so placement requests can be submitted on your behalf.

PLEASE NOTE:

All students that are requesting to use their placement of employment for field experience **MUST** confirm with the course professors that it is a suitable placement and have a written consent from their school administrator.

Fingerprint Clearance Requirements

In order to conduct a field experience in a PK-12 setting in a New York Public, Charter, Private School, and teacher candidate must obtain the required NYSED clearance. This may seem like a lengthy process, but it is extremely important when one consider this is for the safety and welfare of PK-12 school children. Schools and districts take clearance policies very seriously. One will not be able to enter a building without the proper clearance information. Students observing within the state of NY will be required to obtain:

- New York State Division of Criminal Justice Services (“DCJS”)
- FBI Clearance

**** Submit a copy to the Office of Field Placement.**

****If a student is employed by a school or school district, they will still need to submit clearance.**

If you need more information on how to be fingerprinted and to schedule an appointment, please visit the state website at: <http://www.highered.nysed.gov/tsei/ospra>. If you have specific questions on fingerprinting, or the fingerprinting process, please visit the state FAQ page at: <http://www.highered.nysed.gov/tsei/ospra/faqfc.html>.

IMPORTANT to Note:

Many school districts in recent years have become very selective in choosing students even for fieldwork. All require a letter of introduction from the university, some may require interviews. Most now require evidence that you have been fingerprinted.

Field Placement Timeline

1. You must complete the Field Placement Request survey, emailed to you by the Director of Field Placement and Certification, by the requested deadline, regarding of whether or not you already have a placement.
2. If you are a new student in your first semester, you must return your signed **Teacher Candidate Responsibilities and Expectations** form before you can begin your observation hours.
3. If you have requested help securing a placement, please allow for two to three weeks for the Director to work with you to secure a field observation spot for you. Notification of placement and approval will depend on the set timeline of the school districts.
4. If you already have a job, and are approved to do your observation hours at your place of employment, please submit the home school consent form to the Director in order to finalize your placement.
5. Field Placement requests are not guaranteed until both the School District and the Office of Field Placement agreement on your request.
6. Every school district has a different process when allowing a student observer in their school. Adhere to those specific instructions.
 - a. Have your **NYIT School ID** ready and available.
 - b. Be prepared to **release your fingerprint clearance**.
 - c. Have you current **Resume available**.
 - d. Be prepared to **be interviewed** by a School District official and/or the School Administrator.
7. Field Experience is connected to the course content. Each course has a different requirements of field work, therefore, candidates must work closely with course instructor to fulfill their field work requirements and document these hours precisely. Field experience will be completed when all activities, associated assignments, observation logs, field experience record of hours and other required documentation are submitted to the Professor and uploaded to Taskstream.
8. If your course works changes please notify the office of Field Placement.

Guide For Structuring Your Classroom Observations

Introduction:

Your instructor will provide you with fieldwork assignments.

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.
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.

Why is Journal Writing Essential to Your Professional Development?

(This is a suggested guideline when completing a Reflection Journal – Course Instructors have complete discretion on Field Experience Assignments).

- Reflecting on one's experience leads to self-understanding.
- The journal becomes a record of your growth as a professional.
- It will become a resource for you when you have your own class.
- It helps you to relate real events to the ideas discussed in your classes and readings.
- It will be your primary source of anecdotal evidence for your self-assessments.

Guided Writing Strategy by Professor M. Krasnow, Adapted from Lyman (1986)

A student teaching journal should be rich with observations and experiences. It should provide you with numerous vantage points of school and classroom life. It should be written from many perspectives.

Visions from the eyes and minds of teachers, students, administrators and parents should permeate your pages. Most important, should be the reflections of your vision

.

You should be making daily entries in your journal. Your supervisor will inform you of how many entries he/she will require you to hand in. For these you will choose one topic or event to expand upon in greater detail. Use the following strategy to analyze a teaching episode:

Briefly describe the teaching episode: What happened? Why is this episode worthy of discussion?

1. Identify some consequences of the event. Describe the positive and/or negative outcomes of the teaching episode.
2. What valuable conclusions can be drawn from this episode? Were any valuable lessons learned? By you and/or the students?
3. Describe some causes of success and/or failure regarding this episode.
4. What steps might you take next time to remedy the episode or to further improve and enhance it?
5. Can any educational or behavioral principles be evolved from this episode?

6. Can you relate this episode to your past as either a student or a teacher? What feelings do you recall? Are they the same or different? Why and how might these feelings have or have not changed?
7. What new questions or avenues of thought have the analysis of this episode stimulated?
8. Is there something that inspired, challenged, confused, or enlightened you?
- Group dynamics; relationships, gender, race, class, diversity of abilities.
 - School culture: leadership, decision-making, and roles of the administration, union, students and teachers.
9. Who are your students? What neighborhoods do they come from? What cultures are represented in your school and classroom? How is this reflected in your teaching?

Safety Issues

Be prudent where safety is involved. Ask your school contact and host teacher about policies, procedures, and limitations related to safety and accidents. Any school accident involving a teacher candidate must be reported not only to the appropriate cooperating school personnel and the university supervisor, but also directly to the Director of the Field Placement. This must be done at the earliest opportunity.

You cannot assume unsupervised responsibility for a class, which means you, cannot be in charge of students without a certified teacher present, even for a short time.

Protocol for Reporting Suspected Child Abuse, Misconduct or Harassment

If you witness a suspected incident of physical, emotional, or verbal abuse or harassment involving classroom students or adults, you must take the following steps:

1. Report the incident to the host teacher and/or school building administrator immediately.
2. If asked to submit anything in writing to your host school administrator, please do and notify the NYIT School of Interdisciplinary Studies and Education Faculty. Make sure you speak with someone.

3. When writing a report:

Prepare a confidential written report of what you observed that is fact-driven and unbiased to be shared with host school officials.

APPENDICES

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Please note that all forms are also located in the Field Experience Google Folder, and have been shared via email with all teacher candidates at the start of the semester.

Appendix A

Teacher Candidate Responsibilities and Expectations

As an NYIT teacher candidate, I understand that I represent the New York Institute of Technology School of Interdisciplinary Studies and Education when I enter a school site. During my field experience, I will maintain a professional relationship with the school community as I strive to make the most of this learning experience.

I have reviewed the responsibilities listed below and understand that it is a summary of the minimum criteria necessary for a successful field placement. I further understand that these are some of the key components that will be reviewed as part of my final student course requirement.

Professional behavior is expected during these observations. Please follow these guidelines:

- **Confidentiality**—The relationship between you as a visitor and the school demands a great deal of trust. Please maintain confidentiality regarding students and teachers in all situations.
- **Interaction**—Please remember that you are a guest in the classroom. Be attentive to the advice/instruction of your teacher, but show initiative as appropriate.
- **Dress**—A school is a professional environment; make sure you know and follow the dress code of the campus.
- **Timeliness**—You **MUST** arrive early for each appointment and remain the entire time; tardiness or early departure reflects poorly on your professionalism.
- **Maintain**- The Classroom Observation Time Log and have it signed by the teacher and principal, and ask the teacher and principal to complete the Observation Comment Page.
- **Submit**- All documents, to your professor immediately upon completion of the field experience hours.
- **Professionalism** - Be professional in your relationship with the host schools' educational community by being mindful of the school's rules and regulations and being respectful in communicating with your host administrator, teacher, school's staff, parents and students.

I have read and understand the above responsibilities and expectations for a teacher candidate.

Teacher Candidate's Name (print): _____

Signature: _____

Date: _____

Appendix B

Checklist for Conducting Field Experience

TO BE USED FOR FIELD PLACEMENT

Please use the checklist below during the course of your student field observations

BEFORE you enter the classroom:

Contact the host school administrator or contact person, provide official NYIT letter and school ID.

- Some schools will ask for a current resume and/or request an interview.
- Be prepared to articulate your purpose for conducting your field experience observations at their school.
- Some school will require parental consent for you to observe and/or work with their child's classroom, verified with host administrator if this is a requirement. A parental consent will be provided if needed.

Agree on a schedule with your host teacher of when to visit the classroom

DURING the experience:

Meet with your host teacher and provide the course requirement for classroom observation

Track your number of hours spent at the host school on the **“Record of Hours Form”**

Make sure you complete a separate Record of Hours Form for each Course

Complete all necessary fieldwork assignments required by your course Professor.

END of placement:

Obtain all required and acceptable signatures for reporting completion of **“Record of Hours”**

Submit all required documentation to your course Professor and Taskstream

Any questions and/or concerns, please contact the Office of Field Placement

Appendix C

FIELD EXPERIENCE RECORD OF HOURS

Directions: Please submit to your Professor via TaskStream.

Name of Student: _____

NYIT ID# _____

Semester & Year: _____

Academic Program Course Name and Code _____

Name of School City Name of Host Teacher _____

Email of Host Teacher _____

	Date	Time-In	Time-Out	Total Hours
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Student Signature: _____

Host Teacher Signature: _____

AppendixD

Documentation of Field Experience

NYIT School of Interdisciplinary Studies and Education Field Experience Form

Student Name _____

Course/Title _____

Semester _____

Professor _____

District _____

School Building _____

Building Address _____

Building Telephone # _____

Name of School Principal _____

Name of Host Teacher _____

Subject/Grade Level _____

Date submitted _____

Appendix E

Field Experience – Parental Consent (Issued Upon Request)

Field Experience – Observation Hours Parental Consent Form

To: Parents and Guardians

Date: _____

Re: NYIT Student – Field Experience Observation Hours Requirement

From: _____ (Teacher Candidate), and NYIT School of Interdisciplinary Studies and Education

I am a graduate student at New York Institute of Technology, School of Interdisciplinary Studies and Education, enrolled in a Master's Degree Program in (Insert Program) Education and to fulfill one of the program requirements for my institution and the New York State Teacher Certification, I need to complete 10 hours of classroom observation in your child's classroom.

This field experience element is designed to make connections between theory and practice through observing a real classroom. The level and type of my involvement in your child's classroom is that I will observe the learning styles of the children and the level of student's engagement in the learning process. I will not interfere with the regular teaching in your child's classroom. I will be required to keep a journal about the specific instructional strategies being use by the teacher. The names or any other identifiable information of your child will not be written and/or recorded in any form of documentation.

Thank you for your cooperation and support.

If you have any questions, please feel free to contact the Director of Field Placement and Certification, Ms. Kristen Schaefer, at kschae04@nyit.edu or (516) 686-1286.

I am the parent/legal guardian of the child named below. I have received and read your letter regarding field experience observations hours to meet the New York Institute of Technology, School of Interdisciplinary Studies and Education program requirements, and:

- I do agree in having my child observe by the NYIT Student.
- I do not agree in having my child observe by the NYIT Student.

Student Name: _____ Class: _____

Teacher: _____ School: _____

Parent Name: _____ Signature: _____

Appendix F

HOME SCHOOL ADMINISTRATOR CONSENT

TEACHER CANDIDATE

I, _____, have met with the Administrator of my Home School _____ and we have discussed the expectations for me to have the ability to conduct my required field experience observation hours during my non-working hours.

HOME SCHOOL ADMINISTRATOR

I understand and will allow _____ (Candidate Name) to conduct their required field experience observation hours during their non-working hours.

If the arrangement between the teacher candidate and me does not meet the needs of my school community, I will bring it to the immediate attention of the Director of Field Placement and Certification.

Name of Home Administrator (Print)

School

Signature of Home Administrator

Date: _____

E-mail

Telephone

Please email this form to Ms. Kristen Schaefer, Director of Field Placement and Certification at kschae04@nyit.edu. Thank you.