Handbook
For
Field Experiences
Undergraduate and Graduate Programs
Revised Spring 2010

Brooklyn College
School of Education
Dear Teacher Education Candidate,

The Handbook for Field Experiences is designed to help you understand the basic requirements and goals of the field component of your major or program. Fieldwork is considered to be a central element of your preparation to become a teacher. Your fieldwork 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 experiences 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 experiences a success.

Here’s wishing you a wonderful journey as you become a teacher.

School of Education
Brooklyn College
Spring 2010

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Field Experiences before Student Teaching

The New York State Education Department requires that all teacher candidates experience a variety of teaching situations to prepare them for the diverse student population of New York State.

Field experiences provide candidates with experiences in a variety of communities and across the range of student development levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high-need schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities. {Regulations of the Commission of Education, 1999}

New York State Education Department regulations require that all undergraduate teacher candidates who graduate after February 2004 complete at least 100 clock hours of field experiences in varied educational settings prior to their first student teaching placement. Graduate teacher candidates, who are also required to complete at least 100 clock hours of field experiences in varied educational settings, will be notified by their instructors of field work expectations and guidelines.

Each semester one or more courses will require a field component for a specified number of hours. All field experiences are paired with coursework or seminars. Although the State of New York requires a minimum of 100 hours of field experience, some Education programs require more than the minimum of 100 hours of field experience.

The majority of your field experiences must be in New York City public schools. Field experience in private schools or institutions should be kept to a minimum. Please note: ED 16 and ED 34 require 25 hours of field experience for each course. Of those 25 hours, 20 are “structured” hours [in schools or community based organizations] and 5 are “unstructured” hours [museums, theatre workshops, playgrounds]. Instructors in Ed 16 and Ed 34 will discuss particular fieldwork assignments related to course content.

◆ Candidates in the Early Childhood program should complete field experiences in three different age/grade levels {Birth - PreK; Kindergarten; grades 1 - 2} within the age/grade range of the major {Birth – Grade 2}.

◆ It is recommended that candidates in the Childhood program complete field experiences in at least two grade levels {1st - 3rd and 4th- 6th} within the age/grade range of the major {Grades 1 - 6}.

◆ Candidates in the Adolescence program should complete experiences in at least two grade levels within their program {Grades 7-12}.
Candidates in the *Special Subjects* programs (Art, Music and Physical Education) should complete field experiences in at least two age/grade groups (K – Grade 8; Grades 9 – 12) within the grade range of the program (K – 12).

Field experiences prior to student teaching consist of direct observation or participation in classroom activities in a variety of educational settings. Within the 100 [or more] **clock hours**, all students must fulfill field experiences in the following required areas (you may fulfill these requirements concurrently and all areas should receive approximately equal attention):

- *High Performing Schools/Classes*
- *Low Performing Schools/Classes*
- *Students with Special Needs*
- *English as a Second Language/English Language Learners*
- *Technology (Classroom Instruction or Teacher Preparation)*

**Remember:** Field experience hours should be divided amongst a variety of sites.

### Sample Field Experiences

- Observe classroom teaching
- Tutor individual students
- Tutor small groups of students
- Participate in a ‘Hands On’ Activity or Lesson with class or small group
- Observe IEP meetings (Individual Educational Program)
- Observe parent-teacher conferences during open school dates (Please ask parents’ permission and be mindful of codes of confidentiality.)
- Observe school governance meetings
- Observe curriculum planning meetings (grade level and departmental meetings)

All NYC public schools are approved as fieldwork sites, however, it is essential you have a school administrator’s permission before you start your fieldwork. In this packet, you will also find a letter of introduction for you to present to the school principal, site director or administrator when you ask permission to observe classes in his/her school or community organization. You may call ahead and arrange an appointment with the school principal or site director **BUT** it is also permissible to bring your letter of introduction to a school’s main office. When you arrive at the office, explain to the office staff that you need to complete fieldwork for your program at Brooklyn College, asking if you can briefly speak with the principal or assistant principal to get permission.

All students completing fieldwork assignments are **required to document their experience in a fieldwork log.** This log is submitted to your course professor at the end of each semester. Fieldwork logs are kept in your
permanent file as evidence of your readiness to apply for NY state certification.
Code of Behavior and Ethics

As a member of the Brooklyn College community, all teacher candidates are expected to conduct themselves with the utmost respect, competence and decorum. You also have the right to expect the same in return from all site associates. Please use the following, as a guide to ensure that your field experience is productive and constructive and takes place in a safe environment.

Professionalism

- Conduct yourself with honesty and integrity, beyond reproach.
- Behave in a manner, which respects the interests of individuals and the collective interests of the professionals in the field. Recognize and comply with the authority held by the school/organization and its staff. Be polite and considerate of adults in the building: administrators, teachers, secretaries, paraprofessionals, custodians, as well as students. Act appropriately in situations that may be stressful.
- Express yourself cordially and respectfully. Professional language and communication skills are essential at a field site.
- Arrive on time for all your commitments and obligations. If you must be absent or late, kindly inform the people who will be affected by your absence (collaborating teacher, field partner, etc.).
- If you have any difficulty completing the requirements of the field experience, speak with your course instructor and obtain clear instructions from him/her.
- Illegal drugs and/or alcohol are not permitted on school or CBO property or on any school excursion such as a class field trip.
- Smoking is not permitted in any school or CBO building, on any school or CBO grounds or on any school excursion.
- Turn off all cell phones and beepers the moment you arrive at a site and when observing or working with children.

Safety

- NEVER work unsupervised or alone with children of any age. You should ALWAYS work with clear directions and with supervision from an on site adult.
- NEVER escort a child of any age to the restroom alone.
- Minimize the risk of injury to any person or youngster.
- Always check with the site director for ‘rules and regulations’ regarding any physical and close contact with children {diaper changes, clothing changes, restroom trips, feedings, lunch, hugs, physical education, swimming, etc.}
- Report any child’s injury or illness to the site supervisor immediately.
**Dress Code**

- Wear clean, neat and presentable attire and groom yourself in an appropriate manner. Avoid dress or appearance that is see-through or revealing. Please check with site administrators and directors for information regarding dress code and the wearing of earrings, hats or head coverings, footwear, jewelry, exposed tattoos, etc.

**Confidentiality**

- Keep stories or information about schools or classrooms confidential and discuss this issue with your course instructor for further guidance.
- Maintain confidentiality when discussing or writing about teaching practice you have observed.
- Always ask permission of the classroom teacher before photographs or audiotapes of students are taken or used.
- If you desire to use students’ work or a student or teacher interview in your portfolio, first ask permission from the student administrator or CBO director. Always use a pseudonym and avoid any personal identifying information.

**Sexual Harassment**

- Sexual harassment is illegal.
- NEVER harass (verbally or physically) or engage in sexual relationships with students or site staff or employees. Harassment includes but is not limited to the following examples: sexual innuendos, comments, remarks, suggestive or obscene sounds or gestures, sexual propositions or invitations, implied or overt threats, leering or ogling, patting, pinching, brushing against the body or inappropriate touching, and attempted kissing or touching.
- If you are harassed: SAY NO. Say it firmly without a smile or apology. Keep a diary or log of incidents. Write down what happened. Include direct quotations and names of witnesses, if any. Immediately report the incident to your college instructor or program advisor.
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.

This Code shall not be used as a basis for discipline by any employer and shall not be used by the State Education Department as a basis for a proceeding under Part 83 of Commissioner's Regulations, nor shall it serve as a basis for decisions pertaining to certification or employment in New York State. Conversely, this Code shall not be interpreted or used to diminish the authority of any public school employer to evaluate or discipline any employee under provisions of law, regulation, or collective bargaining agreement.
Reminders

- Read the *Student Handbook* and become familiar with its contents.

- Always check with your professor and your course syllabus before scheduling field observations.

- Unless otherwise instructed by your professor, it is your responsibility to schedule your own field experience appointments. You are also responsible for transportation to and from field sites.

- *Always* ask permission of the principal, assistant principal or director to observe in his/her school/site. *Always* present your letter of introduction and appropriate identification. *NEVER* observe in a school or site without permission from the administration and classroom teacher.

- When you have been assigned to a specific teacher or teachers within a site, arrange a schedule so that the classroom teacher knows when you will visit. Be faithful to your schedule. If you cannot visit the school on a predetermined date, **CALL** the school and leave a message for the teacher. **ALWAYS** maintain a professional relationship.

- Be punctual and prompt for all appointments and obligations.

- You are responsible for accurately, carefully and **clearly** recording on your time sheet the time spent in a school or community organization.

- Record each visit on your time sheet on the date of that visit, and obtain the required signatures on each appropriate date. **DO NOT** complete the time sheet at the end of the semester. A classroom teacher may not remember your schedule and may not verify your time.

- Time sheets are not valid unless they are **clearly and properly completed**, including all required signatures. Please fill in **ALL fields**, printing clearly in dark ink. If fields are left blank or incomplete, time sheets will not be accepted and are invalid.

- Acquire all required signatures on all relevant documents.

- **Keep copies of all documents, reports, time sheets, etc.**

- **It is your responsibility to submit completed and signed time sheets to your college professor before final exams at the close of the academic semester.**

- Learn as much as possible about the school and classroom in which you observe.
- Observe the teaching style of practicing teachers.

- Learn about the curriculum materials used in classes.

- Record your thoughts, questions and impressions in a notebook or journal. These notes will be helpful for term papers, college assignments, portfolios, and future student teaching preparations. It is recommended that you transfer your journal notes and entries to a typed computer form either hard drive or disc.

- Remember to wear appropriate attire and respect the school or community organizations rules and regulations.

- Be sure to turn off cell phones and pagers once you have entered the school and classrooms.

- Maintain professionalism in your relationships with the public school administrators, community organization staff, teacher and students.

- Notify the Field Coordinators and your course instructor immediately if you encounter any problems or difficulties.

- If you have a disability, contact the Brooklyn College Services with Student Disabilities Office and the Field Coordinator. Efforts will be made to provide you with appropriate accommodations.

- If you require permission to visit a private school or organization, which is not on the approved list, make an appointment with the appropriate Field Coordinator for approval before you visit the site.

- When you have completed your 100 (or more) hours of field observation, review the Field Student Checklist.

- You are responsible to hand in your filed/ time sheets to the Professor of your class. If you do not show proof of your documented hours, you will receive an incomplete grade in the course. Please make sure to keep a copy of your forms for your records.

- Any term papers, portfolios or journals are to be maintained by each student. Keep hard copies as well as computer copies.

- You can obtain your fieldwork/ time sheets at the School of Education website. Be sure to make extra blank copies of time sheets for future use.

- The student letter of introduction will be provided to you in your section of 16/34 course.
Suggested Guidelines for Observation and Reflection

Please keep a log with notes regarding your field observations and experiences. Below are suggestions that may guide you in writing your log or journal.

◆ How were instructional materials used in the classroom?

◆ Did student diversity have implications for teaching?

◆ What instructional philosophies and methodologies were used in the classroom?

◆ Did students have the opportunity to critically reflect on their work and how often?

◆ What did student engagement look like?

◆ Was the lesson aligned with the New York State standards?

◆ How were individual students’ needs met?

◆ Was the lesson age appropriate?

◆ Did the classroom reflect inclusive education?

◆ Was the curriculum interdisciplinary?

◆ What experiences were puzzling or interesting to you and why?

◆ How would you alter or improve a class lesson.

◆ Did class behavior assist or hamper the lesson? What behavioral intervention or strategies did the teacher use to maintain student participation and learning? How would you address the behavioral issues, which you observed?

◆ Examine techniques the classroom teacher used to engage his/her students. Were these techniques successful? Why or why not?

◆ Did the gender of the students effect the lesson? For example – were opportunities for participation in class equitable for both female and male students?

◆ How were reading and writing interwoven into the curriculum and class lesson?

◆ What connections between theory and practice did you see? What connections did you see with your college coursework?
Placements for Observations and Student Teaching

The sites where students do their observations are chosen carefully, and with great attention given to the opportunities offered the teacher candidate. After visits, review of curriculum and policies, meetings with administrators and teachers, discussions of expectations, and conversations with relevant school and agency personnel, students and community leaders, we have chosen sites for the teaching candidate, based on our evaluation of the placement site in terms of the evidence of a commitment to the following:

**Collaboration:** Sites should offer you, the teaching candidate, opportunities to witness and to develop collaboration with other school personnel, families, and community resources, and opportunities to witness and develop collaborative activities for students and/or relevant school personnel.

**Critical Self-reflection and reflective practice:** Sites should offer you opportunities to observe teachers reflecting critically on their own practice, changing their practice based on this evaluation, and building opportunities for students to reflect on their own experiences. Sites should offer you opportunities to reflect critically on your own practice, change your practice based on this evaluation and foster opportunities for your students to reflect on their own experiences.

**Social Justice:** Sites should offer you opportunities to observe and demonstrate practices promoting social justice and to instantiate in practice your own knowledge of structures of social injustice. Sites should offer opportunities to see in practice policies that promote equal educational opportunity for all students, including students with special needs and English language learners.

**Diversity:** Sites should offer you opportunities to observe teachers’ and your own sensitivity to and understanding of racial, ethnic, religious, class, sexual, gender, cultural, and linguistic issues and the instantiation of that sensitivity and understanding in the curriculum, pedagogy and school culture. Sites should offer diverse populations with attention paid to students with special needs.

**Pedagogical knowledge:** Sites should offer you opportunities to observe other teachers’ knowledge of a variety of pedagogical and curricular approaches, kinds of scheduling, e.g. block scheduling, commitment to engaging students, parents and other faculty in the learning process, and understanding of growth and development. Sites should offer you opportunities to demonstrate all of these in your own teaching.

**Content knowledge:** Sites should offer you opportunities to observe teachers who are passionate about and immersed in their subject area, as well as opportunities to demonstrate your knowledge of subject matter and your commitment to professional development.

**Technology:** Sites should offer you opportunities to demonstrate your ability to integrate technology into practice.

The following additional guidelines for Field Experience are organized by the School of Education’s Conceptual Framework themes:

- **Diversity**
- **Social Justice**
- **Collaboration**
- **Critical Self-Reflection**
INFORMATION AND ASSESSMENT QUESTIONS ON
STUDENT LEARNING AND CLASSROOM DYNAMICS

Diversity
1. What learning styles do you see in the classroom?
2. How are diverse learning styles handled?
3. Do students reveal “multiple intelligences”?
4. Do you see “culturally sensitive” pedagogy?
5. What levels of reading do you see?
6. How would you analyze the classroom dynamics in the room?
7. Do the students treat one another with respect? Why or why not?
8. How are different tempos of learning handled?
9. What kinds of questions do you hear students asking?
10. What are the learning problems you see?
11. How are they handled?
12. If you think they are handled poorly, how do you imagine these might be better handled?
13. Who is seen in this class?
14. Who is not seen in this class?

Social Justice
1. How is the classroom organized in terms of expectations?
2. How is power handled in the classroom?
3. Who speaks and who does not speak in this classroom?
4. What do you notice about body posture among students?
5. What are the norms in this classroom?
6. What happens to students who misbehave?

Collaboration
1. How do the students handle group work?
2. How do they feel about group work?
3. Do teachers and students collaborate on projects?
4. Are student voices a large part of the classroom?
5. Is the classroom a safe place to speak up, take risks, voice opinions, disagree or agree?

6. What makes it so or what doesn’t make it safe?

7. Do students help one another?

8. Are there opportunities for students to work with one another, tutor one another?

**Critical Self-reflection and Reflective Practice**

1. How does the teacher talk about students who are not doing well?

2. How does the teacher talk about students who are misbehaving?

3. How much responsibility do students take for their own learning?

4. What would teachers like to see change in the school?

5. How do they see that happening?

6. How are teachers evaluated?

7. How do teachers think they should be evaluated?

8. What kinds of questioning do you see occurring here?

9. Is it successful?
INFORMATION AND ASSESSMENT QUESTIONS ON
STUDENTS, PARENTS AND SURROUNDING COMMUNITY

Diversity
1. What is the racial make-up of the student body?
2. What is the ethnic make-up of the student body?
3. What is the proportion of girls to boys in the school?
4. What percentage of special needs students are in the school?
5. What are the policies regarding students with special needs?
6. What percentage of students are ELL students?
7. How many students attend the school?
8. From what neighborhoods do the students predominantly come?
9. How would you describe the neighborhood?
10. Is there racial tension in the school?
11. Is there homophobia in the school?
12. Do the decorations, posters, etc. in the hallways reflect a diverse student body?
13. What percentage of teachers in the school are white?
14. What are the demographics of the staff, e.g. security guards, kitchen help, janitors
15. What cultural resources are there in the neighborhood?
16. Where do kids hang out after school?
17. What newspapers are found in the local stores?
18. What plays at the local movie theatres?
19. How easy is to get to Manhattan from the school?
20. What are the local trains and buses?

Social Justice
1. What is the attendance record of students?
2. What is the graduation rate?
3. How well do the students do on the standardized tests?
4. What percentage of students go on to college?
5. How many students on average are in a class?
6. Is there a policy of inclusion?
7. Are there people here students feel safe to talk to about problems?
8. Is there a problem with violence?
9. What are the rules in the school?
10. What are the bathroom policies?
11. Do students get scanned?
13. What happens if students threaten or harass teachers?
14. What is the suspension policy?
15. What rules govern free speech?
16. Is there a parent coordinator? What is her job?
17. Who advocates for students in the school?
18. What is the role of the Guidance Counselor in the school?
19. Who is the region superintendent?
20. Who is the council person?
21. Where is the local police station?
22. What are the relations like with the local police?
23. What kinds of extra-curricular activities are available for students?

Collaboration
1. How would you describe the culture of the school?
2. Is there a sense of community?
3. What are the student organizations in the school?
4. Is there an advisory in the school? How often does it meet and what are its roles?
5. Do faculty from different disciplines collaborate on curriculum?
6. How often do faculty meet with parents?
7. How is the community involved in the school?
8. How are local politicians involved in the school?

Critical Self-reflection and Reflective Practice
1. How do teachers feel about the students?
2. How do students feel about the school? Teachers? Administrators?
3. How do parents feel about the school?
4. What would parents and students like to see change in the school?
5. How do they see that happening?
INFORMATION AND ASSESSMENT QUESTIONS ON CURRICULUM AND PHILOSOPHY

Pedagogical knowledge and content knowledge
1. What subjects are taught?
2. How much time is allotted daily and weekly to each? Why?
3. How long are classes?
4. When and in what subjects are the Regents given?
5. What are the graduation requirements?
6. Is there departmentalization at each grade?
7. How often are students evaluated?
8. Choose a content area and describe the course of study over the grades in this area.
9. Are there any inter-disciplinary courses?
10. What is the extra-curriculum like?
11. How are students involved in the curriculum?
12. How much does testing drive the curriculum?
13. What educational theories underlie the curricular decisions?
14. What philosophies inform the curriculum?
15. What philosophies inform the pedagogy you see?
16. How would you describe the curriculum you see here as the result of the history of education?

Diversity
1. How multicultural is the curriculum, particularly in history and English?
2. How is gender handled in the curriculum?
3. How is sexuality handled in the curriculum?
4. How does the curriculum address students with special needs?
5. How does the curriculum address ELL students?
6. What theories of multicultural education do you see in evidence in the curriculum, classroom or the school?
7. Do you believe the curriculum addresses the needs of the students?
Social Justice
1. How does the curriculum and pedagogy address issues of social justice?
2. How is the curriculum decided? Who decides it?
3. What freedom do teachers, students or parents have in determining what is taught in the subject area?
4. How is power addressed in the curriculum?
5. How would you describe the hidden curriculum in the school or the classroom?
6. Whose voices are read and whose are not in the curriculum?
7. Are students engaged with the material? Why or why not? How do you know?
8. How are students who do poorly handled by the teachers?

Collaboration
1. What are the theories behind collaborative work?
2. Do you see them here?
3. Do teachers and students collaborate on projects?
4. Are student voices a large part of the classroom?
5. Is the classroom a safe place to speak up, take risks, voice opinions, disagree or agree?
6. What makes it so or what doesn’t make it safe?
7. Do students help one another?
8. Are there opportunities for students to work with one another, tutor one another?

Critical Self-reflection and Reflective Practice
1. How much autobiographical work is done in the classroom?
2. How do teachers make sense of the mandated curriculum they have?
3. What are the theories behind the mandated curricula?
4. Historically what other mandates have affected teachers?

Technology
1. What uses of technology do you see used in the classroom?
2. How equipped is the school for technology?
3. How is technology integrated into the classroom?
4. What is the philosophy behind using computers for learning?
INFORMATION AND ASSESSMENT QUESTIONS ON
FACULTY, ADMINISTRATION AND SCHOOL POLICIES

Diversity
1. What is the racial composition of the faculty?
2. What is the breakdown of faculty in terms of gender?
3. What is the breakdown of the administration in terms of gender?
4. What do you (AP or Principal) look for when you are hiring?
5. What services are provided by the school?

Social Justice
1. How are teachers evaluated?
2. Who is the UFT representative?
3. What is her or his role?
4. What happens when a teacher is not performing up to standard?
5. How does seniority work?
6. What is the pay scale for teachers?
7. What benefits do teachers have?
8. What is provided in terms of teacher development?
9. How are cooperating teachers chosen?
10. Do teachers have their own classrooms?
11. What are the policies on discipline?
12. Are those policies enforced?
13. How is attendance taken?
14. Is there a nurse in the school?
15. What happens if someone is injured or sick?
16. Are there nutritional issues in the school?
17. Are there any services provided for families?

Collaboration
1. Must teachers follow a set curriculum?
2. Who sets it?
3. Are syllabi required of teachers?
4. Are lesson plans required?
5. What do the lesson plans look like?
6. What are the faculty organizations in the school, if any?
7. What is required of faculty beyond teaching?

Critical Self-reflection and Reflective Practice
1. How often do faculty meet in general?
2. How often do departments have faculty meetings?
3. Are faculty required to call parents?
4. What would teachers like to see change in the school?
5. How do they see that happening?
6. How are teachers evaluated?
7. How do teachers think they should be evaluated?
The Undergraduate Level Education courses listed below require a field component  
[Check with program for possible changes]

<table>
<thead>
<tr>
<th>Undergraduate Courses</th>
<th>Field Hours</th>
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<tbody>
<tr>
<td><strong>ED 16:</strong> <em>The Art, Philosophy and Culture of Teaching</em></td>
<td>25</td>
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<tr>
<td>This course requires students to observe hours in more than one school.</td>
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<tr>
<td><strong>ED 34:</strong> <em>Urban Children and Adolescents: Development and Education</em></td>
<td>25</td>
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<tr>
<td>This course requires students to observe a range of age groups from grades K-12.</td>
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<td><strong>ED 36:</strong> <em>Education and Society: Teaching the Social Sciences</em></td>
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<tr>
<td><strong>ED 36.1:</strong> <em>Social Sciences in Early Childhood Education:</em></td>
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<tr>
<td>General and Special Education</td>
<td>30</td>
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<tr>
<td><strong>ED 37:</strong> <em>Education &amp; Literacy: An Interdisciplinary Approach to the Language Arts</em></td>
<td>25</td>
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<tr>
<td><strong>ED 37.11:</strong> <em>Development of Language and Literacy in Young Children:</em></td>
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<tr>
<td>General and Special Education</td>
<td>30</td>
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<tr>
<td><strong>ED 39:</strong> <em>Early Childhood &amp; Care of Infants &amp; Toddlers: General and Special Education</em></td>
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<td><strong>ED 40:</strong> <em>Integrated Methodologies for Literacy Instruction</em></td>
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<tr>
<td><strong>ED 40.1:</strong> <em>Literacy Teaching and Learning in Early Childhood:</em></td>
<td></td>
</tr>
<tr>
<td>General and Special Education</td>
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<tr>
<td><strong>ED 43:</strong> <em>Teaching the Creative Arts</em></td>
<td>25</td>
</tr>
<tr>
<td><strong>ED 43.1:</strong> <em>Arts in Early Childhood Curriculum:</em></td>
<td></td>
</tr>
<tr>
<td>General and Special Education</td>
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</tr>
<tr>
<td><strong>ED 44:</strong> <em>Teaching Mathematics: Childhood Education</em></td>
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</tr>
<tr>
<td><strong>ED 44.1:</strong> <em>Teaching Mathematics in the Early Years:</em></td>
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<tr>
<td>General and Special Education</td>
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<tr>
<td><strong>ED 45:</strong> <em>Teaching Science</em></td>
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</tr>
<tr>
<td><strong>ED 45.1:</strong> <em>Science Inquiry for Young Children:</em></td>
<td></td>
</tr>
<tr>
<td>General and Special Education</td>
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<tr>
<td><strong>ED 51.11:</strong> <em>Foundations and Pedagogy in Early Childhood Special Education</em></td>
<td>15</td>
</tr>
<tr>
<td><strong>ED 51.12:</strong> <em>Environments and Curriculum Adaptation for Young Learners with Special Needs</em></td>
<td></td>
</tr>
<tr>
<td><strong>ED 63.3:</strong> <em>Methods and Teaching Practices in Middle School</em></td>
<td>100</td>
</tr>
<tr>
<td><strong>ED 64.1:</strong> <em>Language Literacy in Secondary Education</em></td>
<td>25</td>
</tr>
<tr>
<td><strong>ED 69:</strong> <em>Integrative and Multidisciplinary Teaching and Learning</em></td>
<td></td>
</tr>
</tbody>
</table>

*Required courses for Early Childhood, Childhood, Adolescence, Bilingual Education and Special Subjects Majors.*
The Graduate Level Education courses listed below require a field component

[Confirm with program for possible changes]

**Masters Program in Early Childhood Education (45 Credit Program) Field Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 710.11T</td>
<td>Mathematics in Early Childhood Education</td>
<td>30</td>
</tr>
<tr>
<td>ED 710.13T</td>
<td>Scientific Inquiry in Early Childhood Education</td>
<td>30</td>
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<tr>
<td>ED 727.11T</td>
<td>Literacy Curriculum in Early Childhood Education</td>
<td>30</td>
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<tr>
<td>ED 728.11T</td>
<td>Families, Communities and Social Studies in Early Childhood Education</td>
<td>30</td>
</tr>
</tbody>
</table>

**Masters Program in Childhood Education (45 Credit Program)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 718.22T</td>
<td>Special Discourses in Education: Integrating Social Sciences in Childhood Education</td>
<td>30</td>
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<tr>
<td>ED 763.25T</td>
<td>Teaching Mathematics in Childhood Education</td>
<td>30</td>
</tr>
<tr>
<td>ED 763.26T</td>
<td>Teaching and Learning Science in Childhood Education</td>
<td>30</td>
</tr>
<tr>
<td>ED 794X</td>
<td>Literacy: Issues and Analysis</td>
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</tbody>
</table>

**Masters Program in Middle Childhood Mathematics (45 Credit Program)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 742X</td>
<td>Perspectives on Education: Teaching Children and Adolescents in Cultural context</td>
<td>20</td>
</tr>
<tr>
<td>ED 792.1X</td>
<td>Analysis of Classroom Interaction and Curriculum</td>
<td>20</td>
</tr>
<tr>
<td>ED 763.23T</td>
<td>Childhood Education: Student Teaching in Grades 1-6</td>
<td>30</td>
</tr>
<tr>
<td>ED 764.5T</td>
<td>Adolescence and Special Subjects: Student Teaching Practicum</td>
<td>30</td>
</tr>
</tbody>
</table>

**Masters Program in Adolescence/Special Subject (45 Credit Program)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 742X</td>
<td>Perspectives on Education: Teaching Children and Adolescents in Cultural context</td>
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<tr>
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<td>Analysis of Classroom Interaction and Curriculum</td>
<td>20</td>
</tr>
<tr>
<td>ED 764.5T</td>
<td>Adolescence and Special Subjects: Student Teaching Practicum</td>
<td>30</td>
</tr>
<tr>
<td>ED 764.51T</td>
<td>Adolescence and Special Subjects: Student Teaching Practicum</td>
<td>30</td>
</tr>
</tbody>
</table>
School of Education of Brooklyn College
{subject to change}

Dean Deborah Shanley 2111 James Hall 718-951-5214
Assoc. Dean Kathleen McSorley 2107 James Hall 718-951-5214

Offices of Student Advisement
Early Childhood Advisor and Field Advisor: Ms. Christine Colthirst
2309 James Hall 718-951-5205
Childhood Advisor and Field Advisor: Ms. June Perino
2105 James Hall 718-951-4352
Adolescence & Special Subjects Advisor and Field Advisor, Mr. John Stahlnecker
2307 James Hall 718-951-3902

Teaching Fellows
Prof. Stephen Philips [Program Dir.] 2307 James Hall 718-951-4800
Prof. Lynda Sarnoff [Asst. Program Dir] 2307 James Hall 718-951-4800

Education Programs and Contact Information:
Administration and Supervision
Prof. David Bloomfield 2205 James Hall 718-951-5213
Adolescence
Prof. Prof. Stephen Phillips 2307 James Hall 718-951-4800
Art
Prof. Linda Louis 2206 James Hall 718-951-5780
Childhood Bilingual
Prof. Alma Rubal-Lopez 3202 James Hall 718-951-5027
Childhood Education
Prof. Wayne Reed 2105 James Hall 718-951-5447
Childhood Science & Environment
Prof. Eleanor Miele 2606 James Hall 718-951-5061
Early Childhood
Prof. Mary DeBey 2309 James Hall 718-951-5205
English
Prof. Jessica Siegel 2306 James Hall 718-951-3189
Health
See the Health and Nutrition Science Dept. 4123 Ingersoll Hall 718-951-5026
Math, Childhood
Prof. David Fuys TBA James Hall 718-951-TBA
Math, Middle & Adol.
Prof. Mary Chiusano 2608 James Hall 718-951-3113
Modern Language
Prof. Stephen Phillips 2307 James Hall 718-951-4800
Physical Education
Prof. Stephen Phillips 2307 James Hall 718-951-4800
School Counseling
Prof. David Forbes 2401 James Hall 718-951-5938
School Psychology
Prof. Florence Rubinson 1205 James Hall 718-951-5876
Science [Adol.]
Prof. Kostas Alexakos 2606 James Hall 718-951-5061
Social Studies
Prof. Stephen Phillips 2201 James Hall 718-951-4800
Special Education
Prof. Pauline Bynoe 1107 James Hall 718-951-5995
General Brooklyn College Student Information

- In addition to the School of Education Department's requirements, all Brooklyn College education students must: pass English I and English II, complete the Core and language requirements.

- As of September 2003, all students upon completion of 45 credits must pass the CPE (CUNY Proficiency Exam). Students should contact the Testing Office to make arrangements for the CPE, 245 West End Building, 718-951-5916.

- All undergraduate and graduate students, approaching graduation, should fill out a Senior Check at the Office of the Registrar: Graduation Audit, Enrollment Services West Quad Building 718-951-8150.
Transfer students should contact the Registrar’s Transfer Evaluation Office, West Quad Building 3rd FL, 718-951-5911.
Student Checklist for Field Observations

*Please use this checklist every semester and as an informal check when you file for student teaching.*

- I have completed a minimum of **100** hours of field observations prior to student teaching.
- I have observed classrooms or Community Based Organization (CBO) settings where English Language Learners were present.
- I have observed students with special needs in general education classrooms or CBO settings.
- I have field experiences in high performing and low performing settings.
- I have field experiences with or using technology.
- My major is *Early Childhood* and I have field experiences in all three different age/grade levels (*Birth – PreK, K, and public school grades 1&2*).
- My major is *Childhood* and I have field experiences in grades *1-3 and 4-6*.
- My program is *Adolescence* and I have field experiences in grades *7-12*.
- My major is *Special Subjects* and I have field experiences in grades *K-12*.
- I have completed the requisite number of field experience hours for each course.
- I have accurately and carefully completed my time sheets for all my classes including all appropriate and required signatures and submitted them to my professors.
- I have made copies of my time sheets and any related documents for my personal file.
- If I have observed in a school, which is not on the approved school list, I have met with the field coordinator and received approval before I began my observations.
Brooklyn College

Students who are looking for New York City public schools to complete their field work requirement can refer to the link below. Schools can be found by either Address/School/Zip Code in all five boroughs.

http://maps.nycboe.net/
After School/Weekend Programs

Many teacher candidates in Education are challenged to complete their fieldwork observations in a school setting because they are employed. When candidates are unable to observe in classrooms during the day, alternatives such as after school and weekend educational programs for children/youth may be an option.

If you are interested in exploring alternative placements to complete your fieldwork observations, you may consider the website listed below to help you find an afterschool/weekend program in your area. All programs are listed by zip code and include all five boroughs. You can click on any zip code and a listing of after school center and weekend programs will be provided.

http://www.pasesetter.com

In identifying an after school or weekend program for fieldwork it is essential that you comply with the following guidelines:

After school and weekend programs for fieldwork must include opportunities for candidates to observe children/youth in an instructional setting, which is one where children/youth are being taught by an adult teacher. Generally conventional subjects are math, literacy, science and social studies but alternative subject areas such as art, music, dance may be possible. “Play” or “Sports” settings are not accepted unless the professor specifically asks teacher candidates to observe children in those situations. The instructional setting must include an adult (teacher, administrator, youth leader) responsible for the children/youth present at all times. Opportunities for candidates to tutor or teach children/youth in small group settings are accepted and even encouraged provided those settings include the presence of a supervising teacher.

Please Note: All programs that are listed on the PaceSetter website do not satisfy the requirement provided above. Please contact the after school/weekend program that you are interested in to find out if they provide a program that reflects an instructional setting.

Eleven Most Often Asked Questions about Fieldwork in Educ 16 & Educ 34
Question #1: How many hours of fieldwork must I complete?

You are required to complete 25 hours of fieldwork in each course. If you are taking both courses during the same semester, that’s 50 hours of fieldwork during the term.

Question #2: Where can I get a Fieldwork Handbook?

A fieldwork handbook is available at Far Better Copy (Campus Road & Hillel Place). Each student in Educ 16 & Educ 34 needs their own copy of the handbook. It includes a full description of the field experience and documents/forms you will need to complete the field component.

Question #3: How will I find a school?

Any NYC public school is an appropriate site for fieldwork. All you need is permission from the school’s administration (principal; assistant principal) to complete your field hours in their school. The following is a website to locate a public school nearest to you:

http://maps.nycboe.net/

Question #4: How do I get a principal’s permission?

Your Ed 16/34 Professor will hand out a letter of introduction from the School of Education in Brooklyn College for you to take to the principal of the school(s) of your choice. The letter introduces you and your fieldwork requirement. (Principals are familiar with fieldwork in teacher preparation programs, some host Brooklyn College students every semester.) Take your letter with you when you visit the school and ask the principal/assistant principal for permission to complete field hours at their school. (Note: Don’t forget to dress professionally and to approach the principal in a courteous, friendly manner—they could be your future employer!!)

Question #5: What do I do during my observations?

Your Ed 16 and Ed 34 professor will discuss specific ways they want you to incorporate field observations in their course. Your professor is also likely to ask you to focus your observations on topics that are most relevant to 16/34. Generally speaking, you are asked to observe classrooms with teacher(s) and student(s) engaged in different kinds of educational activity. It is important to take field notes of your observations—this will help you in class discussions and papers you write for Ed 16 and Ed 34.

Question #6: What if I’m working and cannot get to schools during the day?

The 25 hours of fieldwork per course is a state certification requirement and must be completed in order to receive a grade for the course. If you are employed full time you can either seek after school and weekend programs in schools and/or you can organize day(s) off from work to complete your field work.
The following is a website that may help you find an afterschool/weekend program in your area. All programs are listed by zip code and include all five boroughs. You can click on any zip code and a listing of after school center/weekend programs will be provided:

http://www.pasesetter.com/

**Question #7: When do I get started?**

It is essential that you begin your fieldwork by the third or fourth week of the semester. If you wait until late in the term, it will become almost impossible to complete your field observations in a timely manner.

**Question #8: How many schools must I go to for observations?**

In Education 16 you are required to do observations in two different schools. (Note: You do not have to complete the same number of hours in each school.) In Education 34 you are allowed to stay in the same school but must complete your observations at two different grade levels (one lower grade, one upper grade.)

**Question #9: How do I document my field hours?**

In addition to taking thorough field notes, you must complete a fieldwork time sheet. A copy of the time sheet is available in the Fieldwork Handbook. Each time you visit a school you add hours to your time sheet. All hours are signed by your cooperating teacher or a school administrator. At the end of the semester your professor signs your completed time sheet and submits it to your program office to be kept in your permanent file.

**Question #10: What is the difference between structured and unstructured hours?**

To complete the 25 hours of fieldwork, you can do 20 hours of “structured” fieldwork—that is, field observations in a public school setting and five hours in an “unstructured” setting. By “unstructured” we mean, hours in a setting outside the normal boundaries of a school, a setting where education (in the broadest sense) is taking place. Some examples of unstructured settings include: small group instruction at the Brooklyn Children’s Museum; attending a play or other aesthetic experience; after school programs for children and youth. If you have questions as to whether a setting is “unstructured” or “structured” please ask your professor.

**Question #11: Why do I have to do fieldwork?**

Field observations are an excellent way to introduce you to your future career as a teacher/educator. Observations give you insights into classrooms and schools and offer you a chance to critically reflect on the purpose of education and the extent to which schools today are (or are not) accomplishing that purpose. The observations you have in Educ 16 and Educ 34 are foundational to your future practice as an educator. If you take advantage of the opportunity provided by these field hours, it will lay the groundwork for the remainder of the courses in your major.
If you have further questions about fieldwork in Educ 16 and Educ 34 that are not answered in the Fieldwork Handbook, ask your professor for guidance or contact the designated fieldwork representative in your program office.