HOFSTRA UNIVERSITY™

School of Education and
Allied Human Services

Secondary Education and PreK-12 Education Programs

Guidelines
For
Pre-Student Teaching Field Experiences

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To the secondary and preK-12 education student:

The purpose of this guide is to acquaint you with what is involved in “pre-student teaching field experiences” so that your education as a future teacher will be as productive and rewarding as possible. To set a context, you will find in the following pages the departmental Conceptual Framework as well as the guidelines for your field experiences; the latter are presented in a question-and-answer format. Finally, there are descriptions of ways in which you may participate in the school(s) which you visit, as well as topics and issues to focus your observations and analyses.

The term “field experiences” refers to activities in elementary or secondary schools which are important parts of several of your education courses. Of course, student teaching itself is a “field experience,” the one which caps your pre-service training. A minimum of 100 hours of field experiences precede student teaching. At least one of your experiences will be in a "high-need" school, as defined and mandated by New York State.

The faculty of the Secondary Education (SED) and preK-12 programs within the Curriculum and Teaching Department recognize that your personal and professional transition from university student to practicing teacher is not achieved quickly or automatically. To facilitate that transition and to illuminate and deepen what you learn in your professional studies on campus, several field placements are required, culminating in student teaching. These field placements are integral parts of your pre-professional program.

In the SED and preK-12 courses immediately prior to student teaching, the student reenters the school as a professional in training. As a student you should begin to observe and understand schools and schooling in new ways from this fresh vantage. You should use what you are learning in professional education courses to aid your reflective understanding of what occurs in schools. The insights and understandings you will gain can be achieved only by your making connections between your campus-based and field-based learning; no one can do that for you. You have a rich opportunity both to understand and also to rethink, reshape, evaluate, and at times **challenge** or question your beliefs and assumptions about schools, students, teaching, and curriculum.

Pre-student teaching field placements then are among the first elements of a continuum which leads an individual from student status through student teaching to professional practice as a teacher.

The faculty and the entire Department of Curriculum and Teaching wish that your experiences in the schools will be enjoyable and professionally rewarding, both now, as you pursue your professional education, and later, as you embark on your professional careers. When you receive your first position, please let us know where you are working. We invite you to keep in touch and call us at (516) 463-5768 in order to discuss ongoing reflections about your work.

DEPARTMENT OF CURRICULUM AND TEACHING
CONCEPTUAL FRAMEWORK

Reflective Activist Scholar-Practitioners

We seek to prepare reflective, scholar-practitioners who can create socially just, democratic classrooms in which teaching and learning unfold within an ethic of care, with diverse students participating equitably and intellectually as citizens of the classroom community. Our program is a strong integration of supervised field participation and observation with readings, discussions and assignments driven by research on how people learn and based on theoretical principles of practice. Teaching is an interactive art, science and craft that, in its most developed form, requires advocacy and activism. Thus, we seek to prepare teachers who are master learners.

What is expected of the secondary and preK-12 education student?

Students enrolled in courses designated with field experiences must observe and participate in assigned schools for two hours each week for a minimum of ten (10) weeks during a fall or spring semester or the equivalent thereof in a Summer Session.

If a student is enrolled in two (2) or more separate and distinct secondary education courses requiring field placement, requirements for each course are to be satisfied independently of each other.

Students are expected to:

1. Meet and interact with education professionals and students in a school setting.
2. Learn about and analyze the purposes and functions of the school.
3. Observe and reflect upon instructional activities in classrooms and departments specific to the Hofstra student's area(s) and level(s) of certification.
4. Observe and draw inferences about student-teacher interactions in school settings.
5. Participate actively in classroom activities such as tutoring, small group discussions, grading papers, or preparing teaching materials.

Where do these field experiences occur?

Field experience students may participate in alternative schools, schools within schools, registered evening high schools, or more traditional elementary, middle, junior or senior high schools. All field experiences are arranged by the Office of Field Placement.

How much time is required for field experiences?

For each course requiring a field experience, secondary and preK-12 education students devote a minimum of thirty school periods (but not less than 20 hours) to participation and observation in the schools. Special methods courses involve 30 hours of fieldwork. Literacy courses (required in some programs) involve 10 hours of fieldwork.

Which courses have a field experience component?

Students enrolled in each of the following courses are required to fulfill the field experience requirement:

Undergraduate courses

CT 102:	Development and Learning in Childhood and Adolescence
SED 102:	Adolescent Development and Learning
SED 111, 112:	The Teaching of Music
SED 113, 114:	The Teaching of Art
SED 151:	The Secondary School Teacher
SED 152:	Teaching of English
SED 153	Teaching of Foreign Languages
SED 154:	Teaching of Mathematics
SED 155:	Teaching of Science
SED 156:	Teaching of Social Studies
SED 157:	Teaching of Speech and Drama
SED 158:	Teaching of Business--Accounting (College Accounting, Bookkeeping, Data Processing, and Law)
SPED 102:	Inclusion: Meeting Special Needs in preK-12 Programs
LYST101:	Literacy for Middle/High School Teachers

Graduate courses

CT 229:	Development and Learning in Childhood and Adolescence
SED 213:	The Adolescent and the Secondary School
SED 264:	The Teacher in the School Setting
SED 290:	Instructional Patterns for English
SED 291:	Instructional Patterns for Foreign Languages
SED 292:	Instructional Patterns for Mathematics
SED 293:	Instructional Patterns for Science
SED 294:	Instructional Patterns for Social Studies
SED 296:	Instructional Patterns for Business--Accounting (College Accounting, Bookkeeping, Data Processing, and Law)
SED 297:	Instructional Patterns for Art History and the Arts
SED 298A:	Instructional Patterns for Art in Elementary Schools
SED 298B:	Instructional Patterns for Art in Secondary Schools
SED 299A:	Instructional Patterns for Music in Elementary Schools
SED 299B:	Instructional Patterns for Music in Secondary Schools
SPED 201 or 264:	Exceptional Child or Mainstreaming/Inclusion
LYST 209/215A/ 217A/or 213:	Literacy courses (varied options within each program)

What does Hofstra University expect of its participant/observer students?

For a more detailed answer, consult the listings of activities appropriate for participant/observers, below. In general, however, students are expected to:

1. Invest themselves fully in the field experience, with a personal commitment to enhancing their own professional growth and serving the schools and their pupils.

2. Fulfill all responsibilities and commitments to the host school, cooperating teacher, and local students in a collegial and professional manner. *This includes reliable and punctual attendance at the school.*

3. Observe and reflect upon pupil behavior and pupil participation.

4. Observe and analyze the content of the curriculum, methods of teaching, cooperative learning, classroom organization, questioning, materials, and resources in area of anticipated certification.

5. Participate with students, when appropriate, in activities such as tutoring, proctoring, grading, conferencing, etc.

6. Perform tasks supportive of the teacher's daily activity.

7. Conduct themselves in a professionally-appropriate manner.

8. Complete an evaluation of the field experience.

What does Hofstra University request of the cooperating teacher?

Each cooperating teacher is requested to:

1. Exhibit the desire and ability to work with university students, particularly in assisting them to reflect on and to gain insight into education as a profession, student needs and diversity, and the nature of curriculum and pedagogy.

2. Help them to feel welcome in any other ways that do not interfere with the educational process.

3. Provide Hofstra students with contextual or background material for each class in which the student observes or participates.
4. Inform the Hofstra student briefly upon arrival of what is expected of him or her.

5. Indicate to the observer(s) when and how it is acceptable to communicate with the students in the class and when it is helpful for them to perform other education-related services.

6. Model exemplary professional teaching practices.

7. Demonstrate effective and affirmative classroom management.

What are Hofstra University's expectations for the local school district?

Each participating school district is expected to:

1. Assign students to appropriate subject areas and teachers prior to the arrival of the Hofstra students.

2. Provide an appropriate orientation for Hofstra students, including the school or district's expectations and requirements for these students.

3. Provide Hofstra students with a map of the building, the name of the cooperating teacher, a daily schedule, room number, an overview of course(s) and School District Student Handbook, if available.

LEARNING ABOUT SCHOOLS AND STUDENTS

The following sections describe opportunities for active participation by pre-professional students as well as topics and issues for them to observe, investigate, analyze, and reflect on, with illustrative questions to help begin the process. University instructors may add or delete questions, depending on their goals and their students' levels of professional preparation.

Forms of student participation

Each Hofstra University instructor will specify which (if any) of the following or other forms of participation will be expected of participant-observer students. Students at the beginning of their professional studies may be expected to engage in few of them; more advanced students may have greater requirements to fulfill.

Note that individual teachers, schools, and districts may have expectations or restrictions with respect to university students' activities. It is our policy to honor these expectations and requirements. Instructors should consult with the Assistant for External Relations to determine what each school or district has agreed to as acceptable form(s) of participation on the part of our students. The following activities are illustrative and do not constitute a complete or mandatory list.

- In-class assistance of individual students
- Assisting with "extra help" before, during, or after school
- Working with small groups during classes
- Attending school meetings
- Maintaining a professional analytical journal
- "Shadowing" a student for a day
- Operating media or other equipment, e.g., overhead projector, lab equipment
- Grading papers and recording results
- Analyzing test results, e.g., item analysis or finding patterns
- Assisting with attendance, other paper work
- Creating test or quiz questions for submission to teacher
- Conferring with teacher about curriculum, pedagogy, student needs

Issues and topics for student observation and analysis

The following sections set out several important, broad ways of organizing how one can look at schools, students, and teaching. The Hofstra student should use them in observing, analyzing, and understanding some of the most important current concerns of the profession. The student should begin to draw implications for her or his future practice as a teacher. University instructors may modify the topics or activities to serve their course goals and to reflect the level of student preparation.

1. Students' social, developmental, and educational needs and characteristics in elementary (preK-6), middle (7-9) or upper (10-12) secondary grades.

    a. How are the educational, social, and developmental needs and characteristics of students at this level recognized and addressed?

    b. How do student characteristics and needs interact with a teacher's choice of methodology or subject matter or evaluation or class/lesson structure?

    c. How might students on the "other" level (pre-K-6, 7-9 or 10-12) be expected to differ?

    d. In which other ways might a teacher address these students' needs and characteristics?

2. Working effectively with student diversity

    a. Ask yourself specifically how the cultural, social, linguistic, educational, and developmental needs, characteristics, and strengths of students with diverse backgrounds are recognized and addressed.
    b. How do the characteristics, needs, and strengths of students with diverse backgrounds interact with a teacher's choice of "content," methodology, evaluation, or class/lesson structure?
    c. Do gender differences appear to affect the students' or teacher's expectations or actions? Behavior? In which way(s)?
    d. Reflect on the apparent influences of the following items on the teacher's educational decisions and on how students interact both with each other and with the teacher. Think about the content and organization of the curriculum and methods of teaching and organizing the class. Consider students:

        - from minority cultures or races
        - from homes where English is not spoken or is not spoken as the primary language

- who are bilingual; native and non-native speakers of English; who have limited English proficiency
- who are “gifted and talented”
- who are conspicuously different in socioeconomic status or in other characteristics
- from other than conventional “nuclear families”
- who have children of their own
- with handicapping conditions or who are physically challenged
- who are emotionally disturbed, developmentally handicapped, or who have chronic illnesses (e.g., AIDs, asthma, or psoriasis)
- who are drug dependent, whether on alcohol, narcotics, stimulants, or other substances.
- who have been identified as victims of child abuse

3. In-class instructional and learning activities

   Which of the following did the teacher employ to further the plan, goals, and structure of the lesson? For each of them, ask yourself: specifically how was it implemented? Who was involved? How did it advance the plan and structure of the lesson? How else might it have been done? What other activities might you consider for this sort of lesson in the future?

   - Coaching
   - Cooperative learning
   - Demonstrations
   - Explanation
   - Questioning
   - Student/student interaction
   - Peer tutoring
   - Team teaching
   - Student/teacher interaction
   - Student questions, contributions
   - Review, summaries
   - Other (be specific)

4. Analyzing the learning environment

   Context building
   - What grade level and course (and track, if applicable) is this?
   - How does this course fit into a State- or school-mandated sequence?
   - Which text(s) and other curriculum materials are in use?

   Goals
   - What are the apparent goals of the class lesson?
   - What are the apparent goals of the unit and the course of which it is a part?
   - How do the shorter-term goals serve the long-range goals?
   - Are the apparent and stated goals consistent?

   Planning of lessons
   - What indicates careful planning?

- What happened today which might affect teacher's plans for later classes?
- Can you think about other ways to plan for similar classes?

Structure of the lesson
- What was the overall structure or organizing principle of the lesson?
- What was there about the teacher her/himself, the subject matter, the students, the teacher's goals and plans, or other factors which might lead to this choice of structure?
- In what other ways might the lesson have been structured?

Research and curriculum resources
- What research or other professional resources did the teacher draw on?
- What questions arose in your mind today for which you need to consult research or other resources?

Selection and organization of "content" or "subject matter"
- What were the apparent criteria for both selection and organization?
- How else might a teacher have approached these issues?
- How did the teacher's decisions further his/her plan and goals?
- How did the content relate to the students' lives?

Curricular materials and instructional aids
- Which were used?
- Why and how were they selected?
- What effects did they lead to?
- How else might they have been employed?
- Which others might have been used?

Instructional technology and educational media
- Were technology or media used? Specifically, how?
- If so, how did they advance the plan, goals, and structure of the lesson?
- If not, how might they have been used effectively?
- How else might they have been used?
- How might a teacher decide whether, when, and how to use these resources?

5. Assessing student learning

For each of the items listed below, and for others you may add, ask yourself: What specifically was done? How and when was it accomplished? How were reinforcements and positive or negative sanctions involved? How else might it have been accomplished? How were the goals, plan, and structure of the lesson, unit, or course advanced?

- What the school sees as the goals and purposes of evaluation or assessment
- The way(s) the teacher and the school communicate their assessment or evaluation of students' work to students themselves and to parents
- Varieties and forms of assessment and evaluation of student performance in class: written, performance, and oral
- How assessment and evaluation outcomes are used
- Analysis of written or oral questions asked by level, purpose, and response
- Assessing assignments, tests, homework, in-class activities
- Preparing quiz, tests, homework, or in-class questions
- Criteria for assessing student performance
- Process(es) used for determining grades or "marks"

Understanding schools and districts as complex enterprises

Although a school district exists for the education of its students, it requires a considerable infrastructure or support system to accomplish this goal. The following activities, questions, and issues are intended to place your initial investigation into a productive framework.

1. Schools as social, economic, and political systems, viewed through such activities as:
   - attendance at a department or grade-level faculty meeting
   - attendance at a school faculty meeting or "teachers' workshop day"
   - attendance at a local board of education meeting

2. How schools and districts operate. Students may learn more fully about this issue by consulting available documents describing policies and by direct observation of practices about:
   - How schools are financed, including tax levy funds, sale of bonds, state aid, federal programs
   - How schools are governed, including the roles of federal and state governments, the board of education, collective-bargaining agreements
   - How school board members are elected
   - Teacher unions and collective bargaining
   - Teacher tenure, classroom observations, and evaluation
   - Student codes of conduct, student handbooks, attendance, and cutting class
   - Reward systems: how schools recognize, sanction, and reinforce "desirable behavior"
   - Detention, suspension, and other forms of student discipline (negative sanctions)
   - Chapter 1 compliance, resource room placement, special education, and inclusion
   - The roles of "special" teachers, such as reading specialists

- Guidance services (college, vocational, and personal) and psychological services for students
- Standardized, district required, and state mandated testing; how the results are used
- Confidentiality of, access to, and uses of pupil records
- Supervisors' roles and responsibilities and teacher supervision
- Drugs/substance abuse: responsibilities for detection, reporting, and remediation
- Organization of schools in the community: how many, of what size, comprising which grades?
- Relationship to Board of Cooperative Educational Services (BOCES)
- Grading system--in class and on report cards
- Promotion and retention (including "social promotion")
- Tracking and grouping across classes and within classes
- Availability and access to AP and other special courses
- Report cards and other forms of reporting to students and parents
- Role and variety of extracurricular activities, both intramural and intermural

3. Professional and personnel roles in the school and district
   - Who are: the Superintendent, the Principal, the Assistant Principal(s), and the Department Chair?
   - What are their roles and responsibilities?
   - How many teachers are in the department or curriculum area?

4. Human growth and development: observation and understanding of pupils in terms of:
   - typical and atypical behaviors in terms of age, gender, and (social, intellectual) stage of development
   - how childhood behavior at the preK-6 level, and adolescent behavior at the 7-9 and 10-12 levels are similar, are different
   - how adolescents interact with each other, with teachers
   - how the teacher and curriculum have different kinds and levels of expectation for different student developmental levels
   - students' language, their expression of feelings and emotions, including humor

5. Parental involvement
   - What is the school or district policy toward engagement of parents at this level of education?
   - In which ways is this policy made known to and implemented by school personnel and by parents?
   - Does the school district have an "outreach" program or make other special efforts to promote the fullest possible range of parental participation? How does the school interact with parents who do not or cannot become actively engaged in their children's education?

- When and why are parent conferences held with teachers? With other school personnel?
- Which other forms of communication (e.g., written, telephone, meetings) do the teachers and school employ?
- Does the school or district have a policy concerning “parent” education?
- Do parents differ from other local taxpayers in the level and form of school involvement?
- Is there a PTA or other formal organization for parents? What does it do?