



HOFSTRA UNIVERSITY®

SCHOOL OF EDUCATION



GUIDELINES FOR PARTICIPATION/OBSERVATION IN METHODS COURSES

**SED 152L, 290L (ENGLISH)
SED 153L, 291L (LOTE)
SED 154L, 292L (MATHEMATICS)
SED 155L, 293L (SCIENCE)
SED 156L, 294L (SOCIAL STUDIES)
SED 295 L (FAMILY AND CONSUMER SCIENCE)
SED 296L (BUSINESS EDUCATION)**

ALL LAB SECTIONS

**UNDERGRADUATE AND GRADUATE
SECONDARY EDUCATION PROGRAMS**

TABLE OF CONTENTS

	Page
Conceptual Framework of the Program	1
The Teacher Education Program Model	2
Field Work Summary	3
The Participant-Observer	4
The Cooperating Classroom Teacher.....	5
The University Field Supervisor	6
Orientation Contract.....	7-8
Rubric for Field Observation.....	9
Policy on Accidents.....	9
TK20 Instructions.....	10-14
APPENDIX A: Summative Rubrics for Participant-Observers.....	A1

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 integrates supervised field participation and observation with readings, discussions, activities, and assignments that are 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. The primary purpose of the program is the preparation of teachers who are artists and scholars; who are activists with a special concern for public education; who reflect on their practice; and who are dedicated to their students, their disciplines, and to teaching and learning. We value a pedagogy that is participatory, dialogical and reciprocal.

Our curriculum and pedagogies draw upon appropriate technologies and reflect critical perspectives on issues such as race, class, gender, ability, ethnicity, and language. We expect our degree candidates to value diversity.

Our goal is to foster degree candidates' abilities to create inclusive and supportive learning environments for all learners, critically examine their practices in order to influence education and educational institutions, and seek development of students who are active, informed, thoughtful citizens, capable of participating fully as moral and responsible members of a democratic, diverse society, and global community.

Our faculty supports a convergence of current educational research, theory, and practice through collaboration with our students and the educational community. Departmental programs stress participatory processes, inquiry, and experiences that enable our students to be lifelong learners.

These dispositions are fostered by the integration of field-based observation-participation with class-based reading, discussion and reflection, and authentic learning activities.

TEACHER EDUCATION PROGRAM MODEL

Cognizant of the historic responsibility of schools to develop active, informed, thoughtful citizens capable of participating fully as moral and responsible members of a democratic community, our programs promote the development of teachers who are reflective scholar-activist-practitioners, capable of fulfilling this responsibility. To this end the School of Education provides a four-faceted model consisting of: the liberal arts and sciences, professional education, knowledge of the learner within sociocultural contexts, and self-reflection. This program model ensures that graduates of our programs obtain:

- A discipline-based, liberal arts education, focused on scholarly activities and concerns.
- An array of pedagogical, curriculum and assessment strategies focused on significant educational practice.
- A knowledge of students as learners from multiple perspectives and sociocultural contexts.
- Numerous opportunities to engage in self-reflection and evaluation of their own teaching.

Consonant with the Teacher Education Program Model, the Participation/Observation Program provides opportunities for secondary education students to explore the relationship between theory and practice, through active participation and guided observation, in exemplary classrooms.

The Participation/Observation Program emphasizes:

- development of reflective scholar-practitioners who apply their learning creatively as they make informed curricular and instructional decisions within their certification area.
- collaboration within the classroom, schools, community, and organizations in the community;
- multicultural perspectives that acquaint students with diverse populations;
- development of reflective practitioners who think critically about what they have learned and are open to new ideas.

FIELD WORK SUMMARY

Field placements for participant-observers begin during the month after the beginning of the semester. Before the field work begins, course instructors and Hofstra students prepare for the field component by focusing on particular pedagogical skills that Hofstra students will employ with secondary school students; the pedagogical field work assignments represent the “Hofstra strand.” University faculty will provide coaching within course work as well as during the process of field supervision.

Each field-based course in the Hofstra model is designed to prepare Hofstra students to teach within the content area. Therefore, our students will develop competence and expertise in a variety of pedagogical skills relevant to the course and the students with whom they work.

Timeline:

First month: There will be on-campus preparation to complete the field-based assignment.

Field placement: Attendance in schools is required at least five hours per week, totaling 50 clock hours.

- (a) Participant-observers engage in field-based activities for instructional periods as frequently as possible to fulfill the Hofstra assignment.
- (b) Participant-observers at other times will assist their cooperating teachers across the curriculum. It is recommended that cooperating teachers share with the participant-observers their general plans, units and topics in the class, and projects that are forthcoming for the class during the semester.
- (c) The field supervisor will provide direct observation and coaching, with pre- and post-observation conferences, during a minimum of two lessons.

THE PARTICIPANT-OBSERVER

While in the classroom setting, students will:

- expand their knowledge of curriculum concepts associated with their certification area.
- design and implement classroom instruction activities using the “Hofstra strand.”
- demonstrate a variety of teaching methods using materials associated with their discipline.
- work in school environments with diverse students of secondary school ages and stages of growth and development, supporting the cooperating teacher’s work.
- participate in individual and small group teaching activities.
- analyze, reflect, discuss and evaluate educational experiences with peers, cooperating teachers, university field supervisors, and university faculty.
- interact respectfully with teachers, school administrators, parents and students in a total school environment.

Students are responsible for:

- spending a minimum of five (5) hours per week, for at least nine (9) weeks in a classroom field experience (minimum total: 50 hours);
- arriving on time; signing in daily at the assigned school;
- notifying the cooperating classroom teacher and school administration of any personal absence;
- providing the cooperating classroom teacher with a copy of the *Guidelines for Participant/Observation In Methods Courses*;
- maintaining regular communication with the university field supervisor;
- scheduling observations for the university field supervisor in consultation with the cooperating classroom teacher;
- submitting lesson plans to the university field supervisor and to the cooperating teacher;
- engaging in pre-observation conferences with the university field supervisor;
- meeting to discuss and reflectively self-evaluate the lesson with the university field supervisor after each observation, using data collected through such forms as transcription, audiotape, and videotape;
- treating all conferences and classroom events confidentially and professionally.

THE COOPERATING CLASSROOM TEACHER

Our Teacher Education Model is dependent upon the efforts of dedicated cooperating teachers. They ensure the success of our program by providing students with an appropriate initiation into the culture of the school and the classroom. Modeling exemplary classroom practice, cooperating teachers offer students opportunities to creatively apply theories and principles studied in the university setting.

Successful cooperating classroom teachers:

- provide opportunities for the education student to design learning experiences in working with the cooperating teacher and implement this part of the curriculum in fulfillment of their Hofstra University assignments to practice constructivism.
- provide the student with opportunities for interaction with students in the classroom setting. These experiences may include individual and small group, student-oriented, instructional activities that support the cooperating teacher's work;
- share curriculum and instructional ideas, materials and suggestions with the student, University field supervisor and course instructor;
- model positive classroom management and language

The cooperating teacher is responsible for:

- orienting the student to the school and school personnel;
- acquainting the student with classroom routines and procedures;
- establishing time for regular conferencing with the student;
- conferring regularly with the university field supervisor;
- completing the final evaluation in collaboration with the field placement student.

THE UNIVERSITY FIELD SUPERVISOR

University field supervisors, by linking the education program, the school classroom, and the education student, help guarantee the development of a reflective scholar-practitioner. University field supervisors share responsibility with cooperating teachers by enabling students to develop pedagogical, curriculum and evaluation strategies focused on significant educational practice. University field supervisors also provide opportunities for students to engage in critical self-reflection and evaluation of their teaching.

University field supervisors:

- are conversant and maintain currency with the appropriate curriculum concepts;
- are familiar with a repertoire of instructional strategies;
- represent the university in the field experience setting;
- maintain open supportive communication with the student and the cooperating teacher.

University field supervisors are responsible for:

- meeting with the principal and the cooperating teacher prior to the first observation to review the philosophy and goals of the program as well as the routines for student observations;
- observing the student a minimum of two times.
- preconferencing with the student a few days before each scheduled observation to review plans and the context of instruction, as well as establish a focus for the observed lesson;
- conferring with the student directly after each observation, using a reflective clinical approach consonant with criteria included on the self-evaluation form and supervisor's evaluation form, and using data collection formats (running records, audio/video tapes, etc.)
- conferring regularly with the cooperating classroom teacher concerning the student's progress;
- attending methods course sessions that deal with field assignments and participating in scheduled meetings with methods course professors;
- monitoring the student's progress during the course of the field placement, including the completion of all required work being posted on the student's Tk20 account;
- completing the student's final evaluation form on Tk20. One hard copy is to be placed in the student's file in the Department Teaching, Literacy and Leadership.

ORIENTATION CONTRACT

Welcome to the field component of your methods courses. As a participant/observer this semester, you will have several roles in the classroom. As an OBSERVER, you will have daily opportunities to reflect on the learning environment, and the dynamics in your classroom. You are in a unique position, however, in that you are also a PARTICIPANT in that environment, engaging students in the learning process by implementing the lessons that you prepare.

Therefore, as a PARTICIPANT/OBSERVER you will have opportunities to “step outside the setting” and look at both your classroom and your role in it, as would a teacher-researcher.

For your reference, the protocols involved in the field component are listed below.

BASIC REQUIREMENTS

1. You are **REQUIRED** to satisfy a **MINIMUM** of 50 classroom hours of participation/observation in assigned schools (not including lunch). All students will spend a **MINIMUM** of nine weeks in the field.
2. You are **REQUIRED** to maintain a Weekly Record of Field Experiences to verify your hours and the lessons you observe and teach. This log should be signed by your cooperating teacher each week and maintained in a notebook that your supervisor will review during each visit. A duplicate copy will be submitted to your course professor, as directed.
3. When you schedule your hours, make sure that you will be present in your field placement when your course subjects are being taught.
4. Students will observe/participate a **minimum of five hours a week**.
5. Students who do not complete the required field component of the course will be given an **INComplete** until their hours are satisfied.

TEACHING TIME

6. Field supervisors will meet with cooperating teachers to discuss program objectives and procedures. Supervisors are the first line of communication in the field.
7. Participant/Observers should teach every day in the field. Supervisors will communicate this priority to the cooperating teachers.
8. Our program is basically designed to have you work with groups of students, daily, for a 40-45 minute lesson that you have planned, based on activities developed and modeled in your methods classes.
9. The cooperating teacher in collaboration with you and your university supervisor may decide that occasionally a lesson can involve a small group of learners. There are occasions when a lesson may run less than 40 minutes. The content of the lesson, your readiness, and the cooperating teacher’s program in the classroom are all variables in this configuration. **FLEXIBILITY** is the key.

10. We do not require that you teach in unit blocks and we do not require that you engage in whole class instruction. These are experiences that generally follow during the student teaching semester.

OBSERVATIONS

11. Supervisors will observe students a minimum of two (2) times.
12. Supervisors should be given a written lesson plan for each observed lesson. Your methods course instructor will provide the format.
13. We hope that you will have the freedom to plan lessons that reflect the on-campus methods course experiences in which you are engaged. This is referred to as the “Hofstra strand.” The field should represent a learning laboratory where you can try new things, take risks and innovate.
14. Supervisor and student will pre-conference a few days before the observed lesson, and then post-conference after the observation to review the lesson. The primary purpose of supervision is to facilitate your professional growth, with an emphasis on reflection and the development and refinement of self-evaluation skills.

ASSESSMENT

15. At the end of the semester, a rubric-based field observation report will be prepared by the cooperating teacher and the supervisor regarding your performance. The university field supervisor assigns grades for the field work.

I have read the protocol above and understand my responsibilities as a Participant/Observer this semester.

NAME (Print) _____ DATE _____

SIGNATURE _____

**RUBRICS FOR FIELD OBSERVATION
of
Participating/Observers in Secondary Methods Courses**

The rubrics that are included in the Appendix of this Handbook are utilized by the university field supervisor when observing the participant-observer working with a small group of students in the classroom setting. The rubrics are also intended to provide evaluation guidelines for the cooperating teacher and self-assessment criteria for the participant-observer. The summative rubric evaluation is to be submitted electronically and appears in the participant-observer's Tk20 binder for completion by the supervisor and the cooperating teacher.

POLICY ON ACCIDENTS

A student teacher or participant-observer should be very prudent in all matters and especially where safety is involved. Emphasis should be placed on accident prevention when planning and conducting activities. The student teacher should know in advance the local policies, procedures, and limitations relative to safety and accidents. Any school accident involving the student teacher must be reported not only to appropriate cooperating school personnel, and the university supervisor, but also directly to the Assistant Dean at the earliest opportunity, and certainly before the next school day. Students are reminded that it is important to have appropriate medical insurance. For students who do not otherwise have coverage, Hofstra provides access to a voluntary plan available for purchase.”



COOPERATING TEACHERS

Information on how to assess student teachers and view student work in Tk20

To complete assessments in Tk20, you must first log into the system at <https://hofstra.tk20.com>. Your username and password will be provided to you by the Tk20 Unit Administrator at Hofstra University.

I. Viewing student artifacts in Tk20

1. Log into Tk20 with your username and the password provided. Note that the first time you log in, you will be prompted to change your password. **Please make note of the new password you chose, since you will be using this each time you log in for the remainder of the semester.**
2. Select the Field Experience tab.
3. Select **Assessments** in the side menu.
4. A list of students and Field Experience Binders which you are required to assess will be displayed. A red flag will display beside any Field Experience Binder that has not been assessed.
5. Select the link for the Field Experience Binder you wish to assess.
6. **Students will be submitting weekly lesson plans, unit plans, and other documents for your review.** A split screen will appear with the student's artifacts on the left side of the screen and a list of all relevant assessment instruments on the right side of the screen. On the left side, the binder is divided into multiple tabs; each tab contains different artifacts that have been submitted by the student.
 - a. Select the appropriate tab, and the link to the appropriate artifact.
 - b. Select the name of the file that you wish to view first. The document will open in the program in which it was created (Word, PowerPoint, Excel, Video, etc.).
 - c. Follow this example for all of the artifacts you need to review.

II. Completing assessments in Tk20

1. Once you have finished reviewing the student's artifact(s), you are ready to begin completing the assessment tool(s).
2. To complete an assessment, select the name of the assessment tool on the right side of the screen.
3. Depending on how the assessment tool was configured, you might see a rubric format with radio buttons or you might see text boxes with spaces for comments, or a combination of both. Complete the assessment tool as required.

4. Once you are finished filling out the assessment tool, select **Save**. Tk20 will not let you **Submit** the assessment until you have completed all questions/all boxes in all assessments. However, once you select **Save**, the student will be able to see the assessments you have completed so far.
5. In addition to the student work, you will be required, at minimum, to complete the following assessments:
 - a. Week 2 early evaluation form
 - b. Final week of the placement summative assessment form
 - c. Sign-off sheets (week 1) and attendance sheet (final week)
6. Complete this process during the semester until you have finished all assessments. When you have completed the last assessment tool, select **Submit**.
 - a. Please note that Tk20 will not let you **Submit** the assessment until you have completed *all* assessments, so be sure that you have clicked on a score (or N/A) on all rubric questions, made any relevant comments in the comment box, and indicated a grade.
 - b. If you think the student did at least passable work, enter a P. If not, try NA. This will not necessarily be the final course grade for the student – that is assigned by the Field Supervisor – but the system requires all fields to be completed before you can eventually **submit**.
 - c. After you select **Submit**, the evaluations will lock, so please ensure that they are complete!

III. Help Resources

- A. Additional Hofstra-specific information:
Go to www.hofstra.edu/Tk20 for detailed instruction sheets (many including screen shots). Look at the bottom of the page for your relevant section (categorized by Student, Faculty and Cooperating Teachers).
- B. You may also contact your campus Tk20 Unit Administrators for assistance.

Administrator: John Adomavicius, Assessment Systems Coordinator
Email: John.Adomavicius@hofstra.edu
Phone: 516-463-7115

Administrator: John R. Lewis, Associate Dean
Email: John.R.Lewis@hofstra.edu
Phone: 516-463-5389

Administrator: Dr. Karin Spencer, Senior Associate Dean
Email: Karin.J.Spencer@hofstra.edu
Phone: 516-463-5743
- C. Online tutorials are available at <https://hofstra.tk20.com>. **BEFORE** you log in on the left part of the page, select the **Tutorials** tab in the center of the page, and use the table of contents to locate the tutorial you wish to view.



STUDENT
Field Experience Information Sheet
Completing a Field Experience Binder in Tk20

To complete a Field Experience Binder in Tk20, you must go to www.hofstra.edu and log into your portal. Once logged in, look for **my apps** and then select Tk20 assessment. If you have paid for your account, you will go directly into your Tk20 home page; if you have not yet purchased your account, you will be prompted to do so.

I. Viewing the Binder

1. Find the **Pending Tasks** section in the **Home** tab.
2. Select the link that says, "**Please start the Field Experience (name of Binder).**"
3. You will see the following tabs that appear with the Binder:

<Binder Name - e.g. SPED Inclusive - first placement> will appear as the title of this sub-tab. This tab shows the name of the course to which the binder is tied, the binder's due date, and instructions for completing the binder. It will also show the school site information where you will be doing your field placement.

Tabs

The Field Experience Binder is divided into different tabs. Each tab contains directions explaining what artifact templates must be created and attached in the Field Experience Binder. Depending on your discipline, the tabs may list different items, but common to most are tabs for Site Summary, Mini-Lesson Plans, Mini-Lesson Plan Reflections, Formal Lesson Plans and Reflections, and Evaluation of Clinical Supervision Experience.

Assessments

In this tab, you can view the assessment instrument(s) that the assessors will use to evaluate the binder.

Standards

This tab allows you to view the standards that you must meet in this assignment (*current not being used*)

Extensions

This tab provides information on any extensions that have been granted to you by your assessors.

Feedback

This tab contains any feedback that has been given by any of your assessors. It is a good idea to check here periodically for comments that may assist you in completing your binder.

4. Once you view the Field Experience Binder details and understand what is required, you are ready to create your artifacts.

II. Creating and Attaching an Artifact

1. On the opening tab with the name of the binder, you can either
 - a. look for the blue Artifact Wizard on the right-hand side, click on that, and bring up a single page with the directions for each of the tabs, as well as links for you to click in order to upload your artifacts, or
 - b. go directly to the relevant tab (e.g., mini-lesson plans) and look for the links to upload the appropriate artifacts
2. Click on the "Click here to attach" link for the artifact you want to upload.

3. You'll get a screen that asks you about uploading artifacts. There are two options:
 - a. **"I would like to create a new artifact"** to create and attach a new artifact for this assignment (this is the default, and the one you will likely choose if you have not already uploaded something to your field experience binder). Press Continue
 - Select the **Artifact Type** from the drop down menu (for your field experience binder, this will likely be a FILE, except for your Site Summary and Evaluation of Clinical Supervision Experience).
 - In the next box, click the Browse button to access your computer and pull up the document you want to upload.
 - Select **Upload**. A small window will appear with the status of your upload; it will disappear once the upload is 100% complete.
 - In the box below the upload section, the Title of your artifact will automatically be entered with the name of the document you uploaded, but if you want to rename to something else, that is OK. The Description box below that is optional.
 - Click SAVE.
 - Get the message that the artifact has been attached, and click SAVE again.
 - b. The other initial option available to you is the second one: **"I would like to attach/submit a previously created and saved artifact"** to attach an artifact you have already created and saved in the system. If you will use this, click the radio button next to that option, and then press Continue.
 - All of the artifacts you have created in the system will appear, so select the radio button next to the file which will be attached to the artifact.
5. Remember that you must select SAVE, or you will have to go through this all over again. SAVE will allow your cooperating teacher and university supervisor to see the files to which they have access (and only those to which they have access).
6. Clicking the **Cancel** button will allow you to exit, without saving anything.
7. For artifacts that do not require a file to be attached (such as an Evaluation or Field Placement Summary), simply complete the artifact and click SAVE.

III. Submitting/Completing the Binder

1. Each time you attach artifacts to your Field Experience Binder, select **SAVE** at the bottom of the page. Do not select **COMPLETE** until the Field Experience Binder has been completed in its entirety and you are ready to submit it for final review and assessment.
2. Keep in mind that you can add and delete items at any time during the semester up until you are ready to **COMPLETE** the Field Experience Binder.
3. Your assessors will be able to monitor your progress and give feedback throughout the semester as you update your binder.
4. If any of your assessors have completed an assessment form, the *completed* form will be visible to you under the Assessments tab of the binder. Incomplete assessment forms will merely show as blank.
5. Once you click **COMPLETE**, you will not be able to go back and make any changes to the binder. If you clicked **COMPLETE** too early, the only way to open up your binder is for your University Supervisor to grant you an extension.

IV. Reminder (repetitive, we know) about important distinctions between Field Experience Binders and Course-Based Assessment submissions

By the time you reach student teaching, you will have likely submitted several class assignments through Tk20. There is an important distinction in how you save and submit your work.

- For course assignments prior to field experiences, your professor was not able to see your work until you clicked **SUBMIT**.

- For documents (lesson plans, reflections, etc.) as part of an entire field experience binder, your professor WILL be able to see what you have uploaded along the way, but only if you click SAVE a second time. You will only click **COMPLETE** (as indicated above) when you are totally finished with everything.

V. Help Resources

D. Additional Hofstra-specific information:
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