



Field Experiences Handbook

Table of Contents

Overview

Introduction	1
School of Education Mission	1
Conceptual Framework Overview	2
Unit Learning Outcomes	3

Candidate Information

Candidate Expectations.....	4
Completing the Time Sheet.....	4
Contacting the School Based Educator	5
Transportation.....	5
Guidelines for Professional Conduct	6
Diversity	9
Gender Balance in the Classroom	9

School Based Educator Information

School Based Educator Expectations.....	10
Guiding the Field Experience.....	10
Giving Feedback to the Candidate.....	11
Sample Candidate Observation Form.....	13

Childhood and Childhood/Special Education Undergraduate Programs

Course Requirements	14
Learning Outcomes.....	15

Childhood/Special Education Graduate Programs

Course Requirements	16
Learning Outcomes.....	17

Adolescence and Adolescence/Special Education Undergraduate Programs

Course Requirements	18
Learning Outcomes.....	19

Adolescence/Special Education Graduate Programs

Course Requirements	20
Learning Outcomes.....	21

Policies and Procedures

Substitute Teaching.....	22
Grading	22
Candidate Withdrawal	24
Candidate Removal.....	25

Frequently Asked Questions.....	26
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Introduction

The Field Experiences Handbook for the Ralph C. Wilson, Jr. School of Education at St. John Fisher College provides general information, expectations, and guidelines for candidates, School Based Educators (SBEs), and faculty. Field experiences are P–12 school-based activities that facilitate the candidates’ development as professional educators and optimize learning by providing opportunities to:

- Observe teachers in schools
- Tutor students
- Design and implement small and whole group lessons
- Administer formal and informal assessments
- Complete and IEP (for special education candidates only)
- Participate in education-related events (e.g. speakers, workshops, activities)

The School of Education (SoE) field experiences are integrated into courses throughout each program. Field experiences are required for every candidate—undergraduate and graduate. Under the guidance of unit faculty and the supervision of SBEs, the candidate moves from gaining familiarity with learning environments (guided observation in the initial field experience) to full participation as a teacher within a classroom (student teaching as the culminating experience).

School of Education Mission

The mission of the School of Education (SoE) at St. John Fisher College is to provide a quality educational experience that prepares candidates for distinguished careers in their chosen profession and for leadership roles in a diverse, rapidly changing, and increasingly technological society. To this end, we seek to:

- Prepare highly capable and ethically responsible professional educators who are committed to improving educational conditions, opportunities, and outcomes for all students.
- Prepare candidates who share the belief that all students can and will learn.
- Prepare candidates who understand educational theory, research, best practices, and the use of various technologies, and how to apply this knowledge in diverse school settings, and communities.
- Prepare candidates to meet college, State, and national standards, and the requirements for graduation and certification.

Conceptual Framework Overview

The overarching theme for the unit, “Educator as Advocate,” is a distillation of our vision, mission, beliefs, goals, central philosophy and five related tenets. This overarching theme captures a central philosophy of social justice, the related tenets of diversity, achievement, compassion, knowledge, and service and a constructivist instructional approach to help define who we are and what we are about as faculty, staff, and candidates.



Field experiences provide candidates with the opportunity to further demonstrate their **compassion** for students within a teaching and learning context. The experiences provide opportunities to reflect upon their teaching in a way that responds to the needs, interests, and backgrounds of a **diverse** student body. Candidates connect and develop the **knowledge** constructed in the college classroom to the knowledge gained through hands-on experience. Candidates demonstrate **achievement** as they work to improve teaching and learning. Candidates learn to contribute to **service** and improve the quality of life for others through their work in classrooms.

The theme, philosophy, and tenets also provide a context for: (1) the work that we do in collaboration with the College community, P-12 schools, and the broader community; (2) our collective efforts to provide high-quality faculty, programs, services and experiences that prepare candidates to work effectively with all students; and (3) continuous improvement in programs, practice, scholarship, and service.

The goal of field experiences is rooted in the Conceptual Framework. The Conceptual Framework incorporates our:

- Shared vision
- Coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation
- Professional commitments and dispositions
- Commitment to diversity
- Commitment to technology
- Candidate proficiencies aligned with professional and state standards

Unit Learning Outcomes

The Learning Outcomes for the teacher preparation programs offered by the SoE are aligned with the New York State standards for teacher preparation and the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. The SoE Learning Outcomes are:

Planning	Candidates understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create learning experiences that make these aspects of subject matter meaningful for students.
Development	Candidates understand how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.
Diversity	Candidates know, understand, and appreciate diversity and demonstrate this by creating learning experiences that honor diversity. Candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
Content	Candidates have command of the content area(s) they are to teach as defined by the State and national standards and create learning opportunities that are meaningful to their students. Candidates plan instruction based on knowledge of subject matter, students, the community, and curriculum goals.
Leadership	Candidates will demonstrate leadership in a multitude of ways. Leaders initiate and implement new ideas to improve the quality of education in the classroom, district, and society.
Theory and Practice	Candidates will demonstrate an emerging philosophical and theoretical framework to become effective educators. This will be demonstrated through an iterative process of reflection, decision-making, and practice.
Professionalism	Candidates are reflective practitioners who continually evaluate the effect of their choices and actions on others (students, parents, and other professionals in the learning community) and who actively seek out opportunities to grow professionally.
Community	Candidates foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
Technology	Candidates use technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
Assessment	Candidates understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
Management	Candidates' understanding of individual and group motivation and behavior helps to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Candidate Expectations

During field experiences, the candidate is expected to:

- Create a mutually agreed upon schedule with the School Based Educator (SBE) and a list of expectations.
- Ensure that each SBE has a folder with the handbook, evaluation, timesheet and letter from the SoE.
- Review the evaluation and all field experience requirements with the SBE.
- Return the completed and signed evaluation and time sheet to the Office of Field Experiences and Student Teaching no later than the last day of classes in the semester.
- Be active and proactive in the classroom to learn and experience as much as possible.
- Be open-minded and inquisitive.
- Demonstrate dispositions, behaviors and social skills that reflect professionalism and good moral character.
- Know, understand, and appreciate diversity, and demonstrate this by creating learning experiences that honor diversity.
- Foster collaborative relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
- Be prompt, reliable, courteous, and professionally dressed.
- Develop constructive relations with the SBE, administration, faculty, staff, parents, and students.
- Seek and implement constructive criticism and suggestions from the SBE and others in the school community.
- Contact the Director of Field Experiences and Student Teaching if there are any concerns regarding the placement, the school, or the SBE.
- Understand and comply with all requirements, responsibilities, and expectations outlined in this handbook.

Completing the Time Sheet

A time sheet is completed for each field experience. Each time the candidate visits the school a line on the time sheet is completed. At the end of the placement, both the SBE and the candidate verify that all required tasks (as noted within the handbook and on the evaluation form) are completed and listed on the time sheet. Candidates and SBEs must sign the time sheet upon completion of the experience. The candidate submits the completed time sheet (and completed evaluation form) to the Office of Field Experiences and Student Teaching no later than the last day of classes for the semester.

Contacting the School Based Educator

Once the candidate receives their field experience placement(s) via Fisher email, it is the candidate's responsibility to contact the SBE immediately. Typically, the best way to reach your SBE will be through email. You must compose and send a professional email (double-checking grammar and spelling) that introduces yourself and suggests a day and time for you to visit their classroom for the first time. You may also want to phone the school and leave the teacher a voicemail.

Candidates must provide their name and contact information in the messages. The message from the candidates should make clear why they are calling. At the end of the message, thank the SBE for his or her time and support. A sample message is provided below:

“Hello, my name is Jane Smith and I am a Childhood and Special Education field experience candidate calling from St. John Fisher College. Thank you very much for agreeing to mentor me. The purpose of my call is to set up a time for us to meet to discuss my field experience for this semester. You can reach me at 585.555.1234 or at jsmith@sjfc.edu. Thank you very much for your time, and I look forward to hearing from you soon.”

Give SBEs a sufficient amount of time to return messages and set up the first meeting. Should questions or concerns arise, contact the Office of Field Experience and Student Teaching (all contact information is listed on the back of this handbook).

If the SBE is unaware of your placement, please thank him/her and indicate that a staff member from the Office of Field Experience and Student Teaching will be in contact for clarification.

At the first meeting with your SBE you are expected to:

- Provide the SBE with the Field Experience Folder and review the contents
- Agree upon a schedule of days and times.
- Review field experience expectations and tasks as they are outlined in the evaluation form and consider a schedule to achieve those goals.
- Create a plan to achieve the most out of the experience.

Transportation

Candidates are responsible for making their own travel arrangements to and from field experience sites.

Guidelines for Professional Conduct

As representatives of the Ralph C. Wilson, Jr. School of Education at St. John Fisher College, candidates are expected to conduct themselves in a thoroughly professional, responsible, and reliable manner at all times. Candidates are guests in schools and are expected to maintain the same professional standards as all other faculty and staff. It is important that candidates strive to acquire and refine the personal qualities, knowledge, and standards of practicing professional educators.

At the same time, candidates should remember that they are not yet teachers. Do not supervise an entire class alone or enter the teacher's lounge unless invited to do so.

Learn and follow school rules and procedures

Read the school's handbook (ask the SBE for a copy), and follow all rules and procedures while in the school. Also follow instructions for parking and for signing in and out.

Be reliable and on time

Before candidates begin a placement, they should carefully review the college and school calendars, along with their personal calendar, paying close attention to early dismissal and in-service days, holiday closings, field trip and testing days, as well as college vacations. Candidates should be prepared with a list of dates and times they plan to be in the classroom. Candidates are counted on to be there at those times.

Absences and Tardiness

All absences and late arrivals must be discussed with the SBE. Candidates are expected to commit to the schedule set at the beginning of the experience. If absence or late arrival must occur due to illness or an emergency, the candidate must notify the SBE as soon as possible, prior to the established time he/she is expected to be in the classroom.

Excessive tardiness may also cause the field experience assignment to be extended or to be cancelled due to lack of professionalism and requirements for time spent in field experience.

Dress professionally

Dress codes differ slightly from school to school, but candidates should always wear professional-looking attire.

Men should wear a dress shirt, tie, socks, dress shoes, and slacks. Jeans, shorts, t-shirts, sneakers, and hats are not acceptable.

Women should wear a dress, suit, skirt or dress pants and a blouse. Jeans, see-through shirts, mini-skirts, shorts, and bare midriffs are not acceptable.

Maintain strict confidentiality

Most of the information candidates handle is private educational data about students and is protected by both State and federal privacy laws. Sharing information when there is no valid educational reason for doing so may subject candidates to discipline by the district and civil and criminal liability.

When discussing students with colleagues, candidates should consider whether the discussion is necessary to provide educational services to the student. Do not discuss individual students outside the school setting.

Most student data is private and should not be released to anyone but the student, parents, and staff with a legitimate educational interest.

The statute covers all releases of data. If candidates should not release something in written form, they should not release it verbally.

Candidates should review classroom practice to make sure information about students is not shared unnecessarily. Do not make public lists of students who received the top scores or the names of students who need to turn in work.

If in doubt, when asked for information, withhold the requested information until you check with the SBE or principal to determine whether it can be released.

If questioned by the media or non-school personnel regarding a student, respond that student information is “private and confidential” and any requests for information should be sent to the official school representative.

Always check school policy to determine whether pictures or video clips of students can be used for bulletin boards, included in the candidate portfolio, or reproduced in any way. Candidates may need to obtain parental permission.

Data on student achievement can be collected during field experiences, but all data must be carefully screened to remove any information that could identify individual students.

If candidates have questions about students in the classroom, it is appropriate to discuss them with the SBE in private. If the candidate has questions or concerns about the SBE or placement, discuss it with a staff member in the Office of Field Experiences and Student Teaching.

Report suspicion or incidence of child abuse

If a candidate knows or has reason to believe that a student is the victim of child abuse or neglect, he/she should inform the SBE. For the child’s protection— and the candidate’s— report any suspicion right away, even if the candidate is not sure.

The Identification and Reporting of Child Abuse and Maltreatment Workshop will be a requirement during the candidate’s student teaching semester.

Practice professional dispositions

Candidates should be discreet about aspects of their personal life or habits that are not appropriate to discuss with children. Be aware of giving out information that might reflect unfavorably. It is easy, for example, to fall into the trap of thinking that sharing college exploits make candidates look cool to kids or staff, but the school is not the place to discuss a social life or personal experiences. Candidates should not bring friends to the school and should avoid chatting with other college students during school time. Candidates should turn off their cell phones while they are at school. Time in the school should focus on the teaching experience and practicing professional dispositions.

It has become common for candidates to create a social media webpage. Candidates should review personal websites to remove information that should not be viewed and read by students, faculty, and staff in a school community. Content on these sites should not be inappropriate, obscene, harmful, threatening, or provocative.

Maintain a professional relationship with students

A candidate is not in the school to be a friend or confidant to students. Candidates can be friendly, concerned, and approachable without being “one of the gang.” Students should address candidates as Ms. or Mr., not Jane or Joe.

Candidates should take great care in any gifts or rewards they offer to students. Sometimes small rewards are appropriate, but always check with the SBE before offering them.

Touch is one of the most basic of human needs, but if a student teacher deliberately comes into physical contact with students—even in the most innocent of contexts—it puts the candidate and his or her future career at risk. Even the simple act of congratulating a student with a pat on the back can be misinterpreted. And, unfortunately, every year teachers are falsely accused of inappropriate touch. Even when the charges are proven false, the impact on a candidate can be devastating, personally and professionally.

Twenty to thirty years ago, teachers were taught that nurturing touch was an effective way to bond with students, but times have changed. Here are some suggestions to maintain a professional relationship with students:

- Do not meet with students alone in a closed setting. Have another adult present when meeting with a student privately and keep the door open. Be aware of and sensitive to physical and emotional boundaries. Everyone’s boundaries are different.
- Avoid physical horseplay with students. Do not engage in roughhousing, wrestling, tickling, or other physical play. Do not let students sit on your lap.
- Do not meet with students in non-school settings, especially when other adults are not present.
- Never use physical force to punish a student.

Accept direction and feedback gracefully

It is important to remember that field experiences provide a safe, sheltered environment for candidates to develop a realistic picture of their own personal strengths and weaknesses. Candidates should accept all comments and suggestions as sincere efforts to enhance their professional growth and development.

It is also important to appreciate the role of the SBE as a mentor who helps guide efforts to improve and refine professional knowledge and skills. While candidates are guests in the classroom, they are advised to follow the SBE’s practices and procedures. If candidates have questions or concerns about these practices, they should discuss them with a staff member in the Office of Field Experiences and Student Teaching.

Diversity

Candidates and students live and work in a pluralistic society. Candidates and students must be prepared to understand and appreciate different cultures, learning styles, interests, and values. To promote understanding and respect for diversity in the classroom, the candidate should:

- Affirm and validate students' ethnic experiences. Include experiences of different cultural groups in the classroom through bulletin board displays, projects and presentations.
- Recognize and understand cultural differences. Be aware of cultural elements including clothing, time, space, gestures, ethics, values, religion, holidays, sexual orientation roles, rights, and duties.
- Vary your teaching style to accommodate different learning styles.
- Recognize and correct historical distortions.
- Examine all curriculum material for ethnic and cultural bias. Infuse multicultural concepts whenever possible in all areas of the curriculum.
- Encourage cooperation. Promote and foster healthy interaction among diverse groups for making decisions and solving problems.
- Look for connections. Interpret events from an international perspective, and illustrate the interrelatedness and interdependence of cultural groups.
- Remember that the goal of multicultural education is the acceptance, support, and appreciation of similarities and differences. It also recognizes the right of different cultures to co-exist.

Gender Balance in the Classroom

Gender bias has been the subject of debate in recent years, following studies that pointed out male favoritism in the classroom. Following are a few suggestions to avoid gender bias:

- Make sure your expectations are the same for all students. Both genders can succeed in all subjects.
- Use examples that are gender balanced. If there are none in textbooks, conduct research to find appropriate examples.
- Look for objective materials. Screen books, posters, and other items for balance.
- Try to put girls and boys in non-traditional situations. Avoid stereotyping jobs for students, such as having girls clean up and boys carry things. Never use gender (or race) to group students.
- Challenge all students. Make sure the classroom atmosphere promotes success for both girls and boys.
- Walk the walk. Model gender balance with words and actions.
- Use all-inclusive, nonsexist language. Avoid the use of gender-based words such as fireman and policeman (use firefighter and police officer instead). Point out and discuss stereotypical biases and language.
- Be pro-active with coursework to involve both boys and girls. Because each child brings different experiences into the classroom, employ different approaches to ensure everyone is successful at learning.

School Based Educator Expectations

The classroom teacher mentoring the candidate should:

- Meet with the candidate at the beginning of the placement to discuss expectations, review the evaluation process, and design a meaningful and comprehensive experience.
- Design the experience to support achievement of the learning outcomes as outlined on the field experience evaluation form.
- Provide the time and opportunity for the candidate to complete tasks assigned by the college professor.
- Establish a supportive environment for the candidate.
- Help the candidate become acquainted with the district, school, and classroom rules and introduce the candidate to the administrators, staff, teachers, parents, and students.
- Observe the candidate, giving immediate and specific feedback, both written and verbal. Offer constructive suggestions for improvement and growth, and model the desired behavior.
- Recognize that the candidate is a novice; allow for the candidate to discover his or her own strengths and areas for future growth and offer guidance on instruction and assessment.
- Complete the evaluation form and review it with the candidate at the end of the field experience. The form must be completed promptly to ensure that the candidate receives a fair and comprehensive evaluation and grade assignment for the placement.
- Alert the Office of Field Experiences and Student Teaching immediately should any difficulties develop.

Guiding the Field Experience

Designing the field experience

The candidate and the SBE should meet at the beginning of the placement to design the field experience using the Field Experience Handbook and the evaluation form. During this first meeting, they should create a long-range plan for the experience and establish a set schedule to complete the hours and tasks required. This plan should be reviewed periodically for necessary modifications.

Introducing the candidate to the school community

The candidate needs to feel comfortable in the professional community of the school. The SBE can use the checklist below as a guide to working with the candidate.

Teaching Responsibilities

- Introductions to other faculty/staff members
- Parent nights, open houses and faculty, department, and committee meetings, etc.
- Duties (bus, hallway supervision, lunch supervision, etc.)
- Computer accounts, lunch accounts, and parking pass information
- Map and/or tour of the building to show where students or candidates need to go (i.e. office, copy room, lavatory, library, gym, lunchroom, etc.)

School Policies and Procedures

- ❑ Student Handbook (discipline and attendance policies, writing passes, etc.)
- ❑ Teacher Handbook (classroom policies regarding discipline, attendance, grading, passes, emergency procedures, fire drills, school nurse procedures, universal precautions, etc.)
- ❑ District guidelines for confidential information (student records, parent conferences, Committee, Special Education (CSE) meetings)

Classroom Policies and Procedures

- ❑ Class list, seating chart, daily schedule, etc.
- ❑ Classroom rules and management plan (discipline referral procedures)
- ❑ Recording absent and tardy students
- ❑ Writing hall passes
- ❑ Individualized Education Programs (IEPs) and 504 plans and their impact on classroom instruction
- ❑ Emergency and fire drill procedures

Instructional Resources

- ❑ Media center, computer labs, school library, and technology coordinators
- ❑ Computer use expectations
- ❑ District and school Web sites
- ❑ State standards for the course or grade level
- ❑ Appropriate instructional materials (text books, workbooks, and supplemental materials)
- ❑ Lesson plan expectations (be sure the candidate knows the contextual knowledge before lessons are taught)
- ❑ Accepted formats for daily, weekly, and long-range planning used in the building and district
- ❑ Community resources to enhance instruction

Community and Student Needs

- ❑ General socioeconomic and cultural background of student population
- ❑ After-school student activities and opportunities for candidate involvement
- ❑ Parent involvement in the school (expectations to communicate and work with parents)
- ❑ Allergies or specific health/participation restrictions of any students
- ❑ Responsibilities to special needs students in class
- ❑ Student reading levels and available support

Giving Feedback to the Candidate

It is important for a candidate to receive and implement feedback. Every professional's performance is evaluated in some way. It is imperative that a candidate be provided the opportunity to receive this type of feedback from the start. More importantly, feedback lays the groundwork for the improvement of teaching skills. An SBE who can provide specific feedback helps a candidate reach his/her full potential.

Recognize the need to give constructive feedback to the candidate. Many individuals view feedback only in negative terms, as criticism rather than a means for improvement. Candidates are no exception. If a positive relationship has been established between the SBE and the candidate, then performance feedback will more likely be viewed as constructive. SBEs must provide feedback that is focused and constructive rather than critical of the candidate as a person.

Base feedback on observation. An SBE's feedback should be based on direct observation of the candidate. The observation and feedback needed varies greatly among candidates. SBEs and candidates benefit from frequent observations at the beginning of the experience. As the candidate becomes more accustomed to the demands of the grade level, and the SBE feels more confident in the candidate's ability, the number of observations can gradually be reduced.

Give honest appraisal of teaching performance. Many SBEs are hesitant to give feedback or to say anything critical, fearing that the candidate will be discouraged. However, feedback is important to correct habits or teaching behaviors that can lead to failure. The SBE must be honest with the candidate and not hesitate to give a true appraisal of the performance, even if it is negative. Candidates are novice teachers who need guidance from experienced teachers. The SBE should be diplomatic, balancing negative feedback with positive feedback. It is also important for the SBE to tell the candidate whatever he or she is doing well, to give praise when it is due, and to commend innovation and creativity.

Target areas for growth that are closely associated with areas of strength. As candidates work to refine their skills, SBEs should identify one or two areas to fine-tune, based on the learning outcomes outlined in the field experience evaluation. Skills closely associated with the candidate's areas of strength should be targeted first. As each new skill is acquired, the candidate should begin work on another.

Provide a variety of feedback. Feedback should not be limited to specific times or ways. It is important to be familiar with the evaluation form to address all areas. Formative feedback—brief comments throughout the day—is valuable. Share feedback privately with the candidate. A sample observation form is available on page 13.

In addition to frequent feedback and formal observations, an effective policy is to meet during each visit. This time might be used for joint planning, feedback, and to discuss other issues of mutual benefit. Provide both written and verbal feedback.

Sample Candidate Observation Form

Candidate Observation Form
Ralph C. Wilson, Jr. School of Education
St. John Fisher College

Lesson Topic _____	Date & Time _____
Candidate _____	Observer _____

Notes from Lesson	Strengths	Areas for Improvement and Suggestions

Course Requirements

The following chart lists the coursework for candidates in the undergraduate Childhood and Childhood/Special Education programs. For the most updated requirements and course descriptions, see the [Undergraduate Bulletin](#).

Childhood Education Requirements	Special Education Requirements
PSYC 100C: Introduction to Psychology	
<p><i>Pre-Block courses:</i></p> ITED 210: Survey of American Cultural Institutions EDUC 230: Human Exceptionalities MSTI 131: Introduction to Instructional Technology EDUC 227C: Child and Adolescent Development Field Experience: Childhood (10 hours)	<p><i>Pre-Block courses:</i></p> EDUC 230: Human Exceptionalities Field Experience: Special Education (10 hours)
<p><i>Block I courses:</i></p> EDUC 225: Children’s Literature EDUC 312: Curriculum, Instruction, and Assessment in Social Studies PHIL 230: D Philosophy in Education EDUC 190: Field Experience I: Childhood (20 hours)	<p><i>Block I courses:</i></p> EDUC 229: Language Acquisition/Literacy Development MSTI 260: Adaptive Technology EDUC 192: Field Experience I: Special Education (10 hours)
<p><i>Block II courses:</i></p> EDUC 313: Curriculum, Instruction, and Assessment in Primary Literacy EDUC 350: Curriculum, Instruction, and Assessment in Math, Science, Technology EDUC 290: Field Experience II: Childhood (30 hours)	<p><i>Block II courses:</i></p> EDUC 330: Assessment & Instructional Strategies EDUC 292: Field Experience II: Special Education (15 hours)
<p><i>Block III courses:</i></p> EDUC 351: Curriculum, Instruction, and Assessment in Math, Science, Technology EDUC 356: Curriculum, Instruction, and Assessment in Intermediate Literacy ITED 422P: Diversity in American Society EDUC 390: Field Experience III: Childhood (40 hours)	<p><i>Block III courses:</i></p> EDUC 371: Classroom Management EDUC 422P: Diversity in Education EDUC 440: Collaboration for Inclusion EDUC 392: Field Experience III: Special Education (15 hours)
<p><i>Block IV: Student Teaching:</i></p> EDUC 101: Issues in Student Health and Safety EDUC 485: Student Teaching Seminar EDUC 490: Student Teaching: Childhood	<p><i>Block IV: Student Teaching</i></p> EDUC 101: Issues in Student Health and Safety EDUC 485: Student Teaching Seminar EDUC 498: Special Education Student Teaching 1–6 EDUC 488: Childhood Student Teaching

Learning Outcomes

The learning outcomes for the SoE are aligned with the New York State standards for teacher preparation and the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. Candidates are expected to be proficient in all outcomes by the end of student teaching. The table below demonstrates the alignment and progression of the learning outcomes to the field experiences and student teaching.

Learning Outcomes	Guided observation (Pre-Block)	Implementing small group instruction (Block I)	Designing and implementing small group instruction (Block II)	Special Education ONLY (Block IIa)	Student teacher preparation (Block III)	Student teaching
Planning			X	X	X	X
Development			X	X	X	X
Diversity	X	X	X	X	X	X
Content		X	X	X	X	X
Leadership						X
Theory and Practice				X	X	X
Professionalism	X	X	X	X	X	X
Community						X
Technology				X	X	X
Assessment			X	X	X	X
Management		X	X	X	X	X

Course Requirements

The following chart lists the coursework for candidates in the Graduate Childhood/Special Education programs. For the most updated requirements and course descriptions, see the [Graduate Bulletin](#).

MS: Special Education and Childhood Courses

Childhood and Special Education courses

GCED 522: Research in Teaching, Learning and Motivation in Childhood Education

GCED 531: Field Experience I (50 daytime hours)

GCED 532: Field Experience II (50 daytime hours)

GCED 525: Methods and Assessment: Social Studies

GEDU 501: Issues in Student Health and Safety

GEDU 520: History and Philosophy of Education

GEDU 526: Diversity, Social Justice, and Schooling

GMST 535: Curriculum, Assessment and Instruction in Math, Science and Technology

GRDG 535: Assessment Based Literacy Instruction: Birth-Grade 6

GRDG 550: Literacy Methods and Materials

GSED 500: Critical Issues and Trends in Special Education and Literacy

GSED 501: Special Education in Today's Schools

GSED 502: Methods and Strategies for Teaching Students with Exceptional Learning Needs

GSED 508: Behavior Management in the Inclusive Classroom: Childhood

GSED 516: Assessment, Diagnosis, and Evaluation of Students with Special Needs

GSED 555: Fieldwork III (50 daytime hours)

GSED 585: Student Teaching Seminar: Special Education and Childhood

GSED 590: Student Teaching: Special Education and Childhood

Learning Outcomes

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Learning Outcomes	Guided observation/ implementing small group instruction (Field Experience I)	Designing and implementing small group instruction/ student teacher preparation (Field Experience II)	Special Education ONLY (Field Experience III)	Student Teaching
Planning		X	X	X
Development		X	X	X
Diversity	X	X	X	X
Content	X	X	X	X
Leadership				X
Theory and Practice		X	X	X
Professionalism	X	X	X	X
Community				X
Technology		X	X	X
Assessment		X	X	X
Management	X	X	X	X

Course Requirements

The following chart lists the coursework for candidates in the Undergraduate Adolescence and Adolescence/Special Education programs. For the most updated requirements and course descriptions, see the [Undergraduate Bulletin](#).

Adolescence Education Requirements	Special Education Requirements
PSYC 100C: Introduction to Psychology	
<i>Pre-Block courses:</i> ITED 210: Survey of American Cultural Institutions EDUC 230: Human Exceptionalities MSTI 131: Introduction to Instructional Technology ITED 228C: Adolescent Development EDUC 308C: Educational Psychology Field Experience: Adolescence (10 hours)	<i>Pre-Block courses:</i> EDUC 230: Human Exceptionalities Field Experience: Special Education (10 hours)
<i>Block I courses:</i> EDUC 34_: Curriculum, Instruction, and Assessment in Content Area I EDUC 359: Content Area Literacy PHIL 230D: Philosophy in Education EDUC 191: Field Experience I: Adolescence (45 hours)	<i>Block I courses:</i> EDUC 229: Language Acquisition/Literacy Development MSTI 260: Adaptive Technology EDUC 192: Field Experience I: Special Education (10 hours)
<i>Block II courses:</i> EDUC 36_: Curriculum, Instruction, and Assessment in Content Area II EDUC 418: Methods of Literacy Instruction ITED 422P: Diversity in American Society EDUC 291: Field Experience II: Adolescence (45 hours)	<i>Block II courses:</i> EDUC 330: Assessment & Instructional Strategies EDUC 292: Field Experience II: Special Education (15 hours)
<i>Block III courses:</i> EDUC 101: Issues in Student Health and Safety EDUC 486: Student Teaching Seminar EDUC 491: Student Teaching: Adolescence	<i>Block IIa courses:</i> EDUC 371: Classroom Management EDUC 422P: Diversity in Education EDUC 440: Collaboration for Inclusion EDUC 392: Field Experience III: Special Education (15 hours)
	<i>Block III: Student Teaching</i> EDUC 101: Issues in Student Health and Safety EDUC 486: Student Teaching Seminar EDUC 489: Adolescence Student Teaching

Learning Outcomes

The learning outcomes for the SoE are aligned with the New York State standards for teacher preparation and the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. Candidates are expected to be proficient in all outcomes by the end of student teaching. The table below demonstrates the alignment and progression of the learning outcomes to the field experiences and student teaching.

Learning Outcomes	Guided observation (Pre-Block)	Implementing small group instruction (Block I)	Designing and implementing small group instruction (Block II)	Special Education ONLY (Block IIa)	Student teacher preparation (Block III)	Student teaching
Planning			X	X	X	X
Development			X	X	X	X
Diversity	X	X	X	X	X	X
Content		X	X	X	X	X
Leadership						X
Theory and Practice				X	X	X
Professionalism	X	X	X	X	X	X
Community						X
Technology				X	X	X
Assessment			X	X	X	X
Management		X	X	X	X	X

Course Requirements

The following chart lists the coursework for candidates in the Graduate Adolescence/Special Education programs. For the most updated requirements and course descriptions, see the [Graduate Bulletin](#).

MS: Special Education and Adolescence Courses
GAED 528: The Adolescent
GAED 533: Field Experience I
GAED 534: Field Experience II
GEDU 501: Issues in Student Health and Safety
GEDU 520: History and Philosophy of Education
GEDU 526: Diversity, Social Justice, and Schooling
GRDG 507: Teaching Reading to Learners with Special Needs: Grades 5 – 12
GRDG 534: Literacy Instruction in the Content Areas
GSED 501: Special Education in Today's Schools
GSED 502: Methods and Strategies for Teaching Students with Exceptional Learning Needs
GSED 512: Behavior Management in the Inclusive Classroom: Adolescence
GSED 516: Assessment, Diagnosis, and Evaluation of Students with Special Needs
GSED 556: Field Experience III
GSED 586: Student Teaching Seminar: Special Education and Adolescence
GSED 591: Student Teaching: Special Education and Adolescence
<i>One content area methods course from:</i>
GAED 537: Curriculum, Instruction, and Assessment in Social Studies Education
GAED 538: Curriculum, Instruction, and Assessment in English Education
GAED 539: Curriculum, Instruction, and Assessment in LOTE
<i>AND one content area methods course from:</i>
GAED 541: Effective Practice in Social Studies Education
GAED 542: Effective Practice in English Education
GAED 543: Effective Practice in LOTE
<i>AND one culminating content-based course:</i>
GAED 561: Research in Social Studies Education
GAED 562: Research in English Education
GAED 563: Research in LOTE

Learning Outcomes

The learning outcomes for the SoE are aligned with the New York State standards for teacher preparation and the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. Candidates are expected to be proficient in all outcomes by the end of student teaching. The table below demonstrates the alignment and progression of the learning outcomes to the field experiences and student teaching.

Learning Outcomes	Guided observation/ implementing small group instruction (Field Experience I)	Designing and implementing small group instruction/ student teacher preparation (Field Experience II)	Special Education ONLY (Field Experience III)	Student Teaching
Planning		X	X	X
Development		X	X	X
Diversity	X	X	X	X
Content	X	X	X	X
Leadership				X
Theory and Practice		X	X	X
Professionalism	X	X	X	X
Community				X
Technology		X	X	X
Assessment		X	X	X
Management	X	X	X	X

Substitute Teaching

During the field experience placement, the candidate must not accept compensation or be used as a replacement for a certified teacher. A candidate may not be used as a substitute teacher.

Grading

Field experience placements are graded on a satisfactory/unsatisfactory (S/U) basis. A candidate must receive a grade of “S” to continue on to the next field experience or student teaching placement. An indicator of “Not Yet Acceptable” on any of the overall ratings on an evaluation results in a final grade of “U” for the placement. If a candidate receives a “U” in a placement, the candidate will be referred to the Director of Candidate Advisement and Services. In most cases, that candidate will be given a plan of improvement and one additional opportunity for a successful placement after remediation.

If an undergraduate student wishes to appeal an academic decision, he or she must follow the process described below:

- The student is to initiate a discussion with the instructor responsible for the initial decision in question (the Director of Field Experiences and Student Teaching).
- The instructor is responsible for documenting the outcome of the discussion with the student. Copies of that document are to be provided to the student and to the department chair.
- If the student is not satisfied with the outcome and wishes to further pursue the matter, the student is responsible for notifying the instructor and the department chair within one week of receipt of the instructor’s communication.
- When the student meets with the department chair, the role of the chair is to ascertain to the extent possible the facts surrounding the matter and to clarify applicable academic policies. The department chair has the option of scheduling a subsequent meeting to include the instructor. The department chair is responsible for documenting the discussion outcome(s). Copies of that document are to be provided to the student, the instructor, the School Dean and the Director of the Office of Academic Affairs.
- If the student is not satisfied with the outcome and wishes to further pursue the matter, the student is responsible for notifying the instructor and the department chair of his or her desire within one week of receipt of the department chair’s communication.
- If the student is not satisfied with the outcome and desires further discussion of the matter, he or she is to request in writing a meeting with the Director of the Office of Academic Affairs. The student is to present a concise statement of the academic decision in question, his or her perception of the appropriate decision, and the rationale and supporting evidence for this contention. Upon receipt of such notice, the Director shall notify the dean, the department chair and the instructor of the student’s intent and shall be provided with documentation pertaining to the matter by the dean and department chair. The Director shall meet with the student, the instructor, the department chair and dean. The Director shall notify the student, the instructor, and the department chair in writing of the decision to maintain or modify the original academic decision. The Director’s decision is final.

If a graduate student wishes to appeal an academic decision, he or she must follow the process described below.

- The student is to initiate a discussion with the instructor responsible for the initial decision in question.
- The instructor is responsible for documenting the outcome of the discussion with the student. Copies of that document are to be provided to the student and to the program director.
- If the student determines that he or she is not satisfied with the outcome and wishes to further pursue the matter, the student is responsible for notifying the instructor and the program director of his or her desire within one week of receipt of the instructor's communication. If the instructor is the program director of the program in which the student is enrolled, the student will begin this process at Step 4.
- If the student desires further discussion of the matter, he or she is to initiate a discussion with the program director. The role of the program director is to ascertain to the extent possible the facts surrounding the matter and to clarify applicable graduate academic policies. The program director has the option of scheduling a subsequent meeting to include himself or herself, the student, and the instructor. The program director is responsible for documenting the discussion outcome(s). Copies of that document are to be provided to the student and to the instructor.
- If the student determines that he or she is not satisfied with the outcome and wishes to further pursue the matter, the student is responsible for notifying the instructor and the program director of his or her desire within one week of receipt of the program director's communication.
- If the student desires further discussion of the matter, he or she is to initiate a discussion with the School Dean. The role of the Dean is to ascertain to the extent possible the facts surrounding the matter and to clarify applicable graduate academic policies. The Dean has the option of scheduling a subsequent meeting to include himself or herself, the student, and the instructor. The Dean is responsible for documenting the decision(s). Copies of that document are to be provided to the student, the instructor, and the program director.
- If the student desires further discussion of the matter, he or she is to request in writing a meeting with the Provost. The student is to present a concise statement of the academic decision in question, his or her perception of the appropriate decision, and the rationale and supporting evidence for this contention. Upon receipt of such notice, the Provost shall notify the School Dean, the program director and the instructor of the student's intent and shall be provided with documentation pertaining to the matter by the program director. The Provost shall meet with the student, the instructor, and the program director. The Provost shall notify the student, the instructor, the program director and the Dean in writing of his or her decision to maintain or modify the original academic decision.
- If the student determines that he or she is not satisfied with the outcome and wishes to further pursue the matter, the student is responsible for notifying the program director of his or her desire to appeal the academic decision to the Graduate Academic Standing Committee within one week of receipt of the Provost's communication. The decision of the Graduate Academic Standing Committee is final.

Candidate Withdrawal

If a candidate withdraws voluntarily during his or her assignment, he or she must:

- Report the withdrawal in writing to the Director of Field Experiences and Student Teaching and/or a School of Education administrative assistant the same day of the withdrawal.
- Return the field experience folder to the Director within 24 hours. Any observation reports made by the SBE and the candidate's time sheet should be included in the file folder.
- Make an appointment to meet with the Director within one week of the withdrawal to review the circumstances and discuss next steps.

When a candidate withdraws from his or her field experience after the assignment has begun, it is the candidate's responsibility to drop the course via the college registration system. If it is past the drop deadline, the Director and the Dean of the School of Education must approve the withdrawal. Failure to withdraw results in a grade of "U."

A written notice is then sent to the Registrar's Office and a copy placed in the candidate's file. When a candidate withdraws, a hold is placed on his or her education program.

A candidate wishing to be reinstated after withdrawing from a field experience must file a written request with the Director. The Director will review the circumstances to determine if the candidate should be considered for reinstatement or dismissal from the program.

If the candidate is considered for reinstatement, when appropriate, a plan of improvement for the candidate will be formulated by the Director and the Chair/Program Director and signed by the candidate. The plan will include, but not be limited to, the strategies to address any deficient areas and the outcomes and timelines that must be adhered prior to and/or during the next field experience placement.

If the candidate is not reinstated and chooses to appeal the decision, he/she must submit a written statement of appeal to the Director within two weeks of the decision. The candidate's appeal statement must include the basis of the appeal and a detailed rationale supporting his/her request. The appeal will be reviewed and considered by a committee comprised of the Director, Department Chair or Program Director, and if appropriate, the SBE. The Committee will render a decision that will be transmitted in writing from the Director to the candidate. If the candidate's appeal is approved, he/she will follow the process outlined above for reinstatement. If the candidate wishes to appeal the Committee's decision, he/she will follow the process for appealing an academic decision outlined in the College Bulletin and the grading section of this handbook.

Candidate Removal

In some circumstances, a candidate may need to be removed from a placement. Situations for removal may include, but are not limited to:

- The appropriate school authority, for just and explained reasons, requests that the candidate be removed.
- The candidate has exhibited unethical behavior.
- A decision has been reached and documented that the candidate cannot receive a satisfactory grade due to failure to satisfactorily meet the established rules and requirements for field experience.

The Director of Field Experiences and Student Teaching will meet with a candidate and will discuss possible resolution to the situation with the SBE before a candidate is removed from a field experience, except in extreme or unusual cases where the partner school requests the candidate be removed immediately. If the candidate is removed, he or she is referred to the Director of Candidate Advisement and Services and a plan of improvement may be put in place.

If a candidate is removed and chooses to appeal the decision, he/she must submit a written statement of appeal to the Director within two weeks. The candidate's appeal must include the basis for the appeal and detailed rationale supporting his/her request. The appeal is reviewed and considered by a committee comprised of the Director, the Department Chair or Program Director, and, if appropriate, the SBE. The committee will render a decision that is transmitted in writing from the Director to the candidate. If the candidate's appeal is approved, a plan of improvement for the candidate will be formulated by the Director with the Chair/Program Director, and signed off by the candidate. The plan will include, but is not limited to, the strategies to address any deficient areas, and the outcomes and timelines that must be addressed prior to and/or during the next field experience placement. If the candidate's appeal is not approved and he/she wants to appeal the committee's decision, he/she must follow the process for appealing an academic decision outlined in the College Bulletin and the grading section of this handbook.

Frequently Asked Questions

What are the steps involved the field experience placement process?

- Requests are sent to individual schools to obtain placements
- Schools submit a list of potential SBEs to the Office of Field Experiences and Student Teaching
- Potential SBEs are screened based on past candidate experiences and feedback
- Matches are made between SBEs and candidates based on qualifications, personalities, and special requests
- Candidates are notified of the match and expected to contact the SBE

When do I get my placement?

You will be notified of your placement by email (Fisher email) at the beginning of the semester.

Can I arrange my own placement?

No, the school districts do not want to be contacted by individual students. The Office of Field Experiences and Student Teaching must obtain a placement.

Can I complete some of my field experiences placement hours in my school district when I am home for a school break?

No, field experiences align with the coursework and allow candidates to reflect and put into practice what they learn in their programs.

Can I be placed at a school my child attends or where someone in my family works?

No, we do not place candidates in schools where a family member is a student or a faculty member.

How do classes and field experiences connect?

Field experiences allow candidates to apply and reflect on their content, professional and pedagogical knowledge, skills, and dispositions. Faculty provides support through observation, conferences, and group discussion.

What if I cannot complete the required number of hours in one semester?

You must schedule a meeting to discuss this with a staff member in the Office of Field Experiences and Student Teaching as soon as you realize that you will not be finished on time. Only extenuating circumstances may allow for an experience to be extended.

What schools are considered high needs?

The New York State Department of Education defines a high needs school as fifty percent or more of the students qualify for free or reduced-price lunch. We create our high needs placements based upon these guidelines.

What are PDS sites?

Professional Development School (PDS) sites are partnerships between P-12 institutions and the College. The partnerships are designed to enhance candidate and student learning. The College offers courses and candidates complete their field experiences at the PDS sites.

Who should I contact if I have concerns about my SBE/candidate/school?

Contact a staff member in the Office of Field Experiences and Student Teaching. All contact information can be found on the back cover of this handbook.

School of Education Website

For resources and additional information about the Ralph C. Wilson, Jr. School of Education, please visit the website at <http://soe.sjfc.edu>.



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