MHSE FIELDWORK HANDBOOK

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Overview

The purpose of these guidelines is to help LC (LC) undergraduate and graduate students (teacher candidates) in the School of Education, Department of Middle and High School Education, and the classroom teachers (host teachers), to become familiar with the requirements, goals, and purposes of both classroom observations and one-to-one or small group tutoring. Both of these fieldwork activities are required components of the LC educational program/coursework, and their primary purpose is to enable teacher candidates to spend time in an actual classroom where they will observe and then participate in activities that will foster their growth as teachers and learners. Please be advised that all students who need assistance with fieldwork placement must be listed as “eligible” in New York City Department of Education’s Personnel Eligibility Tracking System (see Appendix A: Fieldwork Fingerprinting/Security Clearance Checklist and Application).

Fieldwork Guidelines for Classroom Observations (Level I)

(see Appendix B for complete fieldwork course guidelines)

Teacher candidates are required to spend 15 (undergraduate) or 25 (graduate) hours in a classroom, library, tutoring center, or other educational setting (museum, after-school program, local community-based organization) during the semester in which they are completing ESC 301, ESC 302, ESC 501, or ESC 502. These hours must be documented, and proof of completion must be submitted to the LC instructor.

Teacher candidates are usually expected to find a suitable location for classroom observations that fits their needs and schedules; however, the teacher candidates’ LC instructors will oversee this process to ensure that the teacher candidates’ placements are appropriate and that they satisfy LC’s, CAEP’s, and New York Stats’ requirements. Elvani Pennil, Director of Field Experiences, has also identified placement sites that are automatically assigned to students in certain courses. Should this be the case, Ms. Pennil will contact teacher candidates directly to inform them of their placement site.

Although it is not required, it is highly recommended that teacher candidates distribute the 15/25-hour requirement evenly over the course of the semester; for example, spending one or two hours per week in the school, on the same day of each week, rather than lumping the time together. This not only enables teacher candidates to see the way teaching and learning evolve over time, but it enables the host teacher and the students who are being observed to become accustomed to the teacher candidate’s presence and to develop familiarity and trust.

Teacher candidates must familiarize themselves with all aspects of their host schools and classrooms before beginning their observations, including but not limited to school policies and procedures.
Teacher candidates should be aware that their host teacher may not be familiar with the requirements, purposes, and goals of the 15 hours of observations. In fact, this may be the first time the classroom teacher is hosting a teacher candidate. Therefore, it is the teacher candidate’s responsibility to explain fully and clearly the requirements of the observation. The teacher candidate should also provide a copy of these guidelines to the host teacher at their first meeting.

Teacher candidates must meet with the host teacher, preferably before observations begin, and use this meeting to build a professional rapport. At this meeting, teacher candidates should exchange contact information with the host teacher and coordinate the dates and times of observation to ensure that they fit the host teacher’s needs and schedule. If possible, teacher candidates should schedule other meetings with the host teacher over the course of the semester to ask questions and to learn more about what is being observed: for example, the teacher’s instructional strategies, the learning theories being applied in the classroom, curriculum, classroom management policies and procedures, assessment. Teacher candidates should schedule an end-of-semester meeting as well, during which teacher candidates can reflect on their observations and ask further questions. This and all other meetings should be scheduled at the convenience of the host teacher.

Teacher candidates will be evaluated by the host teacher at the end of the semester. A copy of the host teacher’s evaluation form is included in the appendix. The host teacher should share the results of the evaluation with the teacher candidate.

Teacher candidates should remember that their host teachers’ primary responsibility is to their students. Of course, host teachers are willing to share their knowledge and expertise with teacher candidates: They have graciously volunteered to do so and receive no compensation for this service to the profession. However, host teachers are exceedingly busy not only when they are in the classroom but during their prep and lunch periods. Teacher candidates must be certain to take this into consideration as they interact with the host teachers, making themselves available for meetings and conferences at times that are convenient for the host teachers.

Teacher candidates must introduce themselves to the appropriate administrator(s), for example the assistant principal of the school. At this time, teacher candidates should become familiar with all requirements of the particular school or academic setting, including but not limited to dress requirements, schedule of periods and classes, procedures for entering and leaving the building, use of facilities such as the teachers’ lounge, etc.

A further note about dress: No matter how other people in the school or educational setting dress, teacher candidates must wear, at all times, business casual attire. Jeans, tight-fitting clothing, shorts, open sandals, transparent fabrics, halter tops are inappropriate. Remember, the time you spend in a school setting should be considered a prolonged job interview; your appearance, your mannerisms, your comportment matter and affect your reputation and the reputation of LC.
Teacher candidates are responsible for finding out what procedures are in place in terms of having attendance sheets signed for each and every visit. In many cases, this is a responsibility the assistant principal or the department chair assumes in order not to overburden the host teacher.

Teacher candidates are responsible for learning the schedules of their classrooms and schools. While the New York City Department of Education’s academic calendar is usually the same as LC’s academic calendar, there may be class trips, time allotted for professional development, etc.

Teacher candidates must behave and carry themselves at all times in the most professional manner. Of course, teacher candidates are encouraged to get to know the students in the classroom, but they must do so in a way that does not interfere with teaching and learning. Teacher candidates should not be, under any circumstances, alone in the classroom with students, nor should teacher candidates, under any circumstances, have any physical contact with students. In addition, teacher candidates should never communicate outside of the classroom with students.

Under no circumstances should a teacher candidate send or receive text messages or use a cell phone or other electronic device while in a classroom. If there is an emergency, step outside the classroom, find a place to quickly conduct your conversation or to text that will not disrupt learning, and return to the classroom as quickly and unobtrusively as possible.

When teacher candidates are discussing the progress or performance of individual students outside the classroom, in their LC education courses for example, teacher candidates must be mindful of the students’ rights to privacy. If you have any question about this, consult with your host teacher and/or your LC professor and/or your LC Supervisor.

Teacher candidates must remain alert and engaged, taking notes and actively observing all aspects of the classroom, from the physical layout to the interaction between teacher and students and among students. In particular, teacher candidates should observe the way the classroom changes and evolves over time. What is changing from one observation to the next? What is consistent? What do these changes and consistencies signify?

Teacher candidates must recall the theories and practices they are studying and discussing in their LC course work and determine if and how they are being applied in the classrooms they are observing.

In the event one is assigned, teacher candidates are required to maintain consistent contact with the LC Field Supervisor. (See Appendix B.)

In the rare instance that a problem arises, you must follow the instructions and/or directions given to you by the host teacher or the school administrator(s). Remember, you are a guest in the school. Do your best to contact your LC Field Supervisor or Ms. Elvani Pennil, Director of LC’s
Field Experience and Professional Development Network, as quickly as possible to explain any problem or incident. In this way, a LC representative will be able to help and advise you.

Teacher candidates should remember that this classroom observation requirement is part of a continuum: These 15 hours of observation enable you to see the theories you have learned in your education courses being applied in a real classroom setting. Even more importantly, these 15 hours of observation prepare you for the next step in your educational training: to participate in one-to-one and/or small group tutoring as you complete the requirements of ESC 429, ESC 409, ESC 529, or the required undergraduate or graduate methods courses.

It is the responsibility of the teacher candidate to keep an accurate and up-to-date time sheet. (See Appendix C.) Be certain to have your host teacher sign the timesheet at the appropriate times.

Remember that if you have been assigned a LC Field Supervisor he or she will always be available to help you; maintain regular contact with him or her and reach out immediately if you have any questions or are experiencing any difficulty with your placement.

**Fieldwork Guidelines for Small Group or One-to-One Tutoring (Level II)**

Satisfactory completion of the Classroom Observation requirement (described above) is a prerequisite for this tutoring component.

Teacher candidates are expected to spend 20 hours (undergraduate), 25 hours (graduate), or 30 hours (methods course) in a classroom, library, tutoring center or other educational setting (museum, after-school program, local community-based organization) during the semester in which they are completing ESC 429, ESC 501, ESC 502, ESC 529, or methods.

It is the responsibility of the teacher candidate to keep an accurate and up-to-date timesheet. Be certain to have your host teacher sign the timesheet at the appropriate times.

Teacher candidates are usually expected to find a suitable location for classroom tutoring that fits their needs and schedules; however, the teacher candidates’ LC instructors will oversee this process to ensure that the teacher candidates’ placements are appropriate and that they satisfy LC’s and NCATE’s requirements. Elvani Pennil, Director of Field Experiences, has also identified placement sites that are automatically assigned to students in certain courses. Should this be the case, Ms. Pennil will contact teacher candidates directly to inform them of their placement site.

Teacher candidates *must* distribute the required hours evenly over the course of the semester, for example, spending one or two hours per week in the school rather than lumping them together. This not only enables teacher candidates to see the way teaching and learning evolve, it increases the likelihood that teacher candidates will develop strong, supportive, and effective relationships with the student or students who are being tutored. It takes time and effort to develop the
necessary trust and comfort between a tutor and tutee. Furthermore, tutoring is highly effective when the material being taught is covered sequentially; this cannot happen unless the tutor schedules visits at regular intervals. In addition, it is almost impossible for host teachers to pair teacher candidates with students in need of tutoring unless the teacher candidate has a regular and consistent schedule. Host teachers should not be expected to permit teacher candidates to work with their students unless the teacher candidate comes to the classroom on a regular and consistent basis; gets to know the students, the curriculum, the classroom procedures, and the learning styles of the students with whom they will be working.

Teacher candidates must familiarize themselves with all aspects of their host schools and classrooms before beginning their tutoring, including but not limited to school policies and procedures.

Teacher candidates should be aware that their host teacher may not be familiar with the requirements, purposes and goals of the tutoring component. In fact, this may be the first time the classroom teacher is hosting a teacher candidate. Therefore, it is the teacher candidate’s responsibility to explain fully and clearly the requirements of the tutoring component. The teacher candidate should also provide a copy of these guidelines to the host teacher at their first meeting.

Teacher candidates must prepare, preferably in writing, a description of the courses they have taken, the theories and practices with which they are familiar, their area of interest and/or specialization. This information must be transmitted to the host teacher, and if possible, to the assistant principal or another administrator in the school. In this way, the host teacher will have the knowledge and confidence he or she needs to place the teacher candidate with one or a small group of students for tutoring. For example, if you have taken a course in teaching English Language Learners, if you have taken a course in Special Education, if you have prior tutoring experience, the host teacher should be aware of this so that your training and experience can be used effectively. Teacher candidates cannot expect host teachers to entrust their students to them unless they provide evidence that they are capable of addressing the needs of the classroom students.

Teacher candidates must familiarize themselves with all classroom procedures and as much of the curriculum as they can before they begin tutoring. A host teacher should not be expected to entrust his or her students to the teacher candidate unless he or she is assured that the teacher candidate is aware of and understands the policies and procedures in place, and the material that will be covered in the tutoring sessions.

Teacher candidates must meet with the host teacher, preferable before tutoring begins, and use this meeting to build professional rapport. At this meeting, teacher candidates should exchange contact information with the host teacher and coordinate dates and times of tutoring to ensure that they fit the host teacher’s needs and schedules. If possible, teacher candidates should schedule other meetings with the host teacher over the course of the semester to ask questions
and to get input and feedback from the host teacher regarding the teacher candidate’s performance and effectiveness. Teacher candidates should ask questions and seek clarification and advice at these meetings. Teacher candidates should also schedule an end-of-semester meeting, during which teacher candidates can reflect on their progress and performance as tutors. This and all other meetings should be scheduled at the convenience of the host teacher.

Teacher candidates will be evaluated by the host teacher at the end of the semester. (See Appendix A.) The host teacher should share the results of the evaluation with the teacher candidate.

Teacher candidates should remember that their host teacher’s primary responsibility is to their students. Of course, host teachers are willing to share their knowledge and expertise with teacher candidates: They have graciously volunteered to do so and receive no compensation for this service to the profession. However, host teachers are exceedingly busy not only when they are in the classroom but during their prep and lunch periods. Teacher candidates must be certain to take this into consideration as they interact with the host teachers, making themselves available for meetings and conferences at times that are convenient for the host teachers.

Teacher candidates must introduce themselves to the appropriate administrator(s), for example the assistant principal of the school. At that time, teacher candidates should become familiar with all requirements of the particular school or educational setting, including but not limited to dress requirements, schedule of periods or classes, procedures for entering and leaving the building, use of facilities such as the teachers’ lounge, etc.

A further note about dress: No matter how other people in the school or educational setting dress, teacher candidates must wear, at all times, casual business attire. Jeans, tight-fitting clothing, shorts, open sandals, transparent fabrics, halter tops are inappropriate. Remember, the time you spend in a school setting should be considered a prolonged job interview; your appearance, your mannerisms, your comportment matter and affect your reputation and the reputation of LC.

Teacher candidates are responsible for finding out what procedures are in place for having attendance sheets signed for each and every visit. In many cases, this is a responsibility the assistant principal or the department chair assumes in order not to overburden the host teacher.

Teacher candidates are responsible for learning the schedules of their classrooms and schools. While the New York City Department of Education’s calendar is usually the same as LC’s academic calendar, there may be class trips, time allotted for professional development, etc.

Teacher candidates must behave and carry themselves at all times in the most professional manner. Of course, teacher candidates are encouraged to get to know the students in the classroom, particularly the students whom they are tutoring, but they must do so in a way that does not broach the boundaries between adult professional and student. Teacher candidates should not be, under any circumstances, alone in the classroom with students, nor should teacher
candidates, under any circumstances, have any physical contact with students. In addition teacher candidates should *never* communicate outside of the classroom with students.

Under *no* circumstances should teacher candidates send or receive text messages or use a cell phone or other electronic device while in a classroom. If there is an emergency, step outside the classroom, find a place to quickly conduct your conversation or text that will not disrupt learning, and return to the classroom as quickly and unobtrusively as possible.

Teacher candidates must remain alert and engaged, even when not actively tutoring. Teacher candidates should be eager and willing participants in the classroom community at all times.

When teacher candidates are discussing the progress or performance of individual students outside the classroom, in their LC education courses for example, teacher candidates must be mindful of the students’ rights to privacy. If you have any question about this, consult with your host teacher and/or your LC professor and/or your LC Supervisor.

Teacher candidates must draw on the theories and practices they are studying and discussing in their LC course work and apply it in their tutoring. Teacher candidates should, however, also rely on the expertise and experience of the host teacher; he or she knows the students best, and he or she knows the material and skills the students are expected to master. Never second guess the host teacher; do your best to get clear and precise instructions before each tutoring session, and do your best to follow these instructions. Be certain to keep the host teacher apprised of all progress or of any problems. He or she will guide and direct you with the students’ best interests in mind.

In the rare instance that a problem arises, you must follow the instructions and/or directions given to you by the host teacher or the school administrator(s). Remember, you are a guest in the school. Do your best to contact your LC Field Supervisor or Ms. Elvani Pennil, Director of LC’s Field Experience and Professional Development Network, as quickly as possible to explain any problem or incident. In this way, a LC representative will be able to help and advise you.

**Role of the Lehman College Supervisor**

The LC supervisor if assigned based on teacher candidate placement, will oversee effective communication among the teacher candidate, the host teacher, and the host school.

The LC supervisor will:

Establish contact with the LC course instructor to obtain an overview of the course goals and the way the observation or tutoring component in the host school satisfies and furthers those goals.

Establish contact with the host school, with the host school administrator(s), with the host school teacher, to ensure that all requirements are being met and to ensure that teacher candidates have the correct placements and have created schedules.
Establish and maintain regular contact with the teacher candidate to ensure that all requirements are being satisfied, and to ensure that the teacher candidate is benefiting from the observation or tutoring experience. The LC supervisor will provide support and guidance to the teacher candidate at all times. Be certain to remain in regular contact with the LC supervisor, and be assured that he or she will always be available to help, to answer questions, to clarify responsibilities and requirements, to communicate with the host teacher and with the school administrators as necessary.

Maintain regular contact with the host teacher to ensure that the host teacher is aware of all requirements and that the relationship between the host teacher and the teacher candidate is effective and beneficial to the host teacher, the classroom students, and the teacher candidate.

Observe the teacher candidate and provide feedback.

If schedules permit, meet with the teacher candidate and the host teacher to discuss the teacher candidate’s progress.

Conduct follow-up meetings with the host school staff to ensure that the process has been effective and beneficial for all members of the host school and the teacher candidate.

**Information for the Host Teacher**

(Please see complete LC fieldwork guidelines on page 9 for a better understanding of the sequential nature of the teacher candidate’s fieldwork.)

The host teacher is providing teacher candidates the opportunity to observe or tutor in a classroom setting. This experience will provide teacher candidates with the opportunity to apply the theories and practices they have studied and discussed in their educational courses in LC’s School of Middle and High School Education. The LC faculty, staff, and teacher candidates are grateful for the host teacher’s willingness to give of his or her time, expertise, and energy in order to help prepare the teachers of the future.

The host teacher should review these guidelines and direct any questions to the LC supervisor or to the host school’s administrator in charge of the teacher candidates’ placement.

The host teacher will be hosting either a teacher candidate who is observing in his or her classroom or who is tutoring one-to-one or in small groups. The requirements for observing and tutoring are described in these guidelines above.

The host teacher will be provided with the name and contact information of the LC supervisor whose purpose is to ensure that all aspects of the observation or tutoring placement are satisfactory. The host teacher is encouraged to contact the LC supervisor to discuss any problems that may arise.
As soon as possible after the host teacher is informed of the name of the teacher candidate who will be observing or tutoring in his or her classroom, the host teacher and the teacher candidate should meet to establish rapport, to determine the teacher candidate’s schedule (see above for the number of required hours and for the teacher candidates’ responsibilities), and to discuss the role of the teacher candidate in the host teacher’s classroom. It is the teacher candidate’s responsibility to initiate this contact.

The host teacher should provide the teacher candidate with the necessary information and guidance about the curriculum and the classroom schedule.

The host teacher should be aware that the teacher candidate is satisfying requirements for graduation and certification; the teacher candidate must abide by all of the guidelines described above. As explained above, the LC supervisor is available to help the host teacher if there is any issue or problem.

The host teachers should communicate his or her expectations to the teacher candidate clearly and consistently, and the host teacher should provide consistent feedback to the teacher candidate in order to ensure the teacher candidate’s continued growth and development. Please do not wait until the end of the semester to offer constructive criticism; it is best for the teacher candidate to receive consistent and regular guidance and suggestions for improvement so he or she can make the necessary modifications and adjustments to improve his or her performance over the course of the semester.

If schedules permit, the host teacher should meet with the teacher candidate and the LC supervisor in order to discuss the teacher candidate’s progress and performance. The LC supervisor will do his or her best to schedule this meeting.

If schedules permit, at the end of the LC semester, the host teacher should meet with the LC supervisor and the host school’s administrator(s) to discuss ways to improve the process for the benefit of the classroom students, the host school, and the teacher candidate.
Fieldwork Fingerprinting/Security Clearance Checklist

All Lehman College School of Education (SOE) students must be fingerprinted and pass a New York City Department of Education (NYCDOE) background check prior to receiving fieldwork placement assistance or a fieldwork letter of introduction.

You must follow the procedure below prior to receiving any assistance in securing fieldwork placement. Your status in the NYCDOE Personnel Eligibility Tracking System (PETS) must be listed as “Eligible” before you can be placed.

At the Start of Your Education Program

☐ Submit a completed New York City Department of Education (NYCDOE) Fingerprinting Application to Elvani Pennil in Carman Hall, Room B33 (Mondays and Thursdays, 3:00pm to 5:00pm)

☐ Look for Email from PETS containing a fingerprinting referral form and background questionnaire.
  o The questionnaire must be completed before you can be fingerprinted.
  o Print a hard copy of the fingerprinting referral form.

☐ Have your fingerprints taken by NYCDOE on campus OR at 65 Court Street in Brooklyn.
  o Notification of fall and spring on campus fingerprinting dates will be sent via email. There is usually one date in October and one in March.
  o The fee for fingerprinting is $130 (payable by personal check or money order ONLY when done on campus—credit and debit cards are also accepted at 65 Court Street in Brooklyn).
  o Documents required for fingerprinting:
    ▪ A printed copy of the NYCDOE fingerprinting referral form
    ▪ A valid US passport OR at least two of the following documents:
      • NYS ID
      • Social Security Card
      • Birth Certificate

Before the End of Your Program

☐ Submit an OSPRA 104 form—this forms indicates that you will allow NYCDOE to release your background check results to the New York State Education Department for certification purposes.

If you should have any questions or concerns regarding the procedure for receiving security clearance or for information about fieldwork placement, contact Elvani Pennil, Director of Field Experiences and the Professional Development Network, at 718-960-8004 or elvani.pennil@lehman.cuny.edu.

(Open Office Hours: Mondays and Thursdays, 3:00pm to 5:00pm)
NYCDOE Fingerprinting Application

All Lehman College School of Education (SOE) students must be fingerprinted and pass a New York City Department of Education (NYCDOE) background check prior to receiving fieldwork placement assistance or a fieldwork letter of introduction.

Prior to being fingerprinted, any student hoping to complete fieldwork in a NYCDOE school must allow SOE to provide NYCDOE with the following information. This information will be entered in the NYCDOE Personnel Eligibility Tracking System (PETS). A student’s status in PETS must be listed as “Eligible” before the student can receive assistance with fieldwork placement.

Name _________________________________________________________

(Last) (First) (MI)

Address _______________________________________________________

(City) (State) (Zip Code)

Cell Phone ___________________________ Phone Number ______________________

Email Address _______________________________________________________

EMPLID ___________________________ Date of Birth _________________ (mm/dd/yyyy)

Social Security Number _____________________________________________

Are you a current NYCDOE employee?  □ No  □ Yes (Current NYCDOE Title____________________)

Primary Language ___________________________ Secondary Language ___________________________

Are you a graduate or an undergraduate student?  □ Undergraduate   □ Graduate

In which education program are you currently enrolled?

□ Art  □ Music
□ Childhood  □ Science
□ Counselor Education/School Counseling  □ Social Studies
□ Early Childhood  □ TESOL
□ English  □ Special Education-Early Childhood
□ Foreign Language  □ Special Education-Childhood
□ Health  □ Special Education-Adolescent
□ Literacy  □ Bilingual Extension
□ Mathematics

If you were fingerprinted and cleared by the New York State Education Department, you will still need to provide the information above so you can be entered in PETS. You will also need to complete and submit to NYCDOE an OSPRA 103 form in order to have your background check results forwarded to NYCDOE.

By signing this form, you are verifying that: you are the SOE student whose information appears above; you have reviewed the information you have provided in this application, and it is correct; you give SOE permission to enter your information on PETS; and you understand that your ability to receive fieldwork assistance from SOE is contingent upon your passing a NYCDOE background check.

Student’s Signature ___________________________________________ Date ________________________
### Department of Middle and High School Education

**FIELDWORK COURSES GUIDELINES**

ESC 301, ESC 302, ESC 409, ESC 429, ESC 501, ESC 502, and Undergraduate and Graduate Methods

<table>
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<tr>
<th>Level of Fieldwork</th>
<th>Course</th>
<th>Description of Fieldwork</th>
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<tr>
<td>Undergraduate</td>
<td>ESC 301</td>
<td>Classroom observations</td>
</tr>
<tr>
<td>Level I</td>
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<td>15 hrs of documented fieldwork</td>
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<tr>
<td>Undergraduate</td>
<td>ESC 302</td>
<td>School support systems (PTA, health services, library), institutions (cultural, historical, the arts) and community organizations (local community based organizations, health programs, after-school programs)</td>
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<td>Level I</td>
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<td>15 hrs of documented fieldwork</td>
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<tr>
<td>Undergraduate</td>
<td>ESC 429</td>
<td>Provide one-to-one and small group tutoring (depending on the candidate’s prior experience) to middle and high school students</td>
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<td>20 hrs of documented fieldwork</td>
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<tr>
<td>Undergraduate</td>
<td>ESC 409</td>
<td>Provide one-to-one and small group tutoring (depending on the candidate’s prior experience) to middle and high school students</td>
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<tr>
<td>Level II</td>
<td></td>
<td>20 hrs of documented fieldwork</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>Methods</td>
<td>Provide one-to-one, small group tutoring, and class instruction (depending on the candidate’s prior experience) to middle and high school students</td>
</tr>
<tr>
<td>Level II</td>
<td></td>
<td>30 hrs of documented fieldwork</td>
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<tr>
<td>Graduate</td>
<td>ESC 501</td>
<td>Classroom observations</td>
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<td>Graduate</td>
<td>ESC 502</td>
<td>School support systems (PTA, health services, library), institutions (cultural, historical, the arts) and community organizations (local community based organizations, health programs, after-school programs)</td>
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<td>Graduate</td>
<td>ESC 529</td>
<td>Provide one-to-one and small group tutoring (depending on the candidate’s prior experience) to middle and high school students</td>
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<td>25 hrs of documented fieldwork</td>
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<td>Graduate</td>
<td>Methods</td>
<td>Provide one-to-one, small group tutoring, and whole class instruction (depending on the candidate’s prior experience) to middle and high school students</td>
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<tr>
<td>Level II</td>
<td>Courses</td>
<td>30 hrs of documented fieldwork</td>
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</tbody>
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Appendix C

Contact Information:

Elvani Pennil, Director of Lehman College’s Field Experience and Professional Development Network, School of Education, Lehman College, CUNY, Carman Hall, Room B33, 250 Bedford Park Blvd. West, Bronx, NY 10468. Email: elvani.pennil@lc.cuny.edu, Phone: 718-960-8004, Fax: 718-960-7855

Host teacher contact information (to be inserted by teacher candidate for his or her use):

Teacher candidate contact information (to be inserted by teacher candidate on host teacher’s copy of these guidelines):

Notes:
Field Experience Time Sheet

<table>
<thead>
<tr>
<th>Name of the Candidate</th>
<th>Semester</th>
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<tbody>
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<td>EMPLID</td>
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<tr>
<td>School’s Phone #</td>
<td>Principal’s Name</td>
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<tr>
<td>Lehman Course</td>
<td>Lehman Faculty Member</td>
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<table>
<thead>
<tr>
<th>Date of Observation</th>
<th>Hours in Classroom</th>
<th>Grade Level Observed</th>
<th>Name of Teacher Observed</th>
<th>Subject Matter Being Taught</th>
<th>Authorized Signature</th>
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Total Hrs

# Field Experience Time Sheet

ESC 409, ESC 429, 509, 529 and Methods Courses

<table>
<thead>
<tr>
<th>Name of the Candidate</th>
<th>Semester</th>
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<table>
<thead>
<tr>
<th>EMPLID #</th>
<th>Candidate’s Phone #</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>School’s Name, #, Address</th>
<th>School’s Phone #</th>
<th>Principal’s Name</th>
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<table>
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<tr>
<th>Lehman Course</th>
<th>Lehman Faculty Member</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Date of Work with Student(s)</th>
<th>Time Working with Student(s)</th>
<th>Grade Level Taught</th>
<th>Content Area</th>
<th>Name of Host Teacher(s)</th>
<th>Authorized Signature</th>
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<tr>
<th>Total Hrs</th>
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</table>

EP 10.2013
## Appendix F

### Methods Dispositions Assessment Form

<table>
<thead>
<tr>
<th>Candidate:</th>
<th>School Term/Year:</th>
<th>Content or Grade/Age Level:</th>
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</table>

<table>
<thead>
<tr>
<th>Cooperating Teacher for Methods Fieldwork:</th>
<th>Site of Methods Fieldwork:</th>
</tr>
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<tbody>
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</table>

**INSTRUCTIONS:** This form is designed to evaluate a teacher candidate’s professional behaviors and dispositions that are characteristic of those who are successful in the teaching profession. Please provide your best judgment for each item by recording your rating of the teacher candidate who you worked with in the column to the right. If you did not have an opportunity to observe the student’s performance regarding any item, please indicate N/A. The target for acceptable performance is “Meets Expectations (2)”.

<table>
<thead>
<tr>
<th>Disposition</th>
<th>LUTE Themes</th>
<th>Does not Meet Expectations (1)</th>
<th>Meets Expectations (2)</th>
<th>Exceeds Expectations (3)</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeliness</td>
<td>I</td>
<td>Arrives late and/or leaves early more than 2 times</td>
<td>Usually arrives on time and remains as expected</td>
<td>Consistently arrives prior to designated time and remains as needed until task is complete</td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>I</td>
<td>Never attends as scheduled; may or may not notify teacher; and/or not dependable</td>
<td>Attends regularly as scheduled; makes up time missed; is dependable</td>
<td>Consistently attends regularly as scheduled; dependable; volunteers to attend beyond required time</td>
<td></td>
</tr>
<tr>
<td>Appearance and Dress</td>
<td>I, IV</td>
<td>Never dresses appropriately for the school environment/classroom and/or is poorly groomed</td>
<td>Usually dresses appropriately for the school environment and is generally well groomed</td>
<td>Consistently dresses in a professional manner; is well groomed</td>
<td></td>
</tr>
<tr>
<td>Rapport</td>
<td>IV, III</td>
<td>Exhibits no respect when communicating or interacting with peers, faculty, students, parents, and/or staff; and/or relates to others in a negative, demeaning, or sarcastic manner</td>
<td>Usually demonstrates an ability to communicate and interact effectively and professionally with peers, students, faculty, parents, and/or staff; generally builds and maintains positive relationship with others</td>
<td>Consistently communicates and interacts effectively and professionally with peers, students, faculty, parents, and/or staff; always builds and maintains positive relationships with others</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cooperating Teacher’s Signature</th>
<th>Date</th>
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</table>

I understand the content of this assessment: ______ yes / ______ no I _____ agree/ _____ disagree with this assessment.

Student's Signature _________________________________ Date ____________

For students who will be applying for student teaching:
Save this assessment and be certain to submit it to your advisor along with your student teaching application.

---

*From Appendix A of LUTE Conceptual Framework: Themes I-Empower Our Community of Educators and Learners, Theme II-Educate and Advocate for Social Action and Equity, Theme III-Develop Human Competencies, and Theme IV-Affirm Our Diverse Ethnic and Cultural Contexts*
LEHMAN URBAN TRANSFORMATIVE EDUCATION CONCEPTUAL FRAMEWORK

Our Vision

Lehman Urban Transformative Education (LUTE) represents the School of Education’s vision for educators and leaders who are or will be responsible for stimulating and supporting the development of knowledge, skills, practices, and dispositions that enrich individuals and, in turn, communities where they live and work. Our vision is rooted in and extends from the missions of both The City University of New York and Lehman College. We seek to facilitate individuals’ access to postsecondary education and occupational opportunities. We also seek to increase personal and social competencies for every PreK-18 student. In all of our work, we strive to close achievement, opportunity, and attainment gaps.

Lehman Urban Transformative Education (LUTE) Themes

Theme I – Empower Our Community of Educators and Learners. School of Education faculty, candidates, and alumni are empowered, through participation in collaborative inquiry and decision-making, to promote and support innovative practices in educational settings.

Theme II – Educate and Advocate for Social Action and Equity. School of Education faculty, candidates, and alumni are mindful of inequities and advocate for social justice as they work on closing achievement, opportunity, and attainment gaps.

Theme III – Realize Potential. School of Education faculty, staff, candidates, and alumni are sensitive to the needs of the whole child/adolescent/adult. At every level, we prepare educators who can help students realize their potential by establishing rigorous academic standards, using assessment to track progress, attending to diverse learning styles/needs, and taking into account social/emotional factors that contribute to or impede school success.

Theme IV – Affirm Our Diverse Ethnic and Cultural Contexts. School of Education faculty, staff, candidates, and alumni affirm diversity by creating environments that ensure safety, equity, and appropriate outcomes for all learners and educators. We recognize the importance of school-family-community partnerships as essential educational contexts, knowledge bases, and sources for inquiry.

Our Programs

The Lehman College School of Education nurtures caring, globally aware and socially just teachers, school counselors, and educational leaders through generative, constructivist, and research-driven departmental course and degree offerings. We promote, in collaboration with our partners, innovative practices that affirm diversity, creativity and imagination, integrity, and empowerment. Prospective graduates of our programs and alumni are technologically proficient, rich in social/cultural capital, and capable of teaming with children, youth, families, schools, and communities in pursuit of equitable educational outcomes.
The School of Education has nationally recognized, initial New York State certification programs at the undergraduate and graduate levels for early childhood; elementary; and secondary mathematics, science, social studies and English/language arts. In collaboration with departments in the School of Arts and Humanities and the School of Natural and Social Sciences, the School of Education offers PK-12 certification programs in Art, Music, and Health. Programs leading to either initial or professional certification in Teaching English as a Second Language, Literacy Studies, and Special Education are available at the graduate level only. Candidates who are fluent in Spanish can choose to add a bilingual extension to their base certificates.

The School of Education also offers New York State approved and nationally recognized graduate-level programs for school counselors and educational leaders. The Counselor Education/School Counseling program leads to School Counselor certification. The Educational Leadership masters program prepares candidates for initial certification as a School Building Leader. The Advanced Educational Leadership/District Leader extension is open to eligible candidates who wish to earn the advanced certificate and professional certification as a School District Leader.

**Our Partners**

We believe in the rich contribution of each of our educational partners in shaping our transformative practice. We work with our partners to provide professional development opportunities. Working in schools provides our faculty with opportunities to tie theory to practice as well as to advance educational scholarship. The School of Education serves the Bronx and our surrounding communities through continuing partnerships and programs that engage community organizations, teachers, school counselors, school building and school district leaders, families, and PK-18 students to better the quality of life through educational equity and access for residents of all ages.

The School of Education has a Professional Development Network (PDN) of more than 200 schools and agencies that partner with the College in the preparation of teachers, counselors, and school leaders. In addition, it is home to three centers/institutes focused on improving educational outcomes for New York City students: The Institute for Literacy Studies (ILS), the Center for School/College Collaboratives (CS/CC) and The Bronx Institute. All three SOE institutes/centers support a PK-18 pipeline for diverse, traditional age and adult students residing in the Bronx and surrounding communities and provide professional development opportunities for PK-18 educators. They contribute to the attainment of the core purposes articulated in LUTE and make a significant contribution to shaping our transformative practice.
Appendix H

An Introduction and Explanation of edTPA

As you complete your coursework at Lehman College and prepare to become a certified teacher in New York State, Lehman College faculty and staff will instruct, guide, and mentor you through your journey, including how best to prepare for edTPA, one of the final requirements for graduation and certification. During your Student Teaching (ESC 470/596/798) semester (usually your final semester at Lehman College), your Student Teaching Seminar (ESC 471/612) instructor will work with you in and out of class to review the requirements of edTPA, including rubrics, guidelines, and templates. In some cases, video recordings created by former Lehman College students will be shared. Your seminar instructor will use information from his or her classroom observations of your teaching to guide you. However, you will independently reflect on your practice in written commentaries as you prepare the edTPA material that will be submitted for assessment. In addition, Lehman College will provide technological instruction and assistance in helping you to create the required videos and to upload all material.

Lehman College’s School of Education began preparing for the implementation of edTPA in 2012 and ran its first pilot in Spring 2013. Therefore, faculty members and staff have a deep understanding of the requirements and have implemented into their curriculum/syllabi theories, methods, and practices that will be of direct benefit to you when you complete the edTPA process. However, we encourage all Lehman College teacher candidates to begin to familiarize themselves with edTPA requirements on their own as well. In this way, teacher candidates will acquire over time a thorough understanding of the purpose and requirements of edTPA while they are completing their course work, and they will be confident in their ability to complete edTPA without undue stress or worry during their student teaching semester.
The brief description of each major edTPA component provided below will better prepare you to make the connections between these requirements and the instruction you are receiving at Lehman in your Education courses. These descriptions will be of particular value to you when you begin your field work.

**Creating a Learning Segment** (this is the language used by edTPA to describe the three to five lesson plans you will be required to write and implement): You will be required to create lesson plans in several of your required courses at Lehman College. As you do so, begin to think about a central focus of the lesson, the Common Core Standards being addressed, the material you will use, and the teaching theories and strategies you will apply. Whenever possible, create a sequence of lessons—drawing on the curriculum that you know is being used in New York City schools. Draw on the information you gain in Special Needs Education (ESC 463/506) as you differentiate instruction. Apply reading and writing theories acquired and practiced in your Methods courses as you create activities that will engage the students and provide you with assessment tools. As an example of such activities, review the texts and articles assigned by your instructors. For example, a quick review of *Comprehension & Collaboration* by Stephanie Harvey and Harvey Daniels, a commonly used text in schools of education, presents scores of suggestions and explanations of effective and engaging practices: mini-inquiry projects, book groups, author inquiries and studies, creating self and world questions, creating class publications, using technology to research and communicate findings.

During each semester at Lehman College, return to the lesson plans you have created and revise them based on the new knowledge you have gained through your coursework. In other words, become an expert at creating and revising lesson plans, so by the time you are required to create the learning segment for edTPA, you will have a deep understanding of the basic elements...
of a successful lesson plan, and you will need only to master the material/curriculum being taught by your cooperating teacher during your student teaching semester and apply it. Although cooperating teachers may offer help and advice, with attention to your learning segments/lesson plans over time, you will have gained the knowledge and skill you need to collaborate with your cooperating teacher. You may find this hard to believe at this early stage of your Lehman College career, but it is true: most of our student teachers have described their teaching experiences during their student teaching semester as exciting and satisfying, the culmination and reward for all of their study and hard work.

**Knowledge of Students:** All good teachers know their students, their learning styles, their needs, and their interests. They also know the familial and cultural backgrounds of their students and view the cultural differences that exist in most urban classrooms as an asset to teaching and learning. English Language Learners can be accommodated through thoughtful planning and differentiated instruction, and the students’ knowledge of other languages should be viewed as an asset, as an opportunity to expand the linguistic and cultural knowledge of all students. Get to know the demographics of the schools and the classrooms where you observe and conduct one-on-one instruction; in this way, you will be able to choose material and plan activities that build on the resources already present in the classroom and in the school building. Theorists have labeled this kind of teaching “culturally responsive pedagogy,” through which “teachers implement practices that teach collaboration and respect, e.g., class meetings, modeling empathy, sharing families’ histories. Students respect each other and know how to work together effectively” (Powell, 53). Lehman College is located in an urban setting, and it places its students in urban schools for observations and student teaching. Such schools provide rich and powerful
experiences and opportunities for intellectual, emotional, and professional growth, and this will be reflected in your edTPA portfolio.

Observe with purpose during your field work experiences. Ask the classroom teacher how he or she creates lesson plans. Participate in creating lesson plans if possible. Notice how the students are grouped, how they are assessed, classroom management strategies, differentiated instruction. By observing how these elements work in a classroom, you will be far better prepared to apply them as you create and teach your learning segment during your student teaching semester.

Identifying and applying educational theories to teaching: As part of the edTPA written commentaries, you will be prompted to identify and describe the learning theories you applied in creating and teaching your learning segment. We recommend you create an abstract for each of the articles your Lehman College professors assign each semester and write a brief summary of the most important teaching and learning theories contained in the textbooks used in your courses. This way you will be able to refer back to these resources each time you create a lesson plan. For example, in Social Studies for the Twenty-First Century by Jack Zevin, the “frame of reference strategy,” is described as “employ[ing] multiple viewpoints of an event, problem, or person to evoke discussion; it requires viewing the same phenomenon through two or more different lenses” (106). If you are using such a strategy in your high school Social Studies learning segment, you would be able to cite this text as the source of your theoretical framework for using that particular practice.

Language Demands, Syntax, and Discourse: As defined in Making Good Choices: A Support Guide for edTPA Candidates, language demands include the academic language “needed by
students to understand and communicate in the academic disciplines” (9). For example, the word plot means something very different in literature than it does in mathematics. This is an example of a particular discipline’s “discourse.” Good Choices also reminds teacher candidates that syntax and discourse “are so embedded in instructional activities that you may take many for granted, especially when you are a subject matter expert” (9). As you complete your coursework at Lehman, be aware of the language being used in specific disciplines: graphic organizer (reading), territory (Social Studies) application (mathematics), hypothesis (science), pitch (music), setting (literature). You will, of course, be required to use content-specific terms in your edTPA portfolio, but you will also be required to show in your edTPA summaries how you have insured that the students understand these terms in context. Syntax refers to word order and word choice you use to convey information and instructions to your students; you must be able to recognize when “symbolic conventions, grammatical structures or sentence patterns might be unfamiliar or difficult for your students,” and you must provide instruction or accommodations to enable your students to understand this language and become comfortable using in it the context of the discipline being taught.

Let the Cameras Roll! After you have created your learning segment and before you have begun to complete the commentaries, you will be required to create a video recording of yourself teaching the three to five lessons. (You will only be required to upload short portions of these recordings.) Video recording devices are available through Lehman College, and instruction and support in how to use them and how to upload material will be provided. Although you cannot record yourself teaching your learning segment until you are student teaching, you can prepare in several ways. If you are asked to conduct a demonstration lesson or to give a presentation in your Lehman College classes, ask a classmate to video record you as you do so. During the semesters
when you are observing and conducting one-on-one instruction, ask someone to video record you. Watching, reflecting on and analyzing your own practices have powerful benefits for improved teaching and learning. (However, due to parental/guardian consent requirements you will not be able to include a student or students in these practice videos unless you have met the highest level of consent – which is a critical requirement of the edTPA.) If you find as many opportunities as possible to record yourself before your actual student teaching semester, you will gain a level of comfort and ease that will serve you well when the “real” videos must be created.

edTPA’s purpose is to “predict effective teaching and student learning” and to “assess a teacher candidate’s readiness for licensure.” While no one measure can ever accurately and fully predict such outcomes, edTPA can help you to implement many of the practices of effective teaching. You will be instructed, guided, and supported throughout your career at Lehman College in order to satisfy the requirements of edTPA, but these requirements will never eclipse the true purpose of Lehman’s mission: To help our student candidates understand and implement the most effective teaching strategies, to respect and value their students and their students’ families and cultures, and to dedicate themselves to improving the quality of education for every student.