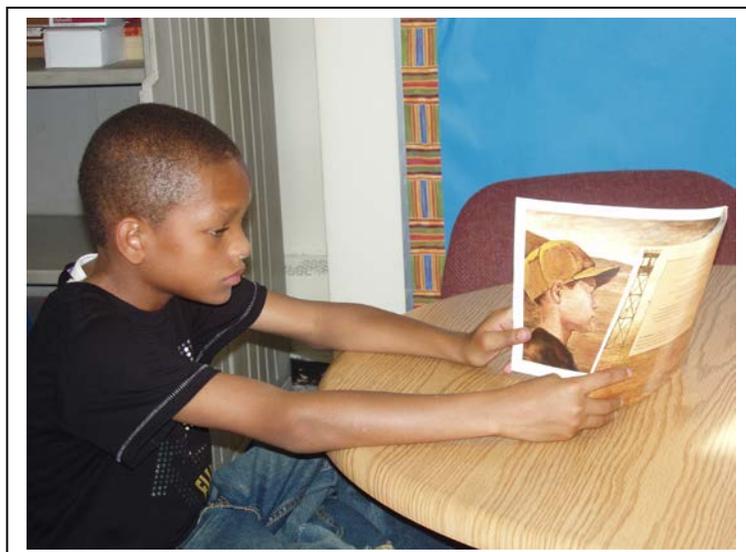




**School of Education
Department of Teaching, Learning and Leadership**

**GRADUATE STUDENT
FIELDWORK HANDBOOK
2014-2015**



WELCOME TO FIELDWORK

As the coordinator of fieldwork, I get to know the schools, the administrators, the teachers and the students. Each semester, I have you fill out a Fieldwork Placement Form, which lets me know your latest contact information and which days are best for your placements. We have a select number of schools we collaborate with for fieldwork placements. Sometimes you will be sent to a neighborhood you're not familiar with. This is a good thing. It will broaden your horizons and knowledge of the city.

We also want to make sure you have a variety of experiences in the New York City public schools. It is important for you to see the different cultures and missions in each of the schools as they are varied.

All of these experiences in the schools will help you on your journey to becoming a teacher. You will have more of a sense of what you want from a school when you begin your job search. It is also a way for the schools to get to know you.

For those of you who are already teaching, in some cases, the fieldwork is done in your classroom and in others you'll need to observe and/or participate with students in a different venue.

If you have any questions about fieldwork, please contact me. I am available to meet with you by appointment.

I look forward to meeting each of you as I continue making your fieldwork placements each semester.

Charlotte Marchant
Director, Learning Center for Educators & Families
Assistant Director, Field Experiences & School Relations
School of Education
9 Hanover Place, 3rd Floor
Brooklyn, NY 11201
718-246-6496

WHAT IS FIELDWORK AND WHY DO I HAVE TO DO IT?

This handbook outlines the fieldwork requirements for your preparation as a future teacher. The Fieldwork Office provides school sites for the courses which require fieldwork. You are required to complete the placements for each of the courses with fieldwork to receive a passing grade. These fieldwork placements give you the opportunity to observe and participate in a wide array of classrooms in New York City public schools. It is an important part of helping you, as a future teacher, connect theory to practice, as well as fulfilling New York State licensing requirements of 100 hours of fieldwork. For those of you who are already teaching, it is still a requirement to complete the fieldwork hours and validate this with the timesheets.

The journey in becoming a teacher requires that you gain knowledge in the art of observing and reflecting as you develop your professional practice. Observing in the field enables you to ask questions as you reflect and begin to respond to the needs of the children with empathy as well as skill. The field component is one part of the journey where you observe and practice developing community-making skills which enable you to be inclusive in theory and practice. The successful completion of the journey is the development of your practice, which includes the dynamics of the urban classroom and the need to advocate for the children in these settings. You will be more prepared for student teaching through your fieldwork practice.



HOW OFTEN DO I GO TO THE SCHOOL SITE TO DO MY FIELDWORK HOURS?

Each course has different requirements in terms of how to configure your hours at the school site. Please review the fieldwork descriptions on pages 7 - 14. In some cases, the professors are explicit about how they want you to do your hours. The hours are usually done over a 5 to 10 week period. They are usually once a week for x amount of hours until you do the total required. Check with your professors and this fieldwork handbook about the requirements.

HOW DO I COMPLETE FIELDWORK HOURS IF I WORK DURING THE DAY?



Fieldwork is an integral part of your graduate courses. At LIU's School of Education, we believe that it is essential that you have many hours of experience in a classroom setting before you become a teacher. New York State requires that you do 100 hours of fieldwork before you can student teach.

You must be able to have up to 5 hours a day once a week for up to 10 weeks to do fieldwork hours while you are in this program. (The number of hours depends on the number of classes you take.) And don't forget that when you're ready

to do student teaching, you must have a whole semester where you're available to be in a classroom for 5 days a week from 8am-3pm.

We might be able to offer the following assistance for those who work during the day:

1. For **one course** if you are in the Childhood Program, you might be able to do your fieldwork at LIU's FUN Afterschool Program which meets in the late afternoon and evenings Monday through Thursday.
2. For **one course** if you are in the Adolescence Program, you might be able to do your fieldwork at an evening high school.
3. If you are a paraprofessional, already working in a school, you can use your work site for most of the fieldwork placements if it is the grade level required by the course.
4. You could also consider taking fewer courses each semester to ensure that you have less required fieldwork hours. Taking fewer courses will take you longer to complete your degree, but you might find it easier to have time off from work for the fieldwork requirements.

HOW DO I GET MY FIELDWORK PLACEMENT?

Your professors will explain the fieldwork requirements for their course. They will give you this handbook and the Fieldwork Placement Form to fill out for the Fieldwork Coordinator. A copy of the form is in this handbook on page 16 and you can download from the School of Education website. The form will let the Fieldwork Coordinator know what days you're available etc. Return the form after the first class to the professor who will put it in the Fieldwork Coordinator's mailbox. The Fieldwork Coordinator will email your placement to your LIU email account. The placements generally begin the fourth or fifth week of classes. You can find the forms and handbook online on the School of Education website or you can pick up the paperwork at the Fieldwork Coordinator's office.

You will be emailed the Fieldwork Placement Memo and a timesheet (see page 6 for more information about the timesheet.) The Memo will include the placement information and fieldwork description(s). Check Mapquest.com or Hopstop.com for travel directions. Each school is contacted in advance about the placement and will be expecting you.

The Fieldwork Coordinator is Charlotte Marchant. Her office is located at the School of Education, 9 Hanover Place, (between Fulton & Livingston Streets) 3rd floor opposite the elevator. For more information email: charlotte.marchant@liu.edu or call 718-246-6496.



WHAT IF I HAVE A SCHOOL WHERE I WANT TO BE PLACED?

- 1. If you already have a school which has agreed to let you do fieldwork**, indicate the name on the placement form and explain why you want this school. Include the principal's name and school address and phone. If it is an approved site, then we will provide an introduction letter for you to bring to the school.
- 2. If you know of a school where you want to be placed**, you need to get their approval first and then follow #1 above.

DOES THE SCHOOL KNOW I'M COMING?

Each school is contacted by the Fieldwork Coordinator and will be expecting you on the date and time you've been assigned to the school. When you enter the school, you'll have to show photo ID and the Fieldwork Placement Memo to the security desk. They will either direct you to the main office or ask you to wait for the contact person. Be aware that school personnel are usually very busy dealing with the parents, teachers and children. Don't be surprised if you have to wait to meet the contact person. It is good advice to be respectful and personable with the secretarial staff. They are often in a position to help you get things done. Introduce yourself and learn their names for future reference in case you need to call the school. Make sure you are placed in the appropriate grade level class and subject area as indicated on the Fieldwork Placement Memo. If there is a problem getting placed the first day, please contact the Fieldwork Coordinator for assistance.



HOW IS THE

EVALUATED?

FIELDWORK

The fieldwork is part of the coursework. You cannot pass the course without completing the fieldwork hours. Each professor has different requirements for documenting the fieldwork experience and different criteria for evaluation. Check your syllabus and speak with your professor for more details. In addition to being part of the evaluation of your school work, fieldwork placements and the content of fieldwork assignments are periodically evaluated. To do this assessment, we sometimes ask cooperating teachers at the schools to give feedback through an on-line survey about your fieldwork. We also sometimes ask you to give feedback on your fieldwork placement experience through an on-line survey.

**WHAT IS THE CODE OF CONDUCT
AT THE FIELDWORK PLACEMENTS?**

Keep in mind that the teachers and administrators might be looking for a teacher in the future. This placement will be their first impression of you. The fieldwork placement should be treated as you would a professional job placement.

This includes:

1. Respecting the classroom teacher and paraprofessional.
2. Having a discussion with the classroom teacher about the purpose and intention of your fieldwork, and being explicit about what you need to do (observe, interact with students and/or teach a lesson or whatever is required) during your visits.
3. Asking the classroom teacher how they want to be informed if you'll be late or absent.
4. Asking the classroom teacher how they want you to make arrangements to make up days.
5. Doing the required hours on the days and times arranged.
6. Making any new schedule arrangements with the classroom teacher and informing the Fieldwork Coordinator of any permanent changes.
7. Dressing appropriately – casually professional. (Not so dressed up that you can't be active and comfortable with the children but not so casual that you could be going to the park as well. Some schools expect you to be dressed professionally while others are much more casual. Assume for your first visit that you need to be professionally dressed. Once you see the culture of the school and how the teachers dress, you can change accordingly. Don't be afraid to ask!)
8. Not using a cell phone, texting or listening to any electronic devices while in the school.
9. Not eating or chewing gum in the classroom.



HOW DO I FILL OUT THE TIMESHEET?

Go to page 15 to see a sample timesheet. Your professor will distribute timesheets or you can get them from Charlotte Marchant, the Fieldwork Coordinator. You can also download a copy of the timesheet from the School of Education website.

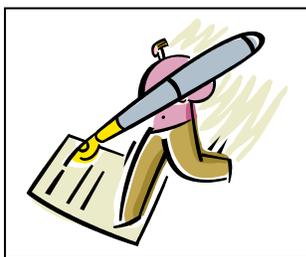
General Timesheet Information:

For each course you take with fieldwork, you will need to fill out a separate timesheet. Your time in and out should accurately reflect the hours you were in the classroom for each course. For example, if you are taking TAL 816 and TAL 830 then your total number of fieldwork hours is 45 hours which you show on two different timesheets. If you are doing 4.5 hours once a week for 10 weeks, then your separate timesheet for TAL 816 would show **9am-10:30am** for the one and a half hours and on the other timesheet for TAL 830, it would show **10:30am-1:30pm** for the other three hours. **If you are taking more than one course, your timesheets must show the different time periods. Double-dipping is not acceptable and can result in failing the course.**

You must have the teacher in the classroom sign the timesheet when you have completed your hours for each course. (If you are the teacher of record, you can sign the timesheet.) You must also have your professor sign the bottom of the timesheet at the end of the semester. Keep a copy of the timesheet for your records. Turn in your timesheet to your professor at the end of the semester. Your professor will give the Fieldwork Coordinator the completed timesheet for filing.

Make sure to PRINT all the information required on the timesheet form. Indicate the time you arrive in the classroom and the time you leave with the number of hours each time period. At the end of the semester, total your hours at the bottom. You must do the required number of hours to pass your course. Fieldwork is an integral part of your course.

Your professor will let you know what they want you to write on the timesheets under Description of Work about each of your visits to the classroom.



WHAT DO I DO AT THE FIELDWORK PLACEMENT?

Each course has different fieldwork requirements. The following is a brief overview for each graduate course. Your professor will give you more details and answer any of your questions.

Give a copy of the Graduate Fieldwork Handbook to the teacher at your placement or photocopy the description of your course below to give to them.

TAL 810 Early Development -- 3 credits, 15 hours of fieldwork

In this course, you will identify a child to observe during the semester. Your written observations will detail the child's behavior, interactions with adults, other children and the environment. Child development theories will be used to interpret the child's growth and development. You will observe in a Birth to Pre-K classroom for 2 hours a week for 7 weeks plus 1 extra hour to meet the required 15 hours of fieldwork.

TAL 811 Lives of Children - 3 credits, 14 hours of fieldwork

In this course, you will conduct a child study. The study is an exploration of one student in a school context. To understand his experience and development, you will observe one child and his school surroundings through taking detailed field notes. These notes are to describe the child and those people and contexts who play significant roles in her life. In addition to observation, field notes may also include descriptions of the student's work, Piaget's tasks and exchanges you had with her and others. If you are not the teacher or paraprofessional in the class, you are to participate in class activity on occasion, when the teacher thinks it is appropriate. When possible, observe the student in other school settings outside of the classroom, e.g., lunch, physical education. You will engage in this field experience for 2 hours a week over a 7-week period (total of 14 hours). Using two different theoretical orientations in your final paper, you will interpret the student's experience and context incorporating salient ideas from the readings. You will provide excerpts from your field notes as evidence for your claims.

TAL 812 Lives of Adolescents – 3 credits, 14 hours of fieldwork (20 hours if Middle School Extension)

In this course, you will conduct an adolescent study. The study is an exploration of one student in a school context. To understand his experience and development, you will observe one adolescent and his school surroundings through taking detailed field notes. These notes are to describe the adolescent and those people and contexts who play significant roles in her life. In addition to observation, field notes may also include descriptions of the student's work, Piaget's tasks and exchanges you had with her and others. If you are not the teacher or paraprofessional in the class, you are to participate in class activity on occasion, when the teacher thinks it is appropriate. When possible, observe the student in other school settings outside of the classroom, e.g., lunch, physical education. You will engage in this field experience for 2 hours a week over a 7-week period (total of 14 hours). Using two different theoretical orientations in your final paper, you will interpret the student's experience and context incorporating salient ideas from the readings. You will provide excerpts from your field notes as evidence for your claims.

TAL 816 Teaching Literacy K-6 – 3 credits, 15 hours fieldwork

In this course, you will be assigned to a grade 1-6 classroom during the literacy block as an observer and participant. Fieldwork is 3 hours once a week for 5 weeks. During your field visits, you are expected to participate in instruction as much as possible, assisting children with literacy-related activities as the teacher directs. In addition, you will be required to (1) interview

the teacher regarding his/her approach to literacy instruction, (2) take photos documenting the classroom literacy environment, (3) collect and analyze student work, and (4) assess a child's literacy development and plan a lesson based upon your findings.

TAL 817 Teaching Literacy 5-12 – 3 credits, 15 hours fieldwork

In this course, you will be placed in your certification content area classroom from grades 5th-12th. The focus will be the way literacy is used (or might potentially be used) to teach content and/or relevant skills. During your field visits, you are expected to participate in instruction as much as possible, assisting students with literacy-related activities as the teacher directs. The fieldwork is done over 5 weeks.

TAL 823 Bilingualism & Bilingual/Multicultural Education -- 3 credits, 15 hours fieldwork

In this course, the fifteen fieldwork hours are to be completed in school and community settings. Eight required school-based hours are to be done observing bilingual education and ESL classrooms, interviewing teachers and staff about issues related to instruction, programs, and policies in educating English Language Learners. You may find your own school placements or be placed by the fieldwork coordinator. The remaining seven community-based fieldwork hours will be explained in class may be comprised of parent and immigrant interviews, visits to community sites related to linguistically and culturally diverse groups and internet research. All fieldwork will be explained as it relates to course concepts.

TAL 826 Curriculum and TESOL Pedagogy - 3 credits, 15 hours fieldwork

In this course, students will observe general ESOL classroom instruction, including but not limited to the teacher's ways of organizing instruction, strategies to focus on language, group work, student interaction, classroom management, etc. Different TESOL placements (push-in, pull-out, self-contained ESOL, or a combination) in a K - 12th grade classroom are acceptable. Take into consideration Spring testing schedules to plan your visits. You will observe 1.5 hours per week over 10 weeks to complete 15 hours.

TAL 827 ESOL and Content Area Instruction: Childhood K-6 - 3 credits, 15 hours fieldwork

In this course, fieldwork takes place in a K - 6th grade English as a Second Language (ESL) classroom. Students will observe how English language learners are being taught in the content areas of math, social studies, and science. Different instructional arrangements such as self-contained, push-in and/or pull-out ESL are accepted. Students will observe how teachers scaffold instruction and practice components of the SIOP Model. Plan to observe different content area and when possible, practice these strategies with ELLs. Take into consideration Spring testing schedules to plan your visits. Students will observe 1.5 hours per week over 10 weeks to complete 15 hours.

TAL 828 ESOL and Content Area Instruction: Adolescence 6-12 - 3 credits, 15 hours fieldwork

In this course, the fieldwork must take place in a 6 - 12th grade classroom. You will observe English Language Learners (ELLs) in a secondary content area (e.g.: Math, Science, Social Studies and Language Arts) setting. The setting may be sheltered (ELLs only) or heterogeneous (ELLs mixed with native speakers). It is ideal for students to practice what is learned in class,

when possible. The teacher may be a certified ESL teacher, a certified content area teacher, or both. You should spread the hours throughout the semester.

TAL 830 Classroom Inquiry I – 3 credits, 30 hours fieldwork

In this course, you will need to observe a student for a minimum of thirty hours in a variety of settings: different classrooms; recess; PE; cafeteria. You will also need to collect some of the work the child/adolescent does in school. You may also need to interview the student. Talking with the teacher about the child/adolescent is very helpful. Grade level is your choice depending on whether you are Childhood or Adolescent and your interest. For this course, it can be all observation, but it can, depending on the situation, be participatory in a small group with the child, reading with the child, etc. The fieldwork needs to be done for 3 hours per week over 10 weeks.

TAL 831 Teaching Social Studies 1-6 – 3 credits, 10 hours fieldwork

In this course, you will observe and participate in social studies activities in the classroom in grades 1st – 6th. You will be required to create lesson plans with children's books and teach the entire class or a small group of children. The fieldwork needs to be done for 2 hours per week over 5 weeks.

TAL 833 Teaching Science/Technology 1-6 – 3 credits, 10 hours fieldwork

In this course, you will be expected to spend time in an assigned classroom grades 1st – 6th observing and interacting with a cooperating teacher and the children. You are required to try out some aspects of the science activities done in class or developed in your unit plan with children in your placement setting. You are required to write a report of seven field observations including investigations you engaged the children in. The last of the reports should be a reflective write-up on self, the children's science inquiry learning and the role of your cooperating teacher in your field placement. The fieldwork can be done in any configuration which works for you and the cooperating teacher within the semester.

TAL 834 Teaching Math/Technology 1-6 – 3 credits, 10 hours fieldwork

In this course, you will be expected to spend time in an assigned classroom grades 1st – 6th observing and interacting with a cooperating teacher and the children. You are required to try out some aspects of the math activities done in class or developed in your unit plan with children in your placement setting. You are required to write a report of seven field observations including investigations you engaged the children in. The last of the reports should be a reflective write-up on self, the children's math inquiry learning and the role of your cooperating teacher in your field placement. The fieldwork can be done in any configuration which works for you and the cooperating teacher within the semester.

TAL 841 Curriculum in the Secondary Classroom (A. Biology; B. Chemistry; C. English; D. Math; E. Social Studies) – 3 credits, 15 hours fieldwork

In this course you need to do a minimum of 15 hours in grades 7-12. This needs to be done 3 hours once a week for 5 weeks. You will be placed with teachers teaching their respective

subject (Math, Chemistry, Biology, Language Arts or Social Studies. You need to work at least FOUR TIMES with a small group of students on developing a concept or skill in your subject area. Some assignments will require you to formally interview the cooperating teacher about the curriculum and teaching methods and materials. Some assignments will also require you to interview and interact with middle or secondary students to explore their ideas about subject matter concepts or classroom management issues. If possible, you should plan and teach a mini-lesson to the whole class (20 minutes)

TAL 842 Teaching Methods in the Secondary Classroom (A. Biology; B. Chemistry; C. English; D. Math; E. Social Studies) – 3 credits, 15 hours fieldwork

In this course you need to do a minimum of 15 hours in grades 7-12. This needs to be done 3 hours once a week for 5 weeks. You will be placed with teachers teaching their respective subject (Math, Chemistry, Biology, Language Arts or Social Studies. You need to work at least FOUR TIMES with a small group of students on developing a concept or skill in your subject area. Some assignments will require you to formally interview the cooperating teacher about the curriculum and teaching methods and materials. Some assignments will also require you to interview and interact with middle or secondary students to explore their ideas about subject matter concepts or classroom management issues. If possible, you should plan and teach a mini-lesson to the whole class (20 minutes)

TAL 843 Curriculum in Middle School – 3 credits, 30 hours fieldwork

In this course you need to do a minimum of 30 hours in grades 7-9 if you are in the Childhood Education Program or grades 5-6 if you are in the Adolescence Urban Education Program. This needs to be done 3 hours once a week for 10 weeks. You will be placed with teachers teaching 3 of the academic subject areas (Math, Chemistry, Biology, Language Arts or Social Studies). You need to work at least FIVE to SEVEN TIMES with a small group of students on developing a concept or skill in the different subject areas. Some assignments will require you to formally interview the cooperating teachers about the curriculum and teaching methods and materials. Some assignments will also require you to interview and interact with students to explore their ideas about subject matter concepts or classroom management issues. If possible, you should plan and teach a mini-lesson to the whole class (20 minutes).

TAL 844 Environments, Practices and Play in Early Childhood – 3 credits, 15 hours fieldwork

In this course, you will be observing early childhood environments to study the impact of the environment on enhancing learning in all developmental domains with a specific attention to diversity, play and curriculum. (50% observation and 50% participatory.) You must complete the fieldwork in a Pre-K classroom for 2 hours a week for 7 weeks with 1 extra hour to meet the required 15 hours of fieldwork.

TAL 845 Math and Science in Early Childhood – 3 credits, 15 hours fieldwork

In this course, you will participate in educational activities and conduct lessons for small groups of students and/or the whole early childhood class. If you are already a teacher, you are expected to do whole class activities. You are required to complete the fieldwork hours in a Kindergarten, First or Second grade classroom. You will attend for 3 hours a week for 5 weeks.

TAL 846 Family Literacy and Parental Collaboration – 3 credits, 10 hours fieldwork

In this course, you will be placed in an approved Family Literacy program where parents and/or caretakers interact with children ages 2-5 years of age. You will attend for 2 hours a week for a period of 5 weeks. You will observe then critique the delivery of family literacy practices as studied in the coursework. You will discuss how theory is translated into practice.

TAL 851 Curriculum Theory and Practice in Special Education: Childhood – 3 credits, 10 hours fieldwork

In this course, you will visit schools and/or local cultural institutions for the purpose of researching resources for designing and developing engaging and culturally responsive curriculum for students with learning differences (grades 1-6). The course instructor will provide support and guidance in identifying fieldwork opportunities that will fulfill course requirements.

TAL 852 Strategies for Teaching Learners with Diverse Needs: Childhood – 3 credits, 10 hours fieldwork

In this course, you will observe a teacher working in a classroom (grades 1-6) that includes learners with disabilities. The purpose of the observation is to describe and critique the instructional strategies of the teacher with particular emphasis on strategies introduced in the course. The schedule of fieldwork hours can take a variety of forms (i.e., full days; 1 hour per week for 10 weeks) and will be arranged based on your availability and the course assignments/requirements.

TAL 853 Collaboration and Consultation: Family, School and Community – 3 credits, 10 hours fieldwork

In this course, you will interact with families, professionals, and community-based organizations that provide support and resources for students with disabilities. Observations and interviews will be conducted to gain insight into disability through a family systems perspective and to become familiar with advocating for services for students with disabilities and their families. The course instructor will provide support and guidance in identifying fieldwork opportunities that will fulfill course requirements.

TAL 854 Classroom As Community – 3 credits, 10 hours fieldwork

In this course, you will be placed in one classroom that includes learners with disabilities, grades 1-6 or 7-12 depending on the teaching certification you seek. Initially you will observe and analyze the practices and procedures that influence the classroom climate and student behavior. Ultimately you will design and implement a positive behavior support plan for an individual student or the class as a whole with an emphasis on creating a respectful and peaceful learning environment. You will attend the field site for 2 hours/week over the course of 5 weeks totaling 10 hours.

TAL 856 Curriculum Theory and Practice in Special Education: Middle Childhood

/Adolescence – 3 credits, 10 hours fieldwork. In this course you will be asked to observe and research resources and methods for developing curriculum responsive to students with learning differences. In your placement, you will be asked to work closely with your cooperating teacher in acquiring knowledge of curriculum development, as well as to observe/work with students, in order to identify ways in which to create engaging and culturally responsive curriculum. You will attend the field site for 2 hours/week over the course of 5 weeks totaling 10 hours.

TAL 857 Strategies for Teaching Learners with Diverse Needs: Middle Childhood

/Adolescence – 3 credits, 10 hours fieldwork.

In this course, you will participate within a classroom that includes learners with disabilities in order to observe, describe and evaluate the effectiveness of methods of differentiation and strategies on student learning. Specifically, you will need to work with a particular student to gather information as to how they best learn so as to develop differentiated lesson plans. You will attend the field site for 2 hours/week over the course of five weeks totaling 10 hours.

TAL 862 ESL Curriculum & Methodology: Teaching Literacy K-12 – 3 credits,
15 hours fieldwork

Methods of teaching literacy in English as a Second Language are the focus of the fieldwork in this class. Twelve of the 15 hours are to be completed in ESL classrooms through observing ELL students and teachers; interviewing teachers and practicing second language teaching methods discussed in the course and text. Field placements may occur in various ESL program models: self-contained, or pull-out or push-in. English instruction in Dual Language Programs is also acceptable. You may arrange your own school placements (subject to instructor approval) or by the fieldwork coordinator. Fieldwork hours should be 1.5-2 hours per visit over 5 to 8 weeks. The remaining three fieldwork hours consist of research for professional and curriculum materials via internet or in libraries.

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TAL 863 ESL Curriculum & Methodology: Teaching Content Areas – 3 credits,
15 hours fieldwork

The fieldwork hours will expose students to content area teaching and methods suitable for K-12 English Language Learners. You will observe and practice content area teaching of math, science, and social studies in English as a second language classrooms. Types of ESL programs suitable for placement may include: self-contained ESL classes, or pull out or push in models, or English instruction in a Dual language program. You may arrange your own school placements (subject to instructor approval) or by the fieldwork coordinator. Twelve hours of 15 hours to be made in 1.5-2 hours per visit over 5 to 8 weeks. The remaining three fieldwork hours consist of research for professional and curriculum materials via internet or in libraries.

TAL 866 Native Language Teaching in the Bilingual Classroom – 3 credits,
15 hours fieldwork

Fieldwork comprises a major part and is integral to student learning. The 15 hours of fieldwork includes learning from people, schools, community, and cultural contexts, and the broader community through electronic networks and library sources. School-based fieldwork is encouraged but may not be available during the summer semester. Fieldwork placements will be arranged by you, with instructor input. When possible school-based fieldwork will include observations of native language literacy and content teaching and interviews with teachers in bilingual education classrooms. You will practice native language literacy teaching and assessment with English Language Learner students. Other fieldwork hours will include conducting research native language resources through internet sources, public libraries and bookstores. You will conduct self-study where they examine and strengthen their native language literacy skill and through attending native language cultural events, such as plays, lectures or readings.

TAL 873 Early Literacy – 3 credits, 15 hours fieldwork

In this course, you will observe literacy practices in an early childhood classroom environment (in Kindergarten, First or Second grade). You will keep notes of your observations in a double-entry journal and submit them to the professor every week beginning the week after the fieldwork assignments begin. Specific questions and guidelines for the observations are provided by the professor in class. The fieldwork is graded. You will visit your fieldwork placement for 3 hours a week for 5 weeks.



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TAL 880 Classroom Inquiry II – 3 credits, 30 hours fieldwork

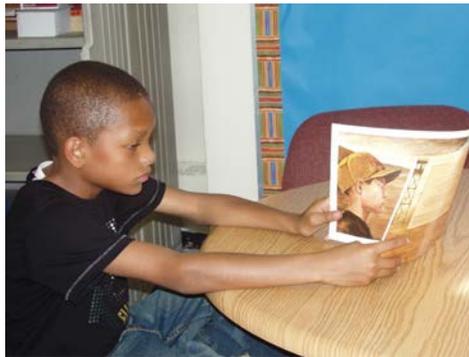
In this course, you will carry out an inquiry project that will help prepare you to meet the requirements of the edTPA (a certification requirement that documents teaching). To this end, you will identify a question or area of interest, which serves as the focus for data gathering, the creation of lesson plans and assessments, and the writing of a narrative report. The 30 hours can be set up in whatever configuration works for you and the school as long as it allows you to complete the weekly assignments on time and the total hours by the end of the semester.

Required fieldwork activity:

- You will complete five observations of the classroom that focus on describing the students and their learning needs.
- You will write about the school context, which requires the collection of certain artifacts (photos, when possible), curriculum documents, mission statements, etc.
- You will teach at least one lesson (whole group or small group) and document on video that teaching event (at least ten minutes of film).
- You must analyze at least two sets of student work (i.e. writing or visual work), which involves collecting the work and photocopying it.

In addition to these basic fieldwork requirements, the following activities are desirable:

- Tutorial or assistance with small groups
- One-on-one academic support
- Lesson planning and implementation
- Other common teaching responsibilities, especially as they relate to your inquiry topic



PRINT

LONG ISLAND UNIVERSITY
SCHOOL OF EDUCATION – FIELDWORK TIMESHEET

PRINT

YOUR NAME _____ SEMESTER: Fall / Spring / Summer YEAR _____

UNDERGRADUATE ___ GRADUATE ___ TAL CLASS _____ PROFESSOR _____

FIELDWORK SCHOOL _____ GRADE/CLASS _____ TEACHER _____

	DATE	TIME	#HRS	DESCRIPTION OF WORK
1				
2				
3				