School of Education
Department of Teaching, Learning and Leadership

UNDERGRADUATE STUDENT FIELDWORK HANDBOOK 2013-2014

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WELCOME TO FIELDWORK

As the coordinator of fieldwork, I get to know the schools, the administrators, the teachers and of course you! Each semester, I have you fill out a 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.

If you have any questions about fieldwork, please contact me. I am available to meet with you by appointment. My office is at 9 Hanover Place (between Fulton & Livingston Streets) on the 3rd floor across from the elevator. My email is charlotte.marchant@liu.edu and my phone is 718-246-6496.

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

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 before student teaching.

The journey to 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.

TAL UNDERGRADUATE COURSES WITH FIELDWORK
(Check with the Academic Advisor for your required courses.)

NAME OF COURSE	NUMBER OF REQUIRED HOURS
TAL 201 Teaching: Imagine the Possibilities	15 hours (3 different days for 5 hrs each day at 3 different schools)
TAL 301 Observing and Describing Children Elementary School Learners	30 hours (3 hrs once a week for 10 wks at the same school)
TAL 302 Observing and Describing Middle Childhood and Adolescent Learners	30 hours (3 hrs once a wk for 10 wks at the same school)
TAL 350 The Developing Child	15 hours (2 hrs once a wk with 3 hrs for one visit over 7 wks at the same school)
TAL 351 Language and Literacy I	15 hours (1.5 hrs once a wk for 10 wks at the same school)
TAL 352 Sociology and Education	10 hours (1 hr once a week for 10 wks at the same school)
TAL 400 (TAL 812) The Developing Adolescent	14 hours (2 hrs once a wk for 7 wks at the same school)
TAL 401 Language & Literacy II	15 hours (1.5 hrs once a wk for 10 wks at the same school)
TAL 402 (TAL 831) Teaching and Learning Social Studies in Elementary Schools	15 hours (1.5 hrs once a wk for 10 wks at the same school)
TAL 403 (TAL 834) Teaching and Learning Mathematics/Technology in Elementary Schools	15 hours (1.5 hrs once a wk for 10 wks at the same school)
TAL 404 (TAL 833) Teaching and Learning Science/Technology in Elementary Schools	15 hours (1.5 hrs once a wk for 10 wks at the same school)
TAL 408 (TAL 843) Middle Childhood Curriculum	15 hours (3 hrs one a wk for 5 wks at the same school)
TAL 411 (TAL 841C or TAL 842C) Teaching and Learning English Language Arts in Middle and Secondary School	15 hours (1.5 hrs one a wk for 10 wks or 3 hrs once a wk for 5 wks at the same school)
TAL 412 (TAL 841E or TAL 842E) Teaching and Learning Social Studies in Middle and Secondary School	15 hours (1.5 hrs one a wk for 10 wks or 3 hrs once a wk for 5 wks at the same school)
TAL 413 (TAL 841D or TAL 842D) Teaching and Learning Mathematics/Technology in Middle and Secondary School	15 hours (1.5 hrs one a wk for 10 wks or 3 hrs once a wk for 5 wks at the same school)

NAME OF COURSE	NUMBER OF REQUIRED HOURS
TAL 414 (TAL 841A or B or TAL 842A or B) Teaching and Learning Science/Technology in Middle and Secondary Schools	15 hours (1.5 hrs one a wk for 10 wks or 3 hrs once a wk for 5 wks at the same school)
TAL 421 (TAL 817) Language & Literacy III: The Adolescent Learner	15 hours (1.5 hrs once a wk for 10 wks at the same school)
TAL 471 Teaching Physical Education, Pre-K-6	20 hours (2 hrs once a wk for 10 wks at the same school)
TAL 476 Teaching Physical Education, 7-12	20 hours (2 hrs once a wk for 10 wks at the same school)

NOTES:

1. In some cases, graduate courses will substitute for undergraduate courses.
2. If you take more than one course in the same semester, you add up the required number of fieldwork hours for a new total. You do all the fieldwork hours in the same school. For example, if you are taking TAL 402 and TAL 404, then it's 30 hours of fieldwork or 3 hours once a week for 10 weeks in the same school.
3. In some cases, you might need to arrange to visit a different class or teacher for some of the time if the subject area isn't covered during your regular fieldwork hours. For example, if you are taking both the science and social studies teaching methods courses in the same semester, and are scheduled to go once a week in the morning but science is only covered in the afternoons, then you'd have to arrange to come afternoons as well.
4. For more detailed information on TAL 201 hours, see page 13.
5. For more detailed information on fieldwork hours for paraprofessionals, see page 14.
6. For details on how to do fieldwork hours if you work during the day, see page 14.

WHAT DO I DO AT THE FIELDWORK PLACEMENT?

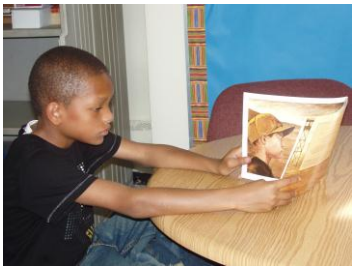
The following is a brief overview for each undergraduate course. Fieldwork placements are primarily in Brooklyn in the mornings. Each course has different fieldwork requirements. Your professor will give you more details and answer any of your questions.

TAL 201 Teaching: Imagine the Possibilities – 3 credits, 15 hours fieldwork

In this course, you will be learning about and developing observation skills that will be utilized during visits to public schools. You will visit 3 different schools during the semester at specified times. You will visit an elementary, middle, and high school through the semester. The schools are all located in Brooklyn. You will spend one 5-hour day at each school visit for a semester total of 15 hours. During your time at the school you will take notes about what you see and hear. You will be asked to describe the school and its surrounding community, as well as what takes place in the main office and hallways of the facility. Your main tasks will vary with each visit but are likely to include observation of teachers at work in their classroom, identification of the curriculum in action, and an understanding of the nature of relationships in schools and classrooms. You will then write a full, guided report based on what you observed. Your report will include full descriptions of the setting along with reflections about the items listed above. Your level of participation at each school is guided by the teacher in charge and you are encouraged to participate in the lessons and classroom work when invited to do so.

TAL 301 Observing and Describing Children/Elementary School Learners
TAL 302 Observing and Describing Middle Childhood and Adolescent Learners –
3 credits, 30 hours fieldwork

In this course, you will learn the skills necessary to write a full and balanced description of a learner that becomes fundamental to your teaching practice. You will be placed in one school, grades 1-6 or 7-12 depending on your certification, observing one learner for 3 hours one day a week for 10 weeks, totaling 30 hours. You will also observe and describe the school and classroom environment. In this fieldwork placement your primary responsibility is observation, reflection and description with some classroom participation.



TAL 350 The Developing Child -- 3 credits, 15 hours fieldwork

In this course, you will learn about child development and conduct a child study through that lens. You will be given specific directions on how to complete a child study and assigned to a classroom in grades 1 to 6, or 1 to 3 if you're taking TAL 351 at the same time. It is preferable that you conduct your fieldwork in an integrated co-teaching [ICT] classroom; a type of inclusion class where some students have an identified disability. Then, in your first fieldwork visit, you will select a student to focus on. Observations are to include both academic and non-academic settings, e.g., recess, PE. Your primary task will be to observe one student and take detailed, descriptive field notes about him or her for 2 hours per week for 7 weeks, totaling 14 hours. 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. You may choose to ask the student open-ended questions or administer simple Piagetian tasks to the student with the permission of the teacher and student. Copies of the child's schoolwork and non-academic material, e.g., drawings, could also be included.

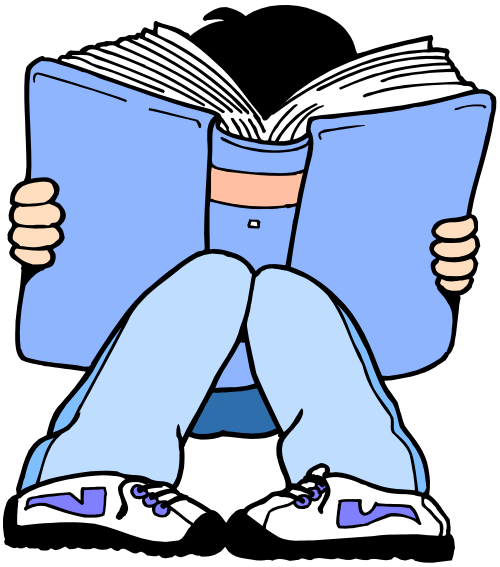
TAL 351 Language and Literacy I-- 3 credits, 15 hours fieldwork

In this course, you will be placed in a classroom grades K-3. You will observe and report on guided questions provided in class and keep a journal of your observations. You will observe and describe the neighborhood, school and classroom. Once in the classroom, you will observe the development of literacy among young children and report on curriculum implementation and how English language learners, students who speak standard English as an additional dialect, and students with disabilities are included in instruction. You will complete 15 hours of fieldwork and attend the fieldwork site for 10 weeks. In this course, you will learn about field based research using observation in a classroom setting from a sociological perspective. You will be given specific tasks for your school visits. You will be in one classroom for 1.5 hours one day per week for 10 weeks, totaling 15 hours. You can assist the teacher, if asked, during the instructional time to help students with some class work.

TAL 352 Sociology and Education-- 3 credits, 10 hours fieldwork
In this course, you will learn about field based research using observation in a classroom setting from a sociological perspective. You will be given specific tasks for your school visits. You will be in one classroom for 1 hour one day per week for 10 weeks, totaling 10 hours. You will be placed in grades K-6. If you're taking TAL 351 at the same time, then it will be K-3. You can assist the teacher, if asked, during the instructional time to help students with some class work.

TAL 400 (TAL 812) The Developing Adolescent – 3 credits, 14 hours fieldwork

In this course, you will learn about adolescent development and conduct an adolescent study through that lens. You will be given specific directions on how to complete an adolescent study and placed in a seventh through 12th grade classroom. It is preferable that you conduct your fieldwork in an integrated co-teaching [ICT] class, i.e., a type of inclusion class. Observations are to include both academic and non-academic settings, e.g., recess, PE. Your primary task will be to observe one student and take detailed, descriptive field notes about him or her for 2 hours per week for 7 weeks, totaling 14 hours. If you are not the teacher or paraprofessional in one of the classes, you are to participate in class activity on occasion, when the teacher thinks it is appropriate. You may choose to ask the student open-ended questions or administer simple Piagetian tasks to the student with the permission of the teacher and student. Copies of the adolescent's schoolwork and non-academic material, e.g., drawings, could also be included.



Childhood Methods Courses:

TAL 401 Language & Literacy II
TAL 402 (TAL 831) Teaching and Learning Social Studies in Elementary Schools
TAL 403 (TAL 834) Teaching and Learning Mathematics/Technology in Elementary Schools
TAL 404 (TAL 833) Teaching and Learning Science/Technology in Elementary Schools

The 4 methods courses listed above each require 15 hours of fieldwork. You will be placed in one school to work with one class, one day a week for up to 10 weeks. The number of hours depends on how many methods courses you take.

For example:
1 course is 15 hours (1.5 hours one day a week)
2 courses is 30 hours (3 hours one day a week)
3 courses is 45 hours (4.5 hours one day a week)
4 courses is 60 hours (6 hours one day a week)

Depending on the comfort zone of you and the teacher, lessons provided by you or the teacher can be taught or you can spend time assisting the teacher. Your small group and full class lessons will cover the different subject areas you are taking in your methods courses. If one of the subject areas is not being taught while you are assigned to the school, you'll have to make arrangements to come at different times to cover those areas. Or in some cases, you can incorporate the subject along with a different subject. For example, you can use a social studies themed book during an English Language Arts period, or incorporate math or science in a social studies lesson. Your professor will assist you in thinking about these options.

TAL 401 Language & Literacy II – 3 credits, 15 hours fieldwork

You will be assigned to a grade 4-6 classroom during the literacy block as an observer and participant. Field hours should be distributed over 10 visits. You are required to take field notes each time you go to your field placement and to bring these notes to class each week to support class discussion. The notes will also serve as the basis for a fieldwork paper assigned during the semester. You will submit your field notes for review along with the paper. 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, and (3) implement your own literacy lesson plan with a small group of children or whole class at your field site.

TAL 402 (TAL 831) Teaching and Learning Social Studies in Elementary Schools – 3 credits, 15 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 based on children's books and teach lessons to the entire class or a small group of children. The fieldwork can be done in any configuration which works for the student and the cooperating teacher within the semester.

TAL 403 (TAL 834) Teaching and Learning Mathematics/Technology in Elementary Schools – 3 credits, 15 hours fieldwork

In this course, you are 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. Everyone is required to write a report of five 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 the student and the cooperating teacher within the semester.

TAL 404 (TAL 833) Teaching and Learning Science/Technology in Elementary Schools - 3 credits, 15 hours fieldwork

In this course, you are 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 five 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 the student and the cooperating teacher within the semester.

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TAL 408 (TAL 843) Middle School Curriculum: – 3 credits, 15 hours fieldwork

In this course, you will need to do a minimum of 15 hours in grades 6-9 if you are in Childhood Education Program or grades 5-6 if you are in the Adolescence Urban Education Program. You will be placed with and observe teachers teaching three of the academic subject areas (Math, Science, Language Arts or Social Studies). You will need to work at least twice with a small group of students on developing a concept or skill. Some assignments may require you to formally interview the cooperating teacher about the curriculum and teaching methods and materials. Some assignments may require you to interview middle and secondary students to explore their ideas about subject matter concepts.

Secondary Methods Courses:

TAL 411 (TAL 841C) or (TAL 842C)
Teaching and Learning English Language Arts in Middle and Secondary Schools -
3 credits, 15 hours fieldwork
TAL 412 (TAL 841E) or (TAL 842E)
Teaching and Learning Social Studies in Middle and Secondary Schools -
3 credits, 15 hours fieldwork
TAL 413 (TAL 841D) or (TAL 842D)
Teaching and Learning Mathematics/Technology in Middle and Secondary Schools - 3 credits, 15 hours fieldwork
TAL 414 (TAL 841A) or (TAL 842A) or (TAL 841B) or (TAL 842B)
Teaching and Learning Science/Technology in Middle and Secondary Schools –
3 credits, 15 hours fieldwork

Fieldwork needs to be completed in a grade 7 through 12 in the content area specific to the course. You can do 1.5 hours once a week for 10 weeks or 3 hours once a week for 5 weeks. The general guidelines for your role in fieldwork are as follows: You are expected to actively observe and participate in the classroom throughout fieldwork, that is you need to approach the cooperating teacher offering help and asking questions and you need to interact with students frequently. You are also expected to work with individual and small groups of students either in the capacity of teaching mini-lessons, helping students grasp challenging concepts, or guiding them as they complete group work and projects. Certain assignments may require you to keep close notes of these interactions for further analysis. Towards the end of the fieldwork and depending on the comfort level between you and the teacher, you can teach or co-teach larger group of students or the whole class. Some assignments may require you to formally interview the cooperating teacher about the curriculum and teaching methods and materials. Some assignments may also require you to interview middle and secondary students to explore their ideas about subject matter concepts or classroom management issues.

TAL 417 Teaching in the Native Language in Bilingual Classrooms -3 credits, 5 fieldwork hours

In this course, you will be placed in one teacher's bilingual/dual language K-12 classroom. You will focus on the native language (Language Other than English) literacy and content are teaching and learning in the bilingual/dual language classroom. You will observe how the native language and culture are used to develop literacy and content areas for English Language Learners. You will be assigned to the bilingual classroom for 2.5 hours per visit, for two visits (totaling five hours). During each visit, you will observe the teacher and students, and work with individual or small groups of students, if permitted by the teacher.

TAL 418 Teaching in English in Bilingual Classrooms - 3 credits, 5 hours fieldwork

In this course, you will be placed in one teacher's bilingual/dual language K-12 classroom. You will focus on the English instruction, both English as a Second Language (ESL) and English Language Arts (ELA) within the bilingual dual/language classroom. You will observe how English literacy (speaking, listening, reading and writing) and content areas are taught and learned. You will be assigned to the bilingual classroom for 2.5 hours per visit, for two visits (totaling five hours). During each visit, you will observe the teacher and students, and work with individual or small groups of students, if permitted by the teacher.

TAL 421(TAL 817) Language & Literacy III: The Adolescent Learner - 3 credits, 15 fieldwork hours

In this course, you will be placed in your certification content area classroom from grades 5th-12th. Field assignments will involve observation only. The focus will be the way literacy is used (or might potentially be used) to teach content and/or relevant skills. The 15 hours should be distributed over 10 visits.

Physical Education Methods Courses

* TAL 471 Teaching Physical Education, Pre/K-6 - 3 credits, 20 hours fieldwork
* TAL 476 Teaching Physical Education, 7-12 - 3 credits, 20 hours fieldwork

You will observe and participate in activities under the direction of licensed physical education teachers at local (Brooklyn) schools. Your role at this time will be to assist in the day to day operations of the physical education program. You will keep a journal to record information about your visits. A major goal of this field experience is to encourage pre-service teachers to think critically and reflectively about education, schools, and teaching practices. In your journal you are encouraged to report what is done each day and, to offer a narrative tale or reflection of what you think and feel about the daily happenings. The journal will address the following items: overall instruction, skill based instruction, classroom/gym management, organization, teacher/student interaction, etc.

In addition to the observation and general participation, you are encouraged to work with the teacher to find time when you can teach a lesson to the classes you are observing. Each student will conduct at least one 20+ minute lesson. A lesson plan/task sheet will accompany the lesson and will be presented for use and evaluation by the classroom teacher. An analysis and critique of this teaching experience is required and is to be turned in within one week of the teaching experience.

HOW DO I GET MY FIELDWORK PLACEMENT?

The fieldwork coordinator will visit your class during the first week of classes to explain the placement process. You will be given this handbook and the Fieldwork Placement Form to fill out. See Appendix B on page 18 for a copy of the form which can be downloaded at: http://www.liu.edu/Brooklyn/Academics/Schools/SOE/Student/Forms.aspx.
(TAL 201 students see page 13 for information on TAL 201 placements as it is a different process.) During the second or third week of classes, the fieldwork coordinator will visit your class again and give out the placements, which you will begin the third or fourth week of classes. (For some courses you will begin sooner.) Your professor will give you a sheet detailing what is required during the placement or will refer you to the syllabus or this handbook. You should make a copy of the fieldwork requirements to share with the teacher at the placement or give them a copy of the handbook. You will be given an introduction letter for the school, a timesheet (see page 16 for timesheet information) and an information memo with the day and time of your placement along with address of the school. Use hopstop.com or mapquest.com to get 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
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.

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 introduction letter 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 your assignment sheet. If there is a problem getting placed the first day, please contact the fieldwork coordinator for assistance.

HOW IS FIELDWORK FOR TAL 201 DIFFERENT?

The fieldwork for TAL 201 is different from the weekly fieldwork for the other courses. In this class, you are required to visit 3 different schools for 5 hours each visit for a total of 15 hours. The fieldwork coordinator will provide the 201 class with sign-up sheets for these school visits. They are all Brooklyn elementary, middle and high schools. There is an afterschool program or an evening high school which can be selected for one visit if you are working or are a paraprofessional.

It is important to note that if you plan to continue on this journey to be a teacher, you will need to have daytime hours available for future fieldwork. (See page 14 for more information about working during the day.) If you are a paraprofessional, you can use your job site for one of the fieldwork visits only if you can be placed in a classroom different from the one where you normally work. (See page 14 for more paraprofessional fieldwork information.)

The visits take place during 3 different weeks spread throughout the semester. The visits normally occur once each month in October, November and December during fall semester and in February, March, and April during spring term. All visits are arranged by LIU at 3 selected schools. You will have the opportunity to sign up for each of the 3 visits approximately two weeks in advance of the week the visit will be scheduled. Prior to the visit, you will have a description of each school and the work you will need to do to enter the site, record observations, and prepare a report to turn in to your instructor. During the week following site visits, you will share your experiences in class.

Once you have signed up, the fieldwork coordinator will contact the schools to let them know when you'll be coming. Before your visits, you will be given an introduction letter, a placement memo which includes the address of the school and a timesheet. You are responsible for getting a signature from the teachers whose classroom you visit or an administrator at each of the 3 schools you visit. Keep a copy of the timesheet for your records and give the original to your professor at the end of the semester. You must complete the 15 hours (3 five hour visits) in order to receive a final grade for the class. Work connected to these visits will be discussed in class.

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

Fieldwork is an integral part of all your undergraduate courses. New York State requires that you do a minimum of 100 hours of fieldwork before you can student teach. 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.

You must be able to have up to 5 hours once a week during the day to do fieldwork hours while you are in this program. 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 5 days a week from 8am-3pm.

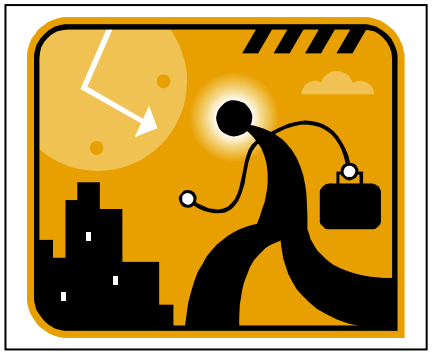
We can offer the following assistance for those who work during the day:

1. For one course, you can do your fieldwork at LIU's Family University (FUN) Afterschool Program which meets in the late afternoon and evenings Monday through Thursday.

2. If you are a paraprofessional, you can use your work site in a different classroom for one of the TAL 201 school visits.

3. If you are a paraprofessional, you can use your work site for most of the fieldwork placements if it is the grade level required by the course.

4. You should also consider taking fewer courses each semester to ensure that you have less required fieldwork hours. For example, if you take only one course, then you'll have to do 1.5 hours once a week for 10 weeks, but if you take more than one course, your hours could go up to 3 hours per week or 4.5 hours per week. 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.



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 and how they want you to arrange for make up days.

4. Doing the required hours on the days and times arranged.

5. Making any new schedule arrangements with the classroom teacher and informing the fieldwork coordinator of any permanent changes.

6. 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!)

7. Not using a cell phone, texting or listening to any electronic advices while in the school.

8. Not eating, drinking beverages or chewing gum in the classroom.

HOW DO I FILL OUT THE TIMESHEETS?

In Appendix A, you will see a sample timesheet. You will be given a timesheet by the fieldwork coordinator. The timesheet is also available online at the LIU School of Education website by going to Student Resources link in left margin or go to this link:

http://www.liu.edu/Brooklyn/Academics/Schools/SOE/Student/Forms.aspx

IMPORTANT TIMESHEET INFORMATION:

You must fill out a separate timesheet for each course.

Timesheets must be signed by the teacher in the class where you did your fieldwork and by your professor.

Make copies of the completed timesheets for each of your professors to sign and keep. Keep copies for your own records. You cannot get a grade without completing your fieldwork hours and turning in your timesheet to your professor.

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. 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.

APPENDIX A

PRINT **PRINT**

LONG ISLAND UNIVERSITY
SCHOOL OF EDUCATION – FIELDWORK TIMESHEET

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				
4				
5				
6				
7				
8				
9				
10				
11				
12				

Total Hours Completed: [ ]

Teacher's Name: _____ **Signature:**_____ **Date:**_____
(print)

LIU Professor's Name:_____ **Signature:**_____ **Date:** _____
(print)

APPENDIX B-1

UNDERGRADUATE FIELDWORK PLACEMENT FORM

PLEASE PRINT

Date: _____

Name: _____ _____
First Last

Home Phone: _____ Cellphone: _____

Work Phone: _____ Email: _____

Check courses with fieldwork that you are taking this semester:

TAL 301: ____ TAL 302: ____
TAL 350: ____ TAL 351: ____ TAL 352: ____
TAL 401: ____ TAL 402/831: ____ TAL 403/834: ____ TAL 404/833: ____
TAL 471: ____ TAL 472: ____ OTHERS: _____ _____ ____ _____

Check your major: Childhood___ Adolescence___ Physical Education___ Art___ Music___

THIS BOX IS FOR PARAPROFESSIONALS ONLY

If you are a paraprofessional already in a school you might be able to do your fieldwork there. Please answer the following:

Name of School: _____

Address of School: _____

Grade level: _____
Are you a one-on-one para: YES ____ NO ____

Answer questions below in case you need to be placed in another school or class for some of your fieldwork.

THIS BOX IS FOR STUDENTS WHO ARE CURRENTLY WORKING IN A SCHOOL SETTING

If you are already in a school you might be able to do your fieldwork there. Please answer the following:

Name of School: _____

Circle Type of School: day care, public, private, religious, afterschool, other: _____

Address of School: _____

School Phone #:_____

Grade level: _____

Your role in the school: _____

Answer questions below in case you need to be placed in another school or class for some of your fieldwork.

FOR FIELDWORK PLACEMENTS:

Indicate your 1st and 2nd choice for the day you want to visit the school—you can have more than one day as a 1st choice:
MON ____ TUES ____ WED ____ THURS ____ FRI ____

Grade preferred or required _____

CHECK IF YOU NEED A PLACEMENT IN:

Early Childhood ___
Elementary School ___
Middle School ___ Subject preferred _____
High School ___ Subject preferred _____
PE Class ___
Music Class ___
Art Class ___

OVER

APPENDIX B-2

Undergraduate Fieldwork Placements – Page Two

Most placements are in the mornings in Brooklyn. If you have a special circumstance that makes you need a placement in the afternoon or another borough or a specific neighborhood, please indicate below your need and why.

Also if you have any other information you need to let me know in terms of your fieldwork placement, please write below.

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