



SCHOOL OF EDUCATION  
C.W. POST CAMPUS  
720 Northern Blvd. • Brookville, NY 11548

Department of Curriculum and Instruction  
516-299-2372/2374

# Department of Curriculum & Instruction

## Fieldwork Packet

This packet gives you general information about the 100 hours of fieldwork you are required to complete prior to beginning your student teaching semester.

It includes the forms you will need to document those hours.

You must turn your documentation to the C & I departmental secretaries. Before beginning your student teaching semester\*  
*or you will be dropped from student teaching.*

\* See directions inside.



SCHOOL OF EDUCATION  
C.W. POST CAMPUS  
720 Northern Blvd. • Brookville, NY 11548

Department of Curriculum and Instruction  
516-299-2372/2374

Dear C.W. Post Education Students,

**Re: 100 hours of fieldwork requirement**

All courses in the Department of Curriculum & Instruction require fieldwork. Each class will discuss the number of hours, the various settings, and the specific assignments required. In some instances, you may be able to spend time during a weekend or evening setting with children/adolescents/educators, or you may need to spend some time in the schools.

The 100 hours of fieldwork is required for two reasons: first, the New York State Education Department has declared that all candidates for teacher certification in New York State *must* spend a minimum of 100 hours of fieldwork in educational settings *prior to student teaching*.

The Department of Curriculum and Instruction realizes that many of you (both undergraduates and graduates) work, and that making the time for fieldwork will at times be challenging. Know that there are many other colleges now meeting the State's requirements in the same or similar ways. All of these teacher preparation programs have the same goal – to continuously improve their programs in order to help their graduates become even more effective educators.

The second reason for the required 100 hours of fieldwork is that the Department of Curriculum & Instruction believes that you will be better prepared and more effective as teachers if you spend time in the field throughout your educational program. Teaching is a vitally important and extremely complex job, and those new teachers who have been exposed to continuous fieldwork feel more effective and more confident. Why?

- because it takes time to practice actual teaching skills before teachers become effective
- because teachers gain greater understandings about student learning and motivation by observing and interacting with children or adolescents
- because teachers need to be prepared to work with a wide variety of children and educators in different types of settings and in order to be prepared, they need a variety of experiences as well as skills
- because fieldwork can help teachers in seeing how practice and theory interact and strengthen one another, and
- because it can help prospective teachers decide which age groups they are really interested in teaching; and, in a few cases, whether teaching is the right vocation for them.

Additionally, you will now have experiences that will help you to feel more prepared, indeed to *be* more prepared, for your student teaching experience.

Enclosed are some forms that you will need to keep track of your fieldwork.

Important note #1: **You will be dropped from Student Teaching if you have not submitted the Summary of Fieldwork Placements and your attached Field Hour Logs (included in this packet) to the Department of C&I secretary just prior to beginning the student teaching semester.** You must show that a minimum of 100 fieldwork hours have been completed prior to beginning Student Teaching.

Important note #2: Your instructors will give you guidance about what experiences you are expected to have in the field. More information about field experiences in general can be found on the Department's Fieldwork website at <http://myweb.cwpost.liu.edu/mszpara/index.html>

**Documented Fieldwork Hours  
Logs**

(One Log per Course;  
Minimum of 10 Hours)

*1 page. This is your log of fieldwork hours for a given course. You must photocopy this form while blank and use a new one for each course. The educator in charge of the setting you visit must sign each time you visit. They can help you fill out the information in the middle of the sheet. When you have completed your hours for a course, make two copies of each completed form. One copy gets handed in to the course instructor. Staple the original behind the Summary form (see below) and summarize its information on the front of the Summary form. **Keep the other set of copies.***

**Summary of Fieldwork  
Placements:** Minimum of 100 Hours

**\*Important: You will be dropped from Student Teaching unless this has been submitted to the C&I Department Secretary (with your hours logs) just prior to the start of the Student Teaching semester.**

*2 pages (may be back-to-back). You use this form to summarize the fieldwork done for each of your courses across your entire teacher education program, and staple all of your Documented Fieldwork Hours Logs to the back of this form. **You are then responsible for keeping these forms safe and submitting it to the Department of C&I secretary when you register for student teaching or at the end of the semester when you complete your field hours. Do not wait until student teaching begins to hand in the forms or you will find yourself dropped from student teaching!***

**Summary of Field Experience for  
Each Course**

(For use at the discretion of course  
instructors.)

*2 pages (may be back-to-back). Your course instructors may ask you to fill out this form. Have a blank copy handy per course, just in case.*

**Brief Synopsis of the INTASC  
Standards for Beginning Teachers**

*1 page. The National INTASC Standards frame the Department of Curriculum and Instruction's programs and represent the skills and knowledge new teachers need (<http://www.ccsso.org/content/pdfs/corestrd.pdf>). We have summarized the skills represented in the Standards, categorizing them into 5 main themes. Get to know the Standards and the 5 themes, and work towards proficiency in each over the course of your program. As you do, gather 'artifacts' that you produce during your program and in your field experiences that document your progress in meeting these standards, so that you may include them in your portfolio. (Everyone in the program will create a professional portfolio over their time in the program. You will receive more guidance on this in some of your classes, including student teaching.)*

# Brief Synopsis of the INTASC Standards for Beginning Teachers

## Student Development, Learning, and Motivation

**Principle #2:** *The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.*

**Principle #5:** *The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.*

## Curriculum

**Principle #1:** *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.*

**Principle #7:** *The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.*

## Instruction

**Principle #3:** *The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.*

**Principle #4:** *The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.*

**Principle #6:** *The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.*

## Assessment

**Principle #8:** *The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.*

## Professionalism

**Principle #9:** *The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.*

**Principle #10:** *The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.*



Date	Fieldwork Site - Name of site - Address - Phone - Email/Website	Type of Fieldwork Completed (observation, interview, experiment, case/home study, tutoring, small or large group instruction, etc.)	Description of Population [Record estimated age/grade(s) of population observed and check all categories that apply]	Number of Hours in Site	Site-based Supervisor* - Name (Printed) - Title (Printed) - Signature
			Age/Grade(s): _____ __ Ethnic/racial diversity __ Social class diversity __ Second language learners __ Persons with disabilities __ Other: _____		
			Age/Grade(s): _____ __ Ethnic/racial diversity __ Social class diversity __ Second language learners __ Persons with disabilities __ Other: _____		
			Age/Grade(s): _____ __ Ethnic/racial diversity __ Social class diversity __ Second language learners __ Persons with disabilities __ Other: _____		
			Age/Grade(s): _____ __ Ethnic/racial diversity __ Social class diversity __ Second language learners __ Persons with disabilities __ Other: _____		
			Age/Grade(s): _____ __ Ethnic/racial diversity __ Social class diversity __ Second language learners __ Persons with disabilities __ Other: _____		

Student's Name: \_\_\_\_\_

Total Hours Completed for this Course: \_\_\_\_\_



### Summary of Fieldwork Placements

(*Must* be submitted to Department Secretary *prior to Student Teaching*.  
Minimum of 100 Hours. Attach Fieldwork Logs.)

Name:	Email Address:
Social Security Number:	Education Program: _____ Undergraduate          _____ Graduate
Telephone Numbers: Home: (    )                                  Other: (    )	Education Major: Childhood Ed. _____          Early Childhood _____ TESOL _____ Adolescence/Middle School Ed: ___ English    ___ Math    ___ Bio.    ___ Earth Sci.    ___ Art ___ Social St. ___ Foreign Lang.    ___ Music    ___ Chemistry
Mailing Address:	

Course Name and Number (i.e., EDU 803)	Semester (i.e., Fall 2004)	Fieldwork Site(s) - Name of site - Address - Phone - Email/Website	Type of Fieldwork Completed (observation, interview, experiment, case/home study, tutoring, small or large group instruction, etc.)	Description of Population [Record estimated age/grade(s) of population observed and check all categories that apply]	Number of Hours in Site
				Age/Grade(s): _____ ___ Ethnic/racial diversity ___ Social class diversity ___ Second language learners ___ Persons with disabilities ___ Other: _____	
				Age/Grade(s): _____ ___ Ethnic/racial diversity ___ Social class diversity ___ Second language learners ___ Persons with disabilities ___ Other: _____	

Course Name and Number (i.e., EDU 803)	Semester (i.e., Fall 2004)	Fieldwork Site(s) - Name of site - Address - Phone - Email/Website	Type of Fieldwork Completed (observation, interview, experiment, case/home study, tutoring, small or large group instruction, etc.)	Description of Population [Record estimated age/grade(s) of population observed and check all categories that apply]	Number of Hours in Site
				Age/Grade(s): _____ <input type="checkbox"/> Ethnic/racial diversity <input type="checkbox"/> Social class diversity <input type="checkbox"/> Second language learners <input type="checkbox"/> Persons with disabilities <input type="checkbox"/> Other: _____	
				Age/Grade(s): _____ <input type="checkbox"/> Ethnic/racial diversity <input type="checkbox"/> Social class diversity <input type="checkbox"/> Second language learners <input type="checkbox"/> Persons with disabilities <input type="checkbox"/> Other: _____	
				Age/Grade(s): _____ <input type="checkbox"/> Ethnic/racial diversity <input type="checkbox"/> Social class diversity <input type="checkbox"/> Second language learners <input type="checkbox"/> Persons with disabilities <input type="checkbox"/> Other: _____	
				Age/Grade(s): _____ <input type="checkbox"/> Ethnic/racial diversity <input type="checkbox"/> Social class diversity <input type="checkbox"/> Second language learners <input type="checkbox"/> Persons with disabilities <input type="checkbox"/> Other: _____	

Course Name and Number (i.e., EDU 803)	Semester (i.e., Fall 2004)	Fieldwork Site(s) - Name of site - Address - Phone - Email/Website	Type of Fieldwork Completed (observation, interview, experiment, case/home study, tutoring, small or large group instruction, etc.)	Description of Population [Record estimated age/grade(s) of population observed and check all categories that apply]	Number of Hours in Site
				Age/Grade(s): _____ <input type="checkbox"/> Ethnic/racial diversity <input type="checkbox"/> Social class diversity <input type="checkbox"/> Second language learners <input type="checkbox"/> Persons with disabilities <input type="checkbox"/> Other: _____	
				Age/Grade(s): _____ <input type="checkbox"/> Ethnic/racial diversity <input type="checkbox"/> Social class diversity <input type="checkbox"/> Second language learners <input type="checkbox"/> Persons with disabilities <input type="checkbox"/> Other: _____	
				Age/Grade(s): _____ <input type="checkbox"/> Ethnic/racial diversity <input type="checkbox"/> Social class diversity <input type="checkbox"/> Second language learners <input type="checkbox"/> Persons with disabilities <input type="checkbox"/> Other: _____	
				Age/Grade(s): _____ <input type="checkbox"/> Ethnic/racial diversity <input type="checkbox"/> Social class diversity <input type="checkbox"/> Second language learners <input type="checkbox"/> Persons with disabilities <input type="checkbox"/> Other: _____	

**Total fieldwork hours completed:** \_\_\_\_\_ **Teacher Candidate's signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Department person accepting fieldwork forms:** \_\_\_\_\_ **Date:** \_\_\_\_\_



**Summary of Field Experience for Each Course**  
(for use at the discretion of the course instructor)

Teacher Candidate: \_\_\_\_\_ Associated Course: \_\_\_\_\_

Field Experience Site: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

1. Briefly describe the site and student population at this location:

2. Briefly describe your fieldwork/assignments/participation/responsibilities:

3. Please describe the ways in which this fieldwork contributed to your professional development across these five domains:

a) student learning, motivation, and development

b) curriculum

c) instruction

d) assessment

e) professionalism

4. Would you recommend the use of this placement again? Please explain.