Dear Adolescent Education Student:

Students enrolled in the Adolescent Development course and the Educational Psychology course in the Adolescent Education Program are required to complete a minimum of 36 contact hours, for each course, in a Hunter College approved middle or high school in New York City. The Adolescent Development field component is designed to engage students in observation, participation, and reflection upon classroom experiences prior to beginning student teaching.

As you complete the coursework for these classes, you will have the opportunity to apply the material that you are studying directly to your classroom experiences. For these courses, you are expected to do your fieldwork experience in a variety of subject matter classes.

This handbook will guide you toward a successful field experience. Please follow the instructions below:

- Read the field experience procedures outlined in this handbook carefully.
- Read the suggested travel safety tips.
- On the first day of your field assignment, give the school contact liaison a copy of the “Dear Teacher” letter provided in this Handbook. (Since you will be in several classes you may want to make copies of the letter.)
- Actively participate in the classroom. Show initiative and responsibility. Do keep in mind, however, that the teacher is the person in charge.
- Keep track of your contact hours on the Time Record form provided in this Handbook and submit it to your professor at the end of the semester.

We are confident that you will keep in mind that you are a professional, a representative of Hunter College’s teacher education program, and a role model to your students. Please contact us during the semester if you have any questions or concerns. Best wishes for a successful student teaching experience.

Sincerely,

Kenney Robinson
Director of Adolescent and TESOL Clinical Experiences
Rm. 1004W, Phone: (212) 772-4038
E-mail: kenney.robinson@hunter.cuny.edu
Hunter College  
School of Education  

Conceptual Framework  

Goal  

Our goal is to prepare candidates who will demonstrate, through their professional commitments and practices, those multiple competencies that promote effective learning.  

Evidence–Based Practices  

The School of Education grounds its course content in the best field-based research and practice. Faculty review findings from their respective disciplines to provide our candidates with the strategies needed for effective instruction. Our candidates master the theory and practice of effective pedagogy in their subject areas, and acquire the tools for reflection on and improvement of their professional work. They achieve a solid foundation in the history, philosophy, psychology, sociology and methodology of education that enriches their teaching. Candidates gain expertise in analyzing and using assessment of student performance to guide their instruction and create optimal learning environments for students.  

Integrated Clinical Experiences  

The School of Education ensures that its candidates understand and experience the realities of school contexts. We establish strong connections with partnering schools in New York City. We provide extensive fieldwork with supportive supervision in these schools. Our candidates engage in carefully sequenced and comprehensively assessed clinical experiences prior to their graduation.  

Educating a Diverse Student Population  

The School of Education provides its candidates with the critical skills and understanding necessary to be responsive to the multiple challenges of all learners: students with a wide range of backgrounds, cultures, abilities and prior knowledge. We teach candidates to create humane and ethical learning communities in their classrooms and schools. They gain the ability to collaborate successfully with parents, families, community members, school faculty and staff in order to provide this support.  

Use of Technology to Enhance Learning  

The School of Education prepares candidates with the practical and theoretical knowledge of effective and judicious uses of technology in a variety of school settings and for a broad spectrum of learners. Formative and summative assessments of our candidates’ technology competencies are a critical component of preparing them for tomorrow’s schools. We believe that appropriate uses of educational technology enhance learning, assessment and communication.
COURSE DESCRIPTION

SEDF 204 / SEDF 704 Adolescent Development, Grades 7-12 (2 credits, 30 hrs, plus 36 hrs. of fieldwork).

This course examines the process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency, and varying levels of abilities.

The fieldwork requires that you observe in varied subject matter classes.

SEDF 205 / SEDF 705 Educational Psychology: Applications to Adolescent Education Grades 7-12 (2 credits, 30 hrs, plus 36 hrs. of fieldwork).

This course is designed to prepare teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs); designing and managing classroom instruction; creating culturally compatible classrooms; motivating students; and assessing their learning.

The fieldwork for this course requires that you observe in varied subject matter classes and will require that you tutor students in either the AVID program (training will be provided before you go to the field) or in the tutorial program created by the school. You will observe for a portion of your time and tutor for approximately one period of your time.

Each course fulfills part of the required pre-student teaching hours for the degree in Adolescent Education and New York State Certification. This is a practical experience that takes the teacher candidate into grade 7-12 classrooms and is intended to provide pre-student teaching exposure to the realities of the classroom. The field experience will involve a field-based assignment and the requirements will be outlined by the instructor of the course and will be included on the course syllabus.

THE 36-HOUR FIELD REQUIREMENT

All student candidates are required to report to the fieldwork as the schedule dictates for the entire Hunter College semester. The 36 hours to be completed for the course is a minimum requirement, which means that students have to complete no less than 36 hours of field experience for the course. If you exceed the required hours, you can include these extra hours in your tally. Failure to complete this requirement by the end of the semester will result in a grade of incomplete for the course.

Punctuality and Attendance

- You are expected to arrive at your school site punctually and are responsible for completing a minimum of 36 hours for the course in which you are enrolled. You
are expected to report to your field placement each week, on the morning designated in the course schedule for three hours and are not allowed to alter the schedule without permission.

- You must call the school to report if you will be absent or late. You must get your time sheet signed each week.

Make Up Hours

- You must make up all hours missed in the field. Please arrange a mutually convenient make-up time with the school liaison.

TEACHER CANDIDATE’S FIELDWORK ASSIGNMENT

While you are not expected to take over any class that you will be observing, please use this opportunity to work with students as much as possible. To that end, offer your assistance to the teacher with whom you will be working, whether it be working with one student or a group of students. For students in Educational Psychology, you will probably be asked to work during the tutorial period helping students for their academic classes and to prepare for a regents exam.

Dress and Appearance

You are in a professional setting and should dress accordingly. You should wear clothes that are professional looking, yet comfortable. Your attire and grooming should not be distracting to the students and should differentiate you as a professional. No Jeans please.

Professional Demeanor

You should maintain a respectful attitude toward the classroom teachers and their students. A Hunter Student is at the school to observe and possibly tutor. Other interactions with the high school students are not acceptable. If you are observing and disagree with the teacher’s methods, you should reserve your comments until you can discuss these concerns with your Hunter College professor. Discussion of students, school personnel, and school business should only be conducted in a private and professional manner and with your professor or the Coordinator of Adolescent Education Clinical Experiences.

Chain of Command for Student Complaints

All complaints about placement sites and teachers and/or school administrators must be brought to the attention of the Hunter College professor first. If necessary, the professor will then refer the matter to the Director of Adolescent Education Clinical Experiences and together they will determine whether the complaint warrants further referral and/or a change of placement site.
APPENDICES
Dear Teacher:

Thank you for agreeing to allow teacher candidates in Hunter College’s teacher education program to observe and assist in your classrooms this semester. This experience is an integral part of the preparation of teacher candidates and helps meet part of the State Education Department’s requirement for 100 hours of pre-student teaching fieldwork.

Thank you for your assistance in this endeavor to prepare future teachers effectively.

Sincerely,

Kenney Robinson
Director of Adolescent and TESOL Clinical Experiences
Rm. 1004W, Phone: (212) 772-4038
E-mail: kenney.robinson@hunter.cuny.edu
SCHOOL OF EDUCATION
Time Record
Return this form to your Hunter College course instructor.

Name of student__________________________________________

Semester__________       Course__________

School Site_______________________________________________

Name of Teacher(s)________________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Hours</th>
<th>Activities</th>
<th>Teacher Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL HOURS COMPLETED: ________________
School Of Education
Time Record (For Students Who Are Full-Time Teachers)

Please make additional copies, and return each sheet to your Hunter College course instructor before the end of the semester.

Name of student__________________________________________
Semester_____________ Course Name and Number_________________________
School Site_______________________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Hours</th>
<th>Activities</th>
<th>Colleague’s Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL OBSERVATION HOURS COMPLETED: ________________

_______________________________________/_____________________________________
Principal or Supervisor Name/Signature (Last Copy Only)
## SAFETY TIPS ON TRAVEL TO AND FROM SCHOOLS

### Conduct on the Subway

1. **Use the subway entrance where there is a token booth clerk on duty.** Wait for the train in the designated “waiting area.”

2. **BE ALERT.** Do not stand near the edge of the platform as trains enter and leave the station.

3. **AVOID THE LAST CAR,** and when possible try to ride in the car with the conductor during non rush-hour.

4. **Do not display flashy jewelry.** Wear chains or necklaces inside your blouse, sweater or shirt.

5. **Avoid sitting next to the train door.**

### Travel To and From Destination

1. Plan your travel route in advance.

2. Make arrangements to travel to your field setting with a group of other students.

3. When traveling from your field site, arrange to walk to public transportation and/or Hunter College with other students assigned to that school.

4. Use busy streets and avoid walking close to buildings, alleyways or shrubbery. Walk near street curbs.

5. **AVOID SHORTCUTS** through poorly lighted and deserted areas.

6. **BE ALERT.** Take notice of people who are near or walking behind you.

7. Maintain your distance from strangers in cars that stop and ask for directions.

8. When traveling to and from your field site, be aware of your surroundings and be mindful of your bags, purses and wallets.

9. Purchase Metrocard in advance and have it in hand when entering the subway system.

**BE CAREFUL. PLAN AHEAD. STAY ALERT!**

**IMMEDIATELY REPORT ANY INCIDENT CONCERNING YOUR PERSONAL SAFETY WHEN TRAVELING TO AND FROM THE FIELD SITE TO YOUR STUDENT TEACHING SUPERVISOR AND THE DIRECTOR OF ADOESCENT EDUCATION CLINICAL EXPERIENCES.**