

DEPARTMENT OF SPECIAL EDUCATION  
Hunter College, CUNY

# **FIELD HANDBOOK**

Field Experiences, Field Work, Clinical  
Teaching, Student Teaching & Practicum

For  
Graduate Students  
in  
**ALL**  
HC Special Education Programs

Revised Spring 2009

## Hunter College Department of Special Education

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## Welcome

This Handbook provides information about requirements for field experience, fieldwork, clinical teaching, student teaching and practicum.

If you have questions please contact one of the advisors in your particular specialization by stopping by during office hours, calling or e-mailing. Faculty members in the Department of Special Education are advisors and guides, as well as developers of specialized programs, scholars, and professors in your course of study. We will help you navigate your professional journey through Hunter's rigorous program into the better world you will make serving students with disabilities.

*Kate Garnett, Chair, Department of Special Education*

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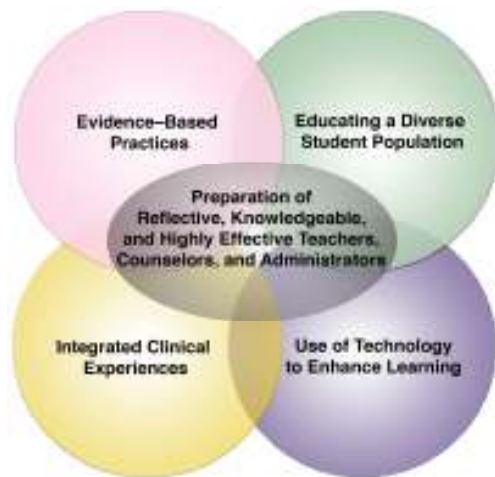
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# Hunter College School of Education Conceptual Framework



## 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 and surrounding areas. 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.

**Hunter College**  
**School of Education**  
**HC Department of Special Education**

**Council for Exceptional Children Content Standards**

*The Council for Exceptional Children is the NCATE accrediting body for special education teacher education programs. The CEC Special Education Content Standards are made up of ten narrative standards. These standards are used across all programs.*

**Standard 1: Foundations**

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

**Standard 2: Development and Characteristics of Learners**

Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN)<sup>1</sup>. Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

**Standard 3: Individual Learning Differences**

Special educators understand the effects that an exceptional condition<sup>2</sup> can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

**Standard 4: Instructional Strategies**

Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula<sup>3</sup> and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover,

special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

### **Standard 5: Learning Environments and Social Interactions**

Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

### **Standard 6: Language**

Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models, and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.

### **Standard 7: Instructional Planning**

Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

### **Standard 8: Assessment**

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in

response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

### **Standard 9: Professional and Ethical Practice**

Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.

### **Standard 10: Collaboration**

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

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1. "Individual with exceptional learning needs" is used throughout to include individuals with disabilities and individuals with exceptional gifts and talents.
  2. "Exceptional Condition" is used throughout to include both single and co-existing conditions. These may be two or more disabling conditions or exceptional gifts or talents coexisting with one or more disabling condition.
  3. "Special Curricula" is used throughout to denote curricular areas not routinely emphasized or addressed in general curricula, e.g., social, communication, motor, independence, self-advocacy.

## **The Mission of the HC Department of Special Education**

Hunter's special education programs prepare graduate students to affect the learning and life course of youngsters with a wide variety of disabilities—youngsters with cognitive, attention and/or behavior disabilities that challenge “schooling as usual.” Special educators are serious players in specially-designed instruction for special learners and require serious preparation.

Hunter prepares special educators to work across a variety of educational settings, including: supported general education classrooms, resource rooms, special classes, special schools, hospitals/clinics, home programs, and residential facilities. Our programs equip teachers with core knowledge and a broad spectrum of skills for educating students with disabilities. They provide breadth of understanding across disabilities, while providing depth of insight and pedagogy within a particular area of disability.

Specific specialization areas range from so-called “mild” to severe/multiple disabilities and encompass students from a wide range of social, economic, cultural and linguistic backgrounds, including English language learners. In addition to developing skill in evidence-based practices and specially-designed instruction, our graduate students develop understanding of the role of family and community in the lives of children with special educational needs, and the social-historical-legal context for current issues and practices.

Hunter's Special Education programs are grounded in applied experiences that are integrated with a current and substantive knowledge base. Particular attention has been paid to the value and variety of the field, student teaching, practicum, and clinical teaching experiences afforded our graduate students to promote their forging understandings and honing skill in a range of effective practices.

Hunter's Department of Special Education recognizes that schooling in the twenty-first century requires teachers to be skilled and persistent child advocates, to work collaboratively, and to become self-reflective practitioners who hone not only their own skills, but also affect positively the behavior of the institutions in which they work. Well-prepared special educators bring unique perspectives to the educational enterprise. Their particular skills and perspectives on individual differences and instructional specificity are needed at the table of educational reform, as schools seek to be more effective with a wide range of students. Even more importantly, well-prepared special educators wield an impressive array of tools in fulfilling their federally-mandated role of providing specially-designed instruction, as they affect the learning and life course of youngsters with disabilities.

The programs are designed to meet and exceed the Content Standards of the Council for Exceptional Children. Special educators demonstrate their mastery of these standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

# Types of Clinical Experiences

The Department of Special Education offers several types of clinical experiences as defined below.

**Field Experience:** Up to 25 hours of observations/activities in educational settings with students with disabilities, with related assignments (attached to specific courses).

**Field Work:** Thirty or more hours of observations/activities in educational setting with students with disabilities, with related and assignments (either attached to a course or including a field-supervisor),

**Clinical Teaching:** Supervised teaching one-on-one or with a small group at the HC Learning Lab.

**Student Teaching:** Supervised teaching in a cooperating special education classroom (with a special ed certified cooperating teacher), with an accompanying HC seminar. Complete the *Student Teaching Application* the semester before you intend to take fulfill this requirement. All student teaching placements are made by Hunter College.

**Supervised On-the-Job Practicum:** Supervised teaching within your own special education classroom as a head or assistant teacher, with an accompanying HC seminar. Complete the *Practicum Application* the semester before you intend to take fulfill this field requirement.

**IMPORTANT:** Teacher candidates must *apply* for student teaching and practicum and be approved, prior to being allowed to enroll in these courses. Complete the formal application, attaching all requested information. Completed applications due:

...on or before **March 1** for subsequent SUMMER and FALL semesters

...on or before **Nov 1** for subsequent SPRING semester

*Note: Deaf/HH candidates apply only in fall (Nov 1) for the spring, since this is the only semester the Deaf/HH student-teaching/practicum is offered.*

## Student Teaching Sites

Each program maintains a list of student teaching sites. Please see your advisor for details.

### Clinical Teaching - The Hunter College Learning Lab

*Recipient of The Exemplary Program of the Year Award, 1996 - Allyn & Bacon/Division for Learning Disabilities/CEC*

The setting for Clinical Teaching provides:

- Twice weekly, after-school, free, special education for students with learning disabilities
- The *highly integrated*, full-year, centerpiece of the preparation of masters-level special educators in the learning disabilities.
- Intensive *supervision* and coaching of developing teachers by faculty with extensive teaching expertise
- An *evolving* laboratory for training teachers by serving children (e.g., collaborations, action research, computer use, videotaping and analysis, development of instructional materials)
- *Intensive yearlong learning* for students & their tutors since 1980 (> 500 children, ages 5-18)

## STUDENT TEACHER/PRACTICUM EVALUATION COMPLETION CHART

Person Completing Form	Data Collection
Course Instructor	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Inform students about forms to be filled out on EDIMS. (See below.)</li> <li><input checked="" type="checkbox"/> Give evaluation forms (green) to students to distribute to their cooperating teachers and collect cooperating teachers' completed evaluations of student teachers from the students.</li> <li><input checked="" type="checkbox"/> Submit cooperating teachers' completed evaluation forms (green) to Ileana Infante (Childhood/QUEST), Kenney Robinson (Adolescent/TESOL), or Elisa Hertz (all other programs) in Room W1000.</li> <li><input checked="" type="checkbox"/> Receive a copy of every observation rubric/narrative from supervisors for your review.</li> <li><input checked="" type="checkbox"/> Verify student field hours/days in EDIMS for <b>each</b> placement.</li> <li><input checked="" type="checkbox"/> Submit rating for each student for observation component of course (at least 60% of final grade) in PASS. (FOR FALL &amp; SPRING ONLY)</li> </ul>
Field Supervisor	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Fill out rubric for each observation and give a copy to student, to course instructor, and to Ileana Infante (Childhood/QUEST), Kenney Robinson (Adolescent/TESOL), or Ron Woo (Teaching Fellows in English, Bilingual, TESOL).</li> <li><input checked="" type="checkbox"/> Enter <b>final</b> observation rubric on EDIMS.</li> <li><input checked="" type="checkbox"/> Complete field site evaluation on EDIMS (<b>one</b> for each school where you see student teachers).</li> </ul>
Student Teacher	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Fill out Experience Submission Form in EDIMS for <b>each</b> placement.</li> <li><input checked="" type="checkbox"/> Fill out Student Teacher/Practicum self evaluation in EDIMS, <b>once</b>, at end of semester.</li> <li><input checked="" type="checkbox"/> Fill out Field Site Evaluation in EDIMS for each placement.</li> <li><input checked="" type="checkbox"/> Fill out Evaluation of Cooperating Teacher in EDIMS for each placement.</li> <li><input checked="" type="checkbox"/> Give form (green) to each cooperating teacher to evaluate you. Collect cooperating teacher's completed form and return it to course instructor in a sealed, signed envelope by cooperating teacher.</li> </ul>
Practicum Candidate Teaching Fellow TOP Scholar	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Fill out Experience Submission Form in EDIMS for <b>each</b> placement.</li> <li><input checked="" type="checkbox"/> Fill out Student Teacher/Practicum self evaluation in EDIMS, <b>once</b>, at the end of the semester.</li> </ul>
Cooperating Teacher	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Fill out evaluation (green form) of student teacher and give to student in a sealed, signed envelope, for delivery to course instructor.</li> </ul>

# Guidelines for Cooperating Teachers

The cooperating teacher is a key facilitator in the professional development of any future teacher. A teacher who agrees to supervise a student teacher assumes one of the most influential and exciting positions in teacher education. The support provided by the cooperating teacher is vital as candidates acquire and further refine their teaching skills. Hunter College student teachers are a diverse group of professionals who bring varied experiences and abilities to the classroom. Student teachers are a resource in classrooms through the instructional support they provide for children. Teaching is a lifelong learning experience and we encourage cooperating teachers to share reflections on practice.

## Requirements For Being A Cooperating Teacher

1. New York State Special Education Certification in the area, age range, and setting in which he/she is assigned to teach.
2. A sincere desire to work with a student teacher in a shared classroom, to provide guidance and feedback, and to strive to be an exemplary model for the teaching profession.
3. Professional qualities that are essential to good supervision such as practical insight into interpersonal relationships and understanding of cultural, linguistic, and academic diversity.

While each teacher and each classroom are unique entities, the following activities are suggested.

1. Introduce the candidate to the setting: facilities, services, school personnel and children in the classroom. Inform the candidate of relevant school policies, including procedures for emergencies such as fire drills and medical emergencies.

2. Communicate your expectations of the candidate for the student teaching experience. Hold the candidate responsible for fulfilling his/her responsibilities. Report any difficulties you may be having to the college supervisor.

3. Orient the candidate to your classroom in terms of daily routines, schedule and duties, curriculum objectives and planning routines. Share information regarding the diverse cultural, linguistic, learning, and behavioral needs of the children.

4. Model desirable teaching behaviors, strategies and attitudes; act as a model and mentor for the candidate.

5. Provide informal and written feedback to the candidate regarding performance.

6. Encourage the student to be self-reflective in examining his/her growth and development.

7. Provide the candidate with increased responsibility as the semester progresses.

Evaluation of the candidate is a collaborative process involving the college supervisor, the candidate, and the cooperating teacher. However, the primary responsibility for evaluation rests with the college supervisor. As a cooperating teacher, you will have opportunities to conduct classroom observation of the candidate's instruction and the children's responses and hold conferences and informal discussions with your student teacher. These observations will provide a foundation for the evaluation of the candidate at the completion of the student teaching assignment. A copy of the evaluation form is

included in this handbook. We strongly encourage you to provide comments that will help the supervisor guide the student teacher.

### **College Supervisor Observations**

The supervisor from Hunter College will conduct formal observations of the candidate during the course of the semester. A follow-up conference will take place following the lesson. The supervisor is available to confer with you about the candidate's progress. Please feel free to communicate with the college supervisor regularly.

### **Cooperating Teacher Incentives**

In recognition of their services, cooperating teachers for student teaching receive a tuition waiver for one three-credit course at any City University of New York campus with a teacher education program. The college supervisor will submit names of cooperating teachers at the conclusion of the semester.

In order to be eligible for the waiver, cooperating teachers must have major responsibility for supervising the student teacher. The tuition waiver is valid for three consecutive semesters, excluding the semester immediately following service as a cooperating teacher. Cooperating teachers will receive notification by mail as to when the tuition waiver may be picked up at Hunter College. Tuition waivers will not be mailed, as they cannot be duplicated if lost, and are non-transferable.

# Guidelines for Special Education Student Teachers

The purpose of student teaching is to enable candidates to demonstrate competence as special educators under the guidance of cooperating teachers and/or college supervisors in a field setting. Your previous coursework, observations in special facilities, and supervised work with children have prepared you to function as a competent professional. Student teaching is an integrating experience in which all of these elements come together as you assume a professional role as an independent professional.

## Student Teaching Guides:

- On the first day of your student teaching assignment, please give to your cooperating teacher a copy of the Cooperating Teacher Guidelines pages of this handbook.
  - Keep track of your classroom contact hours on the Time Record Sheet included in this Handbook.
1. Actively participate in the classroom. Show initiative and responsibility. Do keep in mind, however, that the teacher is the person in charge.
  2. Adhere to all school policies and practices such as dress code, arrival and departure times, confidentiality, etc.
  3. Notify the contact person at the school/facility if you will be absent or late.
  4. Complete responsibilities in a timely fashion at a professional level, communicating respect with administrators, the cooperating teachers, students, and the families.
  5. Take responsibility for furthering your own professional development. Work with your college supervisor and cooperating teacher to plan experiences, strategies, observations, and self-evaluation.
  6. Assume increasing responsibility for planning, teaching, and assessment as your student teaching experience continues. That means that you should have a number of days where you carry the entire class for long stretches of time.

*Remember that everything about you, from dress to politeness, to punctuality, initiative and teaching skill bespeak not on who you are, but also the Hunter program you represent.*

*Of course, contact your HC supervisor during the semester with any questions or concerns.*

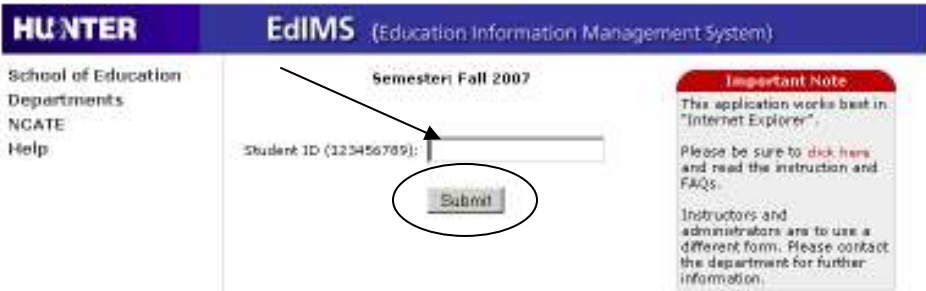


## EdIMS Instructions for Student Teaching/Practicum

All students in student teaching/practicum and credited fieldwork of 50 hours or more are required to report their hours/days electronically, affirming that they have completed the “field” requirement for each such course – i.e., Field Experience / Fieldwork / Clinical Teaching HOURS or Practicum / Student Teaching DAYS

**This information must be logged-in to EdIMS two weeks before the end of the semester.**

Then, before grades are submitted, each course instructor confirms this information electronically. A course instructor may register “incomplete” if the student has not submitted accurate information on time.

### EDIMS INSTRUCTIONS For Student Teachers and Practicum Students (including TOP and Teaching Fellows)

<p><b>LOGGING-IN</b></p> <p>1. GO TO: <a href="http://www.hunter.cuny.edu/edims">http://www.hunter.cuny.edu/edims</a></p> <p>2. Enter your Student ID (Social Security Number)</p> <p>3. Click Submit</p>	
<p><b>ENTERING EXPERIENCE</b></p> <p>1. Click link for Experience Submission Form</p>	
<p>2. Click on the link for your course code</p>	

3. Select your experience type as Student Teaching OR Practicum in Teaching (includes Teaching Fellows and TOP)

**HUNTER EdIMS (Education Information Management System)**

[Read Guidelines] [Back to Menu] [Log Off]

**Please Choose experience type:**  
Note: You can enter more than one experience for a single course.

**ADSUP**

Internship in Administration District/Region Based Field Experience

**COUNSELING**

Internship in Counseling Supervised field experience in counseling of at least 300 hours of fieldwork per semester. Two semesters of internship are required. Complete the Counseling Evaluation Report.

Practicum in Counseling Supervised field experience in counseling of at least 100 hours of fieldwork for a single semester. Complete the Counseling Evaluation Report.

**TEACHER EDUCATION**

Pre-student Teaching Field Work Credited Field Experience of 50 hours or more that precedes student teaching.

Student Teaching Supervised field experience in which student is placed in a classroom with a cooperating teacher. Complete online self-evaluation, evaluation of cooperating teacher, and evaluation of field site.

Practicum in Teaching Supervised field experience in which student is employed or assigned as head/assistant teacher in a classroom. Complete online self-evaluation.

Clinical Teaching Supervised teaching one-to-one or with a small group in a Hunter College "lab" setting.

■ For general questions: [please click here](#) ■ For technical questions: [please click here](#)

4. Complete the Student Experience Input Form for each of your experiences

- a. Program Level: Select your program from the drop-down menu
- b. Time Measure: Select days or hours
- c. Experience Quantity: Enter total number of days or hours that intend to complete by the end of this experience
- d. Site: Click Search Site to select your site. If you site is NOT in the system, then you will be directed to enter your site information
- e. Cooperating Teacher (for student teachers only). See below.

After completing the Student Experience Input Form, you will be directed to the Experience Report

**HUNTER EdIMS (Education Information Management System)**

[Read Guidelines] [Back to Menu] [Log Off]

**Student Experience Input Form**

**EXPERIENCE**

Student Name: Athena Testperson  
Course Code: 9999  
Course Description: Test Course  
Program Level: [-Select One-]  
Time Measure:  Day  Hours  
Experience Quantity: [ ] The number of days/hours practiced  
Site: [ ] Search Site (Please click here)  
Experience Type:  Student Teaching

**COOPERATING TEACHER**

Cooperating Teacher: [Choose a teacher/supervisor from the list] List All  
\*Please leave the following fields blank if you find the person in the list.

First Name: [ ]  
Last Name: [ ]  
Title: [ ]  
Telephone: [ ]  
Email: [ ]

Submit Reset

■ For general questions: [please click here](#) ■ For technical questions: [please click here](#)

4e. Select Cooperating Teacher (for student teachers only).

-Click "List All"

- A new window will open with a list of cooperating teachers.
- If your cooperating teacher is in the system, then click on his/her name.
- If your cooperating teacher is NOT on the list, then click the "Click here" link to enter the name.

Experience Type:  Student Teaching

Cooperating Teacher: [Choose a teacher/supervisor from the list] [List All](#)

\*Please leave the following fields blank if you find the person in the list. \*Please leave the following fields blank if you find the person in the list. \*Please leave the following fields blank if you find the person in the list.

First Name:	Last Name:	Title:	Telephone:
[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]

Click here to enter the name of a new cooperating teacher, please click here to enter the name of a new cooperating teacher, please click here to enter the name of a new cooperating teacher.

Close Window

-After you "click here," then "Not in the list" will appear in the Cooperating Teacher box.  
 -Next, type:  
 First Name  
 Last Name  
 Title  
 Telephone  
 Email

Click Submit.

After completing the Student Experience Input Form, you will be directed to the Experience Report

### COMPLETING EVALUATION OF COOPERATING TEACHER (for Student Teachers ONLY)

1. On Main Menu, click link for Evaluation of Cooperating Teacher by the Student Teacher

On the Experience Report (or Student/Candidate Self Evaluation Report)

2. Find the entry for your current experience

3. For that row, click on the Eval of Coop Teacher link on the right side of the screen

4. Respond to the questions about your cooperating teacher by selecting answers from the drop-down menu

Term	EPS Code	Course	Site	Experience Qty	Experience Type	Prog Level	Update	Delete	Guideline	Evaluation Forms
Spring 2008	9999	ABC 100.00	PS 57 JAMES WELDON JOHNSON SCHOOL (K-6)	20 Day(s)	Student Teaching	Childhood Ed & QUEST, Or 1-3	Update	Delete	Guideline	<a href="#">Add to Self Eval</a> <a href="#">Eval of Coop Teacher</a>

**EVALUATION OF COOPERATING TEACHER By the Student Teacher**

Instructions:  
 Complete one form for each cooperating teacher with whom you have worked during student teaching. Read each of the statements below, and report how frequently the cooperating teacher performed the actions, which are based on the School of Education's expectations for best practices in teaching. For each statement, select one option from the scale: (1) never, (2) rarely, (3) sometimes, or (4) often. After completing the ratings, provide additional comments.

Candidate's Name: Adrina Testperson  
 Hunter College Clinical Faculty (Supervisor): Michael Jacobowitz, Teacher Testperson  
 Site Based Clinical Faculty-Cooperating Teacher/Supervisor: ADA WILLIAMS  
 Subject Area/Program: Not Available

Rater: Adrina Testperson  
 Date: 02/29/2008  
 School Agency: PS 57 JAMES WELDON JOHNSON SCHOOL (K-6)

1. Model Best Practices

1a. Models the use of content appropriate to students' developmental and skill level.

1b. Models lessons that include key concepts, themes, and skills related to subject area.

1c. Models varied instructional approaches to meet the needs of diverse learners.

5. At the end of the survey, enter your comments
  6. Click submit to lock your entry
- NOTE: You will NOT be able to change your responses, after you click submit
7. You will receive a confirmation of your submission (See below)

This screenshot shows the evaluation form with several sections:
 

- Overall Evaluation:** Includes questions about the opportunity to work with the cooperating teacher and the evaluator.
- Background Information:** Fields for cooperating teacher's first/last name and evaluator's first/last name.
- Comments:** A large text area for providing further comments, with a character count of 2000.
- Submit:** A red button at the bottom center, circled in red.

8. Confirmation of submission

This screenshot shows the 'Evaluation Confirmation' page with the text 'Thank you for the evaluation' circled in red.

**COMPLETING EVALUATION OF FIELD SITE (for Student Teachers ONLY)**

1. On Main Menu, click link for Evaluation of Field Site by the Student Teacher

This screenshot shows the main menu with the 'Evaluation of Field Site by the Student Teacher' link highlighted in red.

2. Find the entry for your current site
3. For that site, click on the Evaluate link on the right side of the screen

This screenshot shows a table of site reports. The 'Evaluate' link in the 'District Evaluate' column is circled in red.

Name	Address	Telephone	Fax	Email	Website	Site Type	District Evaluate	View Eval
Abc Early Learning Center	54-25 Little Neck Parkway Little Neck NY 11362	(718) 225-6044				Private Preschool	Evaluate	View Eval

4. Respond to the questions about your site by selecting answers from the drop-down menu

This screenshot shows the evaluation form with the following details:
 

- School/Agency:** ABC EARLY LEARNING CENTER
- Date Completed:** 03/28/2008
- Name of Evaluator:** Athena Testperson
- Site Address:** 54-25 Little Neck Parkway, Little Neck NY 11362
- Questions:** A list of questions with 'Select one' dropdown menus. The first dropdown is circled in red.



4. Respond to the questions about your experience by selecting answers from the drop-down menu

**HUNTER EdIMS** (Education Information Management System)

**STUDENT TEACHER/PRACTICUM EVALUATION SUMMARY** [Back to Menu] [Log Off]  
By the Student Teacher/Practicum Student

Instructions:  
For each of the School of Education's Core Dimensions, rate your overall performance in your student teaching/practicum clinical experience by using the following scale: (1) not acceptable, (2) developing, (3) proficient, (4) exemplary. EXEMPLARY is for performance that exceeds the expectations defined in the course's student teaching/practicum observation rubric for best practices in teaching; PROFICIENT is for performance that meets the expectations; DEVELOPING is for performance that is approaching the expectations; NOT ACCEPTABLE is for performance that does not meet the expectations. After rating your performance, provide background information about your observation visits and record additional comments.

Candidate's Name: Athens @  
Hunter College Clinical Faculty (Supervisor): Michael Instructor, Teacher Testperson  
Site Based Clinical Faculty-Cooperating Teacher/Supervisor:  
Subject Area/Program: Not Available

Rater: Athens @  
Date: 11/09/2007  
School Agency: PS 101 - ANDREW DRAPER (K-6)

**1. Knowledge of Learners**

1a. Used language appropriate to developmental and skill level [Select one]

1b. Presented content appropriate to developmental and skill level [Select one]

1c. Challenged students to think and/or develop skills at a more advanced level [Select one]

5. At the end of the survey, enter your comments

6. Click submit to lock your entry

NOTE: You will NOT be able to change your responses, after you click submit

7. You will receive a confirmation of your submission (See below)

6. TOTAL PERFORMANCE SCORE FOR ALL DIMENSIONS [Select one]

8. TOTAL PERFORMANCE SCORE FOR ALL DIMI [Select one]

9. Observation Information

9. Observation Information

submit

8. Confirmation of submission

**HUNTER EdIMS** (Education Information Management System)

Evaluation Confirmation [Back to Menu] [Log Off]  
Thank you for the evaluation.

**LOGGING OFF**

1. Click Log-Off to exit the system

**HUNTER EdIMS** (Education Information Management System)

Evaluation Confirmation [Back to Menu] [Log Off]  
Thank you for the evaluation.

If you have additional questions, email [edims@hunter.cuny.edu](mailto:edims@hunter.cuny.edu)

**HUNTER COLLEGE**  
**The City University of New York**

Dear Teacher and/or Program Administrator:

This letter is to introduce \_\_\_\_\_, a graduate student in the Hunter College Masters in Special Education Program. The student is currently registered for SPED(E) \_\_\_\_\_ and is required to complete \_\_\_\_\_ hours of field experiences.

Your support in providing this experience for our students is invaluable and I thank you in advance for your participation in this endeavor. You may contact me by phone at \_\_\_\_\_ or by e-mail at \_\_\_\_\_.

Sincerely,

## Time Sheet HC Department of Special Education

Name: \_\_\_\_\_

Course Number: SPED(E)\_\_\_\_\_

School: \_\_\_\_\_

Class (grade/type): \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_

WEEK OF:									
MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Time-In	Time-Out	Time-In	Time-Out	Time-In	Time-Out	Time-In	Time-Out	Time-In	Time-Out
Total Hours:		Total Hours:		Total Hours:		Total Hours:		Total Hours:	
Total Hours This Week: _____					Total Days This Week: _____				

WEEK OF:									
MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Time-In	Time-Out	Time-In	Time-Out	Time-In	Time-Out	Time-In	Time-Out	Time-In	Time-Out
Total Hours:		Total Hours:		Total Hours:		Total Hours:		Total Hours:	
Total Hours This Week: _____					Total Days This Week: _____				

WEEK OF:									
MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Time-In	Time-Out	Time-In	Time-Out	Time-In	Time-Out	Time-In	Time-Out	Time-In	Time-Out
Total Hours:		Total Hours:		Total Hours:		Total Hours:		Total Hours:	
Total Hours This Week: _____					Total Days This Week: _____				

WEEK OF:									
MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Time-In	Time-Out	Time-In	Time-Out	Time-In	Time-Out	Time-In	Time-Out	Time-In	Time-Out
	Total Hours:		Total Hours:		Total Hours:		Total Hours:		Total Hours:
Total Hours This Week: _____					Total Days This Week: _____				

WEEK OF:									
MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Time-In	Time-Out	Time-In	Time-Out	Time-In	Time-Out	Time-In	Time-Out	Time-In	Time-Out
	Total Hours:		Total Hours:		Total Hours:		Total Hours:		Total Hours:
Total Hours This Week: _____					Total Days This Week: _____				

WEEK OF:									
MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Time-In	Time-Out	Time-In	Time-Out	Time-In	Time-Out	Time-In	Time-Out	Time-In	Time-Out
	Total Hours:		Total Hours:		Total Hours:		Total Hours:		Total Hours:
Total Hours This Week: _____					Total Days This Week: _____				

Total Hours For Practicum/Student Teaching: \_\_\_\_\_

Total Days For Practicum/Student Teaching: \_\_\_\_\_

Signature of Teacher Education Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Cooperating Teacher/Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

**EVALUATION OF COOPERATING TEACHER By the Student Teacher**

**Instructions:**

Complete one form for each cooperating teacher with whom you have worked during student teaching. Read each of the statements below, and report how frequently the cooperating teacher performed the actions, which are based on the School of Education's expectations for best practices in teaching. For each statement, select one option from the scale: (1) never, (2) rarely, (3) sometimes, or (4) often. After completing the ratings, provide additional comments.

<b>Candidate's Name</b>	<b>Rater</b>	Athena Testperson
<b>Hunter College Clinical Faculty (Supervisor):</b>	<b>Date</b>	02/19/2009
<b>Site Based Clinical Faculty-Cooperating Teacher/Supervisor</b>	<b>School Agency</b>	HUNTER COLLEGE ELEMENTARY SCHOOL
<b>Subject Area/Program:</b>		

**1. Models Best Practices**

<b>1a.</b> Models the use of content appropriate to students' developmental and skill level	Select one ▾
<b>1b.</b> Models lessons that include key concepts, themes, and skills related to subject area	Select one ▾
<b>1c.</b> Models varied instructional approaches to meet the needs of diverse learners	Select one ▾
<b>1d.</b> Models assessment that matches instructional objectives	Select one ▾
<b>1e.</b> Models integration of technology in instruction	Select one ▾
<b>1f.</b> Models the use of effective classroom management techniques	Select one ▾

**2. Commitment to Teacher Candidate**

<b>2a.</b> Assists teacher candidate in the use of "best practices" consistent with education courses	Select one ▾
<b>2b.</b> Assists teacher candidate in the use of varied instructional approaches	Select one ▾
<b>2c.</b> Assists teacher candidate in the use of effective classroom management techniques	Select one ▾
<b>2d.</b> Assists teacher candidate with use of initial and ongoing assessments to guide instruction	Select one ▾
<b>2e.</b> Provides opportunities for teacher candidate to instruct class	Select one ▾
<b>2f.</b> Gives constructive feedback to teacher candidate on his/her teaching performance	Select one ▾
<b>2g.</b> Informs college supervisor about teacher candidate's performance	Select one ▾
<b>2h.</b> Seeks input from teacher candidate	Select one ▾
<b>2i.</b> Demonstrates a positive attitude toward the teacher candidate	Select one ▾

**3. Commitment to Professionalism**

<b>3a.</b> Implements instruction in compliance with New York State learning standards	Select one ▾
<b>3b.</b> Models purposeful self-reflection to improve teaching practices	Select one ▾
<b>3c.</b> Keeps a positive attitude despite obstacles and complexities	Select one ▾

**4. Commitment to Classroom Students**

<b>4a.</b> Thoughtfully responds to student work and ideas	Select one ▾
<b>4b.</b> Creates a classroom environment in which issues of equity and justice are promoted	Select one ▾
<b>4c.</b> Promotes cross-cultural and interpersonal relationships	Select one ▾
<b>4d.</b> Acts as advocate of students and their families	Select one ▾

**5. Overall Evaluation**

<b>5.</b> If given the opportunity, would you work with this cooperating teacher again?	Select one ▾
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**STUDENT TEACHER/PRACTICUM EVALUATION SUMMARY**  
**By the Student Teacher/Practicum Student**

**Instructions:**

For each of the School of Education's Core Dimensions, rate your overall performance in your student teaching/practicum clinical experience by using the following scale: (1) not acceptable, (2) developing, (3) proficient, (4) exemplary. EXEMPLARY is for performance that exceeds the expectations defined in the course's student teaching/practicum observation rubric for best practices in teaching; PROFICIENT is for performance that meets the expectations; DEVELOPING is for performance that is approaching the expectations; NOT ACCEPTABLE is for performance that does not meet the expectations. After rating your performance, provide background information about your observation visits and record additional comments.

<b>Candidate's Name</b>	<b>Rater</b>	Athena Testperson
<b>Hunter College Clinical Faculty (Supervisor):</b>	<b>Date</b>	02/19/2009
<b>Site Based Clinical Faculty-Cooperating Teacher/Supervisor</b>	<b>School Agency</b>	HUNTER COLLEGE ELEMENTARY SCHOOL
<b>Subject Area/Program:</b>		

**1. Knowledge of Learners**

<b>1a.</b> Used language appropriate to developmental and skill level	Select one
<b>1b.</b> Presented content appropriate to developmental and skill level	Select one
<b>1c.</b> Challenged students to think and/or develop skills at a more advanced level	Select one
<b>1d.</b> Used differentiated instruction to provide for individual student differences	Select one
<b>1e.</b> Overall Performance for Dimension 1	Select one

**2. Knowledge and Use of Subject Matter**

<b>2a.</b> Provided accurate information about subject matter, including background or contextual information	Select one
<b>2b.</b> Delivered lessons that included key concepts, themes, and skills related to subject area	Select one
<b>2c.</b> Presented subject matter in a way that appeared to be meaningful to students	Select one
<b>2d.</b> Used appropriate subject-specific pedagogy	Select one
<b>2e.</b> Overall Performance for Dimension 2	Select one

**3. Skill in Planning**

<b>3a.</b> It was evident that a lesson plan was created, and the required elements of designated lesson plan	Select one
<b>3b.</b> Objectives were clearly stated in behavioral terms and made connections to prior activity or lesson	Select one
<b>3c.</b> Established instructional routine	Select one
<b>3d.</b> Sequenced activities in a logical, developmental manner	Select one
<b>3e.</b> Selected appropriate instructional resources, materials, and technologies	Select one
<b>3f.</b> Overall Performance for Dimension 3	Select one

**4. Skill in Teaching**

<b>4a.</b> Used motivational techniques that created a classroom where most learners were motivated	Select one
<b>4b.</b> Used a variety of ways to engage most learners	Select one
<b>4c.</b> Paced lesson effectively to accomplish objectives, including a conclusion at end of lesson	Select one

<b>4d.</b> Used more than one instructional approach, as appropriate	Select one ▾
<b>4e.</b> Communicated clearly using verbal and nonverbal messages	Select one ▾
<b>4f.</b> Used questioning strategies to elicit student responses at literal, analytical, & critical thinking	Select one ▾
<b>4g.</b> Adjusted to unplanned circumstances	Select one ▾
<b>4h.</b> Overall Performance for Dimension 4	Select one ▾

**5. Skill in Developing Caring Learning Environments and Showing Respect**

<b>5a.</b> Showed rapport with students	Select one ▾
<b>5b.</b> Used a variety of classroom management techniques	Select one ▾
<b>5c.</b> Built class community with opportunity for student participation	Select one ▾
<b>5d.</b> Handled attention-getting behavior in a timely and appropriate way	Select one ▾
<b>5e.</b> Showed patience with students	Select one ▾
<b>5f.</b> Thoughtfully responded to student work	Select one ▾
<b>5g.</b> Used positive reinforcement and corrected mistakes in a sensitive way	Select one ▾
<b>5h.</b> Promotes sensitivity to diversity issues (e.g. ethnicity, language, gender, socioeconomic status)	Select one ▾
<b>5i.</b> Overall Performance for Dimension 5	Select one ▾

**6. Skill in Assessment and Impact on Student Learning**

<b>6a.</b> Used strategies to check if students understood information	Select one ▾
<b>6b.</b> Provided helpful feedback to students	Select one ▾
<b>6c.</b> Used assessment information to guide instruction	Select one ▾
<b>6d.</b> Matched assessment to instructional objectives	Select one ▾
<b>6e.</b> By end of lesson, students demonstrated achievement of objectives or made progress	Select one ▾

**7. Subject-specific Knowledge and Skills**

<b>7.</b> Subject-specific questions are presented in a separate evaluation form. Please confirm that upon completion of this form, you will return to the student experience report, click on the link for "Subject Specific Eval," and answer the supplemental questions.	Please confirm ▾
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**8. Commitment to Teaching and Professionalism**

<b>8a.</b> Demonstrated a positive attitude throughout the lesson	Select one ▾
<b>8b.</b> In post-conference, reflected on lesson and offered suggestions about how to enhance teaching	Select one ▾
<b>8c.</b> Accepted suggestions for growth and, in subsequent observations, assimilated the suggestions	Select one ▾
<b>8d.</b> Overall Performance for Dimension 7	Select one ▾

**9. TOTAL PERFORMANCE SCORE FOR ALL DIMENSIONS**

<b>9.</b> TOTAL PERFORMANCE SCORE FOR ALL DIMENSIONS	Select one ▾
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**10. Observation Information**

<b>10a.</b> Observation visits made by college supervisor	Select one ▾
<b>10b.</b> Post-observation conferences between candidate & college supervisor	Select one ▾

Provide further explanation about your strengths and/or weaknesses as related to a) the dimensions evaluated in this form and/or b) your certification area (i.e., subject and grade level). (Maximum 8000 characters)

## **Fieldwork Information by Special Education Program**

- 1) Childhood Special Education: Learning Disabilities
- 2) Early Childhood Special Education
- 3) Childhood Special Education: Behavior Disorders
- 4) Blind/VI, as well as Childhood Special Education: Severe/Multiple Disabilities
- 5) Rehabilitation Teaching and Orientation and Mobility: Blind/VI
- 6) Deaf/HH
- 7) Gifted and Talented

## Learning Disabilities

Learning Disabilities				
	Yes	Where to find out more about this		
Field hours required as aspects of several courses	✓	See the “Course Description” section of the <i>HC Graduate Catalogue</i> (available both online and in print).		
	Course #	Who must take this?	Pre-Requisites	Other notes
Fieldwork in Childhood (General) Education for Special Educators	CEDC 729	Students in Program 1 (Dual Certification: Gen/Sp Ed)	<i>Pre- (or co-) requisites</i> CEDF 709 CEDC 704 CEDC 705	Must be taken prior to Special Education student teaching or practicum
Supervised Clinical Teaching: Part 1	SPED 782	All LD Program Students		Must be taken concurrently with SPED 781
Supervised Clinical Teaching: Part 2	SPED 784	All LD Program Students	SPED 781, SPED 782	Must be taken concurrently with SPED 783
Student Teaching <i>or</i> Supervised On-the-Job Practicum	SPED 785  SPED 785.5	Students in Program 1 (Dual Certification) <i>and</i> Program 2 (Initial Special Education)	SPED 781, SPED 782	Must complete application in the prior semester, in order to be allowed to take student teaching or practicum.  HC Seminar once per week.

## Early Childhood Special Education

Early Childhood Special Education				
	Yes	What is this and where can I find out more about it?		
Field hours, attached to coursework	✓	NYS minimum 100 hours observing, tutoring, and/or working with small groups of students, integrated into to many courses. For number of field hours for each course, see “Course Description” section of the <i>HC Graduate Catalogue</i> (available both online and in print).		
	Course #	Who takes this?	Pre-Requisites	Notes
Pre-Student Teaching Field Experience	SPEDE 776	All students	<i>Pre- (or co-) requisites</i> SPEDE 770 or SPED 790 and 791	<ul style="list-style-type: none"> <li>60 hours in either Pre-K, Kindergarten, or 1<sup>st</sup> /2<sup>nd</sup> grade</li> <li>Must apply in the prior semester</li> <li>Applications returned to J Bleiweiss - Rm 929W. <a href="mailto:jbleiwei@hunter.cuny.edu">jbleiwei@hunter.cuny.edu</a></li> <li>HC seminar—once per wk</li> </ul>
Student Teaching	SPEDE 777: 40 day Student Teaching	All students (unless you take 2 semesters of SPEDE 778 or 2 semesters of 779-On the job-Practicum)	*The following information applies to students taking either SPEDE 777 or 778:  1. SPEDE 776  2. Is registered with the NYC-DOE - <a href="http://nyc.teacherssupportnetwork.com/studentteacher/Home.do">http://nyc.teacherssupportnetwork.com/studentteacher/Home.do</a>  3. Fingerprints on file w/NYC-DOE. Go to: •65 Court St, NYC-DOE •local police precinct, or •HC fingerprinting – once-per-semester Hrs: Noon to 3pm.	<ul style="list-style-type: none"> <li>Must complete two placements (20 days each) in 2 different age/grade levels: Pre-K, Kindergarten, 1<sup>st</sup>/2<sup>nd</sup> grade.</li> <li>Must apply in the prior semester</li> <li>HC seminar—once per wk</li> </ul>
	SPEDE 778: 20 day Student Teaching	All students (unless you take 1 semester of 40 day Student Teaching SPEDE 777 or take 2 semesters of SPEDE 779-Practicum)		<ul style="list-style-type: none"> <li>Must complete two semesters of 20 days (each semester).</li> <li>The two placements must be in 2 different age/grade levels: Pre-K, Kindergarten, 1<sup>st</sup>/2<sup>nd</sup> grade (these placements must be at different age/grade level than used for Pre-Student Teaching fieldwork).</li> <li>HC seminar—once per wk</li> </ul>
Supervised On-the-Job Practicum	SPEDE 779 20 day Practicum	Those currently employed in an approved special education teacher classroom position; candidates must have either initial certification, or Internship Certificate	SPEDE 776	<ul style="list-style-type: none"> <li>HC supervision in an approved special education teacher classroom position.</li> <li>HC seminar—once per wk</li> </ul>
General Education Pre-Student Teaching	ECC 712	Students in program 1A	ECC 703	ECSE w-Annot S-M FW.doc

# Early Childhood Special Education

## Student Teaching/Practicum Guidelines

If you are completing or have completed your Pre-Student Teaching experience (SPEDE 776 or 767), you should be eligible to apply for Student Teaching or Practicum (SPEDE 777 or 777.50; SPEDE 778 or 778.50; or SPEDE 779 or 779.50). For that purpose, you need to complete an application for Student Teaching or Practicum, which is due March 1<sup>st</sup> for the summer and fall semesters; November 1<sup>st</sup> for the spring semester. Applications are posted on the School of Education website [www.hunter.cuny.edu/education](http://www.hunter.cuny.edu/education). Click on **Current Students** and then on **Special Education Fieldwork and Student Teaching**. In order to assist you in planning future semesters, we have provided a comprehensive description of the various courses and requirements for each. Please refer to the descriptions listed below.

Please note that all students must complete fieldwork at three different age/grade levels: Pre-K (below age 5); Kindergarten; and grades 1 or 2.

Practicum, as supervision on the job, is available as an option if you have a Special Education Internship Certificate, or have initial special education certification and are employed as a special education teacher below grade 3.

### OPTIONS:

**SPEDE 777 (or 777.50):** 40 day supervised student teaching in **two** settings (must be different age/grade levels. Pre-K; Kindergarten; grades 1 or 2). 4 credits.

**SPEDE 778 (or 778.50):** 20 day supervised student teaching in **one** setting at one age/grade level (Pre-K; Kindergarten; or grades 1-2). 2 credits. (Candidates must also take either a second semester of SPEDE 778 (at a different age/grade level), OR candidates must obtain a special education Internship Certificate or already have certification in Early Childhood Special Education *and* take a semester of SPEDE 779.

**SPEDE 779 (or 779.50):** Supervised practicum on the job in an early childhood special education program or as the special education teacher in an early childhood CTT class. A special education Internship Certificate is required to enroll in SPEDE 779, or an initial certification in special education. Candidates must also take either a second semester of SPEDE 779 OR a semester of SPEDE 778 (the 778 placement must then be at a different age/grade level).

All student teachers must be fingerprinted prior to the start of student teaching. Look under Current Students – Certification on the School of Education website [www.hunter.cuny.edu/education](http://www.hunter.cuny.edu/education) for more information about fingerprinting..

Please be advised that student teaching requirements cannot be concentrated in a four-week period of time (for SPEDE 778) or an eight-week period of time (for SPEDE 777). Candidates should expect to work at their placement site at least two full days (or more) each week they are scheduled to be there. We strongly encourage candidates to speak with their employers well in advance to determine the policies and procedures regarding taking time off to fulfill student teaching requirements. At the first seminar meeting, students will plan their student teaching schedules with the instructor and college supervisor.

**Note: Once your application has been reviewed and approved, an Early Childhood Special Education advisor must give you online permission on SIMS in order for you to enroll in Student Teaching and/or Practicum.**

We are looking forward to working with you as complete your fieldwork experiences, and encourage you to contact the Student Teaching/Practicum Instructor-Jamie Bleiweiss ( [jbleiwei@hunter.cuny.edu](mailto:jbleiwei@hunter.cuny.edu) ) if you have any additional questions.

## Behavior Disorders

Behavior Disorders				
	Yes	What is this and where can I find out more about it?		
Field hours, attached to coursework	✓	<p>NYS minimum 100 hours observing, tutoring, and/or working with small groups of students, integrated into to many courses.</p> <p>For number of field hours for each course, see “Course Description” section of the <i>HC Graduate Catalogue</i> (available both online and in print).</p>		
	Course #	Who takes this?	Pre-Requisites	Notes
Fieldwork in Childhood Education for Special Educators (General)	CEDC 729	Only those in the dual certificate program (general + special ed), i.e., Program 1	<i>Pre- (or co-) requisites</i> CEDF 709 CEDC 704 CEDC 705	<ul style="list-style-type: none"> <li>•Must apply in the prior semester</li> <li>•Applications online or in Rm 1001W (Ileanna Infanta)</li> </ul>
Student Teaching	SPED 752.50  SPED 752.51	Those not currently in an approved special education teacher classroom role.	<ol style="list-style-type: none"> <li>1. Has completed 18cr</li> <li>2. Has completed (or is concurrently taking) a BD or LD methods course</li> <li>3. Is registered with the NYC-DOE - <a href="http://nyc.teacherssupportnetwork.com/studentteacher/Home.do">http://nyc.teacherssupportnetwork.com/studentteacher/Home.do</a></li> <li>4. Fingerprints on file w/NYC-DOE. Go to:               <ul style="list-style-type: none"> <li>•65 Court St, NYC-DOE</li> <li>•local police precinct, or</li> <li>•HC fingerprinting – once-per-semester</li> </ul>               Hrs: Noon to 3pm.             </li> </ol>	<ul style="list-style-type: none"> <li>•Minimum 20 days in each of two grade levels: Gr 1-3 and 4-6</li> </ul> <p><i>Note:</i> Candidates may fulfill one grade level as student teaching, the other as practicum.</p> <ul style="list-style-type: none"> <li>•HC seminar—once per wk</li> </ul>
Supervised On-the-Job Practicum	SPED 752.52  SPED 752.53	Those currently in an approved special education teacher classroom position	<ol style="list-style-type: none"> <li>1. Completion of 18cr</li> <li>2. Completion (or concurrent enrollment) in a BD or LD methods course</li> </ol>	<ul style="list-style-type: none"> <li>•HC supervision in an approved special education teacher classroom position.</li> <li>•Minimum 20 days in each of two grade levels: Gr 1-3 and 4-6.</li> </ul> <p><i>Note:</i> Candidates may fulfill one grade level as a practicum, the other as student teaching.</p> <ul style="list-style-type: none"> <li>•HC seminar—once per wk</li> </ul>

## Blind and Visually Impaired

Blind and Visually Impaired				
	Yes	What is this and where can I find out more about it?		
Field hours, attached to coursework	✓	<p>NYS minimum 100 hours observing, tutoring, and/or working with small groups of students, integrated into many courses.</p> <p>For number of field hours for each course, see “Course Description” section of the <i>HC Graduate Catalogue</i> (available both online and in print).</p>		
	Course #	Who takes this?	Pre-Requisites	Notes
Fieldwork in Childhood (General) Education for Special Educators	CEDC 729	Only those in the dual certificate program (general + special ed), i.e., Program 1	<i>Pre- (or co-) requisites</i> CEDF 709 CEDC 704 CEDC 705	<ul style="list-style-type: none"> <li>•Must apply in the prior semester</li> <li>•Applications online or in Rm 1001W (Ileanna Infanta)</li> </ul>
Student Teaching: Blind and Visually Impaired	SPED 748 or 748.50 or 748.51 and 748.54 or 748.55	All candidates in the Masters program in Blind and Visually Impaired.	SPED 740, 741 Is registered with the NYC-DOE - <a href="http://nyc.teacherssupportnetwork.com/studentteacher/Home.do">http://nyc.teacherssupportnetwork.com/studentteacher/Home.do</a>  Fingerprints on file w/NYC-DOE. Go to: <ul style="list-style-type: none"> <li>•65 Court St, NYC-DOE</li> <li>•local police precinct, or</li> <li>•HC fingerprinting – once-per-semester</li> </ul> Hrs: Noon to 3p.m.	Student teaching is two semesters in two different placements (itinerant and self contained classroom) at two different grade levels (Preschool-6 and Grades 7-12) three days a week for twelve weeks.  For teacher candidates in the <b>Advanced Certificate</b> program only one semester of student teaching or practicum is required with an additional credit for seminar. <i>Note:</i> Candidates may fulfill one grade level as student teaching, the other as practicum.  <ul style="list-style-type: none"> <li>•HC seminar–once per wk in the Fall semester.</li> </ul>
Supervised On-the-Job Practicum: Blind and Visually Impaired	748.52 or 748.53 and 748.56 or 748.57	All candidates in the Masters program in Blind/VI who are currently employed as a Teacher of VI	SPED 740, 741	<ul style="list-style-type: none"> <li>•HC seminar–once per wk in the Fall semester.</li> </ul>

## Childhood Special Education: Severe/Multiple Disabilities including Deaf/Blindness

	Yes	What is this and where can I find out more about it?		
Field hours, attached to coursework	✓	<p>NYS minimum 100 hours observing, tutoring, and/or working with small groups of students, integrated into many courses.</p> <p>For number of field hours for each course, see “Course Description” section of the <i>HC Graduate Catalogue</i> (available both online and in print).</p>		
	Course #	Who takes this?	Pre-Requisites	Notes
Fieldwork in Childhood Education for Special Educators (General)	CEDC 729	Only those in the dual certificate program (general + special ed), i.e., Program 1	<i>Pre- (or co-) requisites</i> CEDF 709 CEDC 704 CEDC 705	<ul style="list-style-type: none"> <li>•Must apply in the prior semester</li> <li>•Applications online or in Rm 1001W (Ileanna Infanta)</li> </ul>
Student Teaching in Childhood Special Education: Severe/Multiple Disabilities (including Deaf/blindness)	SPED 795 or 795.50 or 795.51	All candidates in the Masters program in Childhood Special Education: Severe/Multiple Disabilities	SPED 790, 791 Is registered with the NYC-DOE - <a href="http://nyc.teacherssupportnetwork.com/studentteacher/Home.do">http://nyc.teacherssupportnetwork.com/studentteacher/Home.do</a>  Fingerprints on file w/NYC-DOE. Go to: <ul style="list-style-type: none"> <li>•65 Court St, NYC-DOE</li> <li>•local police precinct, or</li> <li>•HC fingerprinting – once-per-semester</li> </ul> Hrs: Noon to 3pm	For two semesters Student teaching is two full days and two half days a week for two semesters in two different grade levels (Grades 1-3 and Grades 4-6) in two different settings (self-contained classroom in the first semester and inclusion setting the second semester)  <ul style="list-style-type: none"> <li>•HC seminar–once per wk</li> </ul>
Supervised On-the-Job Practicum: Severe/Multiple Disabilities (including Deaf/blindness)	SPED 795.52 or SPED 795.53	All candidates in the Masters program in Childhood Special Education: Severe/Multiple Disabilities who are currently employed as teachers of learners with severe/multiple disabilities	SPED 790,791	

## Master's Degree in Rehabilitation Teaching

	Yes	Where to find out more about this		
Fieldwork hours required as aspects of many courses	✓	See the "Course Description" section of the <i>HC Graduate Catalogue</i> (available both online and in print).		
	Course #	Who must take this?	Pre-Requisites	Other notes
Pre-Student Teaching Field Experience	SPED 700	RT Students		5hrs
	SPED 740	RT Students		10 hrs
	SPED 741	RT Students		10 hrs
	SPED 743	RT Students		10 hrs
	SPED 747	RT Students		10 hrs plus on-campus lab
	SPED 760	RT Students		10 hrs
Learning Lab	SPED 761	RT Students	SPED 760	15 day, on-campus lab under blindfold and low vision simulator
Internship	SPED 763	RT Students	SPED 740 SPED 741	230 hrs under supervision of CVRT
	SPED 764	RT Students	SPED 763	230 hrs under supervision of CVRT

## Advanced Certificate in Orientation and Mobility

	Yes	Where to find out more about this		
Fieldwork hours required as aspects of many courses	✓	See the "Course Description" section of the <i>HC Graduate Catalogue</i> (available both online and in print).		
	Course #	Who must take this?	Pre-Requisites	Other notes
Pre-Student Teaching Field Experience	SPED 765	O&M Students		15hrs
	SPED 749	O&M Students		10 hrs
	SPED 766	O&M Students		10 hrs
Learning Lab	SPED 768	O&M Students		15 day, on-campus lab under blindfold and low vision simulator
Learning Lab	SPED 769	O&M Students		15 day, on-campus lab under blindfold and low vision simulator
Internship	SPED 767	O&M Students	SPED 740 SPED 741	350 hrs under supervision of COMS

## Deaf and Hard of Hearing

Deaf and Hard of Hearing				
	Yes	What is this and where can I find out more about it?		
Field hours, attached to coursework	✓	<p>NYS minimum 100 hours observing, tutoring, and/or working with small groups of students, integrated into to many courses. All students will observe all grade levels throughout the course of their field hours requirement. This includes field experience hours for Birth – 2<sup>st</sup> grade, 1<sup>nd</sup> grade-6<sup>th</sup> grade, 5<sup>th</sup> grade – 9<sup>th</sup> grade and 7<sup>th</sup> grade – 12<sup>th</sup> grade.</p> <p>For number of field hours for each course, see “Course Description” section of the <i>HC Graduate Catalogue</i> (available both online and in print).</p>		
	Course #	Who takes this?	Pre-Requisites	Notes
Fieldwork in Childhood (General) Education for Special Educators	CEDC 729	Only those in the dual certificate program (general + special ed), i.e., Program 1	<i>Pre- (or co-) requisites</i> CEDF 709 CEDC 704 CEDC 705	<ul style="list-style-type: none"> <li>•Must apply in the prior semester</li> <li>•Applications online or in Rm 1001W (Ileanna Infanta)</li> </ul>
Student Teaching (Spring Semester Only)	SPED 737.00 SPED 737.50 SPED 737.51	Those not currently in an approved special education teacher classroom role.	1. Has completed 18cr 2. Has completed (or is concurrently taking) a DHH methods course 3. Is registered with the NYC-DOE - <a href="http://nyc.teacherssupportnetwork.com/studentteacher/Home.do">http://nyc.teacherssupportnetwork.com/studentteacher/Home.do</a> 4. Fingerprints on file w/NYC-DOE. Go to: •65 Court St, NYC-DOE •local police precinct, or •HC fingerprinting – once-per-semester Hrs: Noon to 3pm.	<ul style="list-style-type: none"> <li>•Minimum 20 days in each of two grade levels: Birth – 2<sup>st</sup> grade, 1<sup>nd</sup> grade-6<sup>th</sup> grade, 5<sup>th</sup> grade – 9<sup>th</sup> grade, 7<sup>th</sup> grade – 12<sup>th</sup> grade.</li> <li><i>Note:</i> Candidates may fulfill one grade level as student teaching, the other as practicum.</li> <li>•HC seminar–once per wk</li> </ul>
Supervised On-the-Job Practicum (Spring Semester Only)	SPED 737.60 SPED 737.61 SPED 737.62 SPED 737.63	Those currently in an approved special education teacher classroom position	1. Completion of 18cr 2. Completion (or concurrent enrollment) in a DHH methods course	<ul style="list-style-type: none"> <li>•HC supervision in an approved special education teacher classroom position.</li> <li>•Minimum 20 days in each of two grade levels: Gr 1-3 and 4-6.</li> <li><i>Note:</i> Candidates may fulfill one grade as practicum, the other as student teaching.</li> <li>•HC seminar–once per wk</li> </ul>

## Gifted Education

	<b>Yes</b>	<b>What is this and where can I find out more about it?</b>
Field hours, attached to coursework	✓	<p>NYS minimum 50 hours observing, tutoring, and/or working with small groups of students, integrated into to many courses.</p> <p>For number of field hours for each course, see “Course Description” section of the <i>HC Graduate Catalogue</i> (available both online and in print).</p>

	Course #	Who takes this?	Pre-Requisites	Notes
Initial field experience in the Advanced Certificate program	SPED 753	All students in Advanced Certificate Gifted program	Admissions requirements including NYS teacher certification, 15 hours of graduate work in education/human development, immunization, and evidence of finger-printing	<p>Must apply in the prior semester (application online)</p> <p>Arrange fieldwork project with course instructor</p>
	SPED 754	All students in the Advanced Certificate Gifted program	<p>SPED 753</p> <p>Must obtain program coordinator’s permission to waive pre-requisite</p>	Arrange fieldwork project with course instructor
Supervised learning lab experience	SPED 755	All students in the Advanced Certificate Gifted program	SPED 754	Arrange fieldwork project with course instructor
	SPED 756	All students in the Advanced Certificate Gifted program	SPED 755	Arrange fieldwork project with course instructor