



MSED Elementary Education Grades 1-6

EDU 504 – Early Field Experience Seminar

EDU 504 is a pre-student teaching seminar course wherein you will be required to complete a minimum of 100 early field experience hours in addition to fulfilling the coursework requirements. All 100 hours and appropriate coursework must be satisfactorily completed by the end of the semester, before a successful grade can be given for EDU 504.

Early Field Experience Hours Requirements (minimum of 100 hours, of which):

- Approximately 50 hours must be in grades 1-3
- Approximately 50 hours must be in grades 4-6
- At least 51 hours must be completed in a classroom setting
- At least 15 of the 100 hours must be working with **Students with Disabilities in your certification area**
 - Students with Disabilities (SWD) are those that have been identified and issued an IEP, 504 Plan, or other mandated modification
- At least 15 of your 100 hours must be working with English as a New Language (ENL/ELL) students
- Include a variety of diverse educational settings
 - Culturally diverse (refer to <https://reportcards.nysed.gov/> for demographics on specific districts in New York State)
 - Economically diverse (refer to <https://reportcards.nysed.gov/> for demographics on specific districts in New York State)
 - Rural, urban, suburban, public, private, charter, parochial

There are several ways to accumulate pre-student teaching fieldwork hours. Each student may apply to have up to 80 hours of prior fieldwork, within the last five years, considered for approval by their course instructor. The majority of the fieldwork hours must be completed in a **grade 1-6 classroom setting**, but other youth experiences may be accepted, with limitations. Every student is required to complete **at least 20 hours during the semester** of EDU 504. When accumulating hours in non-classroom settings, refer to the chart below to determine the maximum number of hours permitted in each setting. **No more than 49 total hours will be permitted outside of a classroom experience.**

Non-Classroom Experiences Not to exceed 49 total hours from all categories combined	Maximum Hours Permitted – Not to exceed 49 total hours from all categories combined
PreK or Kindergarten or Grades 7 through Adult Education (outside of your certification area)	10 hours
Coaching	20 hours
Camp Counselor (YMCA, Scouts, etc.)	20 hours
Tutoring	20 hours
Teaching Religious Education	20 hours
After School Program	20 hours



Early Field Experiences Validation Instructions

You will be required to provide proof of completion for each early field experience you participate in, both prior and present. The following information is required for each field experience:

1. A signed validation form from the classroom teacher or other supervising education professional.
 - a. For each experience that was **more than 10 more hours of fieldwork**, the validation form must be accompanied by a **signed written statement on official letterhead from the site supervisor**.
 - b. The letter must include start and end dates, a description of the fieldwork completed, grade levels of youth involved, and the total number of hours completed.
2. A fieldwork participation reflection (see below for detailed reflection instructions).
3. The validation form, official letter (if applicable), and the reflection must be scanned into **ONE** document for **each** field experience. You will then upload that ONE complete document as an attachment to your LiveText Field Experience (FEM) account. Log into LiveText and click on "Field Experience" in the upper left corner. Then click "View Placement". Click on the "**Add Attachment**" button and upload your validation file.
4. After your document is attached you will then log the hours you are asking for consideration into the Time Log of your LiveText Field Experience (FEM) account (it is located to the right of your main Field Experience screen).
 - a. To add the hours for a placement experience, click "**Add Hours**".
 - b. Type in the **DATE that the experience ended (MM/DD/YYYY)**. For example, if you did 20 field experience hours in a grade 4 class between 2/3/15 and 5/6/15, you would write 5/6/15 as the date in the Time Log.
 - c. In the **Number of Hours** category, you will type **how many total hours you completed during that particular field experience**.
 - d. In the **Activity** slot, you will write what type of experience the hours were in. Please note you can only **type one** of the following activities:
 - i. Classroom Experience
 - ii. Coaching
 - iii. Camp Counselor
 - iv. Tutoring
 - v. After School Program
 - vi. Religious Education
 - vii. Other Than Grade 1-6
 - e. In the **Category** slot, you will choose whether this experience is in a grade 1-3 or in a grade 4-6. If this activity is outside of grades 1-6, you should choose the grade level that you want the hours to be applied to.
 - f. In the **Additional Information** slot, you will include:
 - i. Name of School/Organization
 - ii. Name of Classroom Teacher or Organizational Professional that validated your form
5. You will complete this process for **EVERY individual field experience** you would like considered towards your 100 hour requirement.



Division of Education

Fieldwork/Participation Reflection Descriptor (BSED ADOL & SWD, BSED B-6, MSED ADOL & MSED ELED)

Reflection, as it relates to Pre Student Teaching Fieldwork/Participation activities, is the process of looking back at the experiences, thinking about them, critiquing them, and considering how they will affect your future teaching practices. Reflective teachers are constantly thinking about their instructional delivery, assessing student learning, and considering how they can improve their practice to effectively reach all of their students.

After each Pre-Student teaching Fieldwork/Participation experience, you will complete a Reflection. The format will be as outlined in the Reflection Rubric.

As you reflect, focus on your individual growth and learning throughout the program by connecting the best practices you have learned in the classroom to what you observe or apply in the field. The field includes all activities related to children and adolescents (direct classroom instruction, coaching, tutoring, etc.)

The paragraph numbers in bold below are a guide. Please be succinct and concise when writing.

Best Practice Focus: What best practice did you observe & why is it important for you as a future teacher to observe? **(1 paragraph)** A specific best practice focus may be assigned by your instructor.

Settings: Who are you observing (age; grade; gender, ethnicity, SES)? When are you observing (time of year, time of day)? Where is the location (urban, rural, and suburban)? **(1 paragraph)**

Description: Explain specific details about what you actually observed in the field. What is the teaching doing? What are the students doing? **(2 paragraphs)**

Analysis (Connections/Links): Analyze how the best practice you observed connects to what you have or are learning in your courses in the program. You may also add how what you've observed connects to your program goals or areas of competencies? **(1-2 paragraphs)**

Applications: How will the lessons you've learned from your observation inform you as a beginning teacher to improve student learning? Demonstrate how you could apply the best practice you observed in the classroom with children and/or adolescents. **(1-2 paragraphs)**

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Students' Name _____

Evaluators' Name _____ Date _____

Place a check mark on the rating that best reflects the student's performance for each category. It is expected that the document will be grammatically correct and clearly spelled.

Category	Highly Effective (3)	Effective (2)	Ineffective (1)	Missing (0)
Best Practice Focus: a. what	Identifies best practice, provides detailed rationale for relevance, & exhibits focus	Identifies best practice, provides some relevance, & with some focus	Mentions best practice, inadequate explanations, & lacks focus	Missing, no best practice and explanations
Setting: a. who b. when c. where	Describes setting, timeline and participants with details.	Describes setting, timelines and participants with some detail.	Describes 1-2 of the settings vaguely.	Missing, none of the settings listed.
Description: Specific details about what you observed	Provides 5 or more specific details of the process with explanations, descriptions of contexts, events and activities.	Provides 3-4 specific details of the process which include explanations, descriptions of contexts, events and activities.	Provides 1-2 details with inadequate details, vague explanations of contexts, events and activities.	Missing, no explanation, descriptions of contexts and conditions involved.
Analysis: Connects and links to Coursework/ Program Goals/ Competencies	Demonstrates strong connections to coursework or literature with detailed interpretations and analysis. Strengths and weaknesses are detailed and supported	Demonstrates some link to coursework or literature with some interpretations and analysis. Strengths and weaknesses are supported.	Inadequate link to coursework or literature, insufficient interpretations & analysis. Strengths and weaknesses are not clear.	Missing, no link to coursework or literature or interpretations& analysis
Applications for Effective Teaching/Learning in the Future	Clearly describes 2 or more possible applications (classroom or other educationally related activity) for future use with children/adolescents. Includes specific details.	Describes one possible application (classroom or other educationally related activity) for future use with children or adolescents. Includes some details.	Inadequate demonstration of possible applications (classroom or other educationally related activity) with vague details	Missing, no demonstration of possible classroom applications

This rubric was designed by utilizing a combination of SOE standard assessment language and requirements and the stages noted in Chapter 3 of Bullock, A.A., & Hawk. *Developing a teaching portfolio: A guide for pre-service and practicing teachers, (2nd ed.)*. Boston, MA: Merrill Prentice Hall.

