

Lehman College -School of Education  
Middle High School Education

# Fieldwork, Student Teaching, & Internship Handbook



Version2025 Edition



# 01

# Welcome

# Welcome to Your Educator Journey!

Dear Lifelong Educators,

Welcome to the exciting and transformative world of fieldwork and student teaching/internship! As you embark on this journey, you are stepping into an essential part of your growth as an educator — one that will challenge, inspire, and prepare you to make a meaningful impact in the lives of students.

Fieldwork is more than just observation; it is a hands-on opportunity to connect theory with practice, to witness the power of education in action, and to reflect on your own evolving role as a teacher. It is in the classroom that you will begin to see the true heart of education — how students learn, how teachers inspire, and how communities come together to support growth and knowledge.

Throughout this experience, you will have the chance to work alongside dedicated educators, engage with diverse learners, and gain valuable insights that will shape your philosophy of teaching. You will face moments of joy, curiosity, and even challenges, but each one will bring you closer to becoming the kind of teacher who fosters equity, inclusion, and lifelong learning.

We encourage you to embrace this opportunity with an open mind and a reflective heart. Be present, ask questions, and take the time to build relationships with your mentor teachers, students and neighborhood communities. Most importantly, remember that education is a journey — one that requires patience, adaptability, and a deep commitment to making a difference.

This handbook is designed to support you along the way, providing guidance, expectations, and practical insights to help you navigate your fieldwork experience successfully. We are here to support you, and we look forward to seeing you grow into compassionate, skilled, and innovative educators.

Wishing you a meaningful and rewarding teaching experience!

# Lehman College Mission and Vision



## Mission

Lehman College, an urban public institution and economic and cultural catalyst in the Bronx, is a national engine for social mobility and a vibrant center of discovery and creative work, providing a transformative educational experience while advancing equity, inclusion, and social justice.

## Vision

Lehman College will be a nationally recognized leader in educational attainment and the expansion of knowledge through innovative curriculum and pedagogy, original research and scholarship, and enhanced digital solutions. The College will be a model of engaged citizenship and a leading force for a more just and sustainable world.





# Middle & High School Education Program Overview

MHSE prepares innovative and creative educators who inspire, influence and value others. Crucially, we also prepare students for New York State teacher certification (license) to teach academic and special subjects in middle and high schools, grades 7-12. Undergraduate and Graduate Teacher Education Program sequences have been designed for students wanting certification in the subject areas of English, Computer Science, Mathematics, Science, Social Studies, Arts, Music, and Foreign Languages. MHSE also offers new programs leading to dual certification in the content areas and adolescent Generalist Special Education , Residency Programs, and online certificate in Human Rights Education and Transformative Justice.

The Middle and High School Education (MHSE) programs engage students in work that relates to their experiences as classroom teachers and expands their horizons to new opportunities in their schools and districts. The programs provide both theory and hands-on techniques for instruction and classroom management. An experiential, problem-solving approach to instruction combines time-honored methods with the latest technologies for building broad, transferable personal and occupational skills. Programs provide a background in theories of learning, the social and philosophical foundations of education, curriculum design, methods of teaching, and research techniques critical for all teachers.

# Table of Contents

<b>01</b>	<b>Welcome</b>	<b>02</b>
	Welcome Letter	03
	MHSE Mission & Vision	04
	MHSE Program Overview	05

<b>02</b>	<b>Field Experience</b>	<b>08</b>
	Embark on Your Field Experience	09
	Preparing for Your Field Experience	10
	Required Courses & Field Hours	11
	Field Experience Guidelines	13

<b>03</b>	<b>Roles &amp; Responsibilities</b>	<b>18</b>
	Student Teachers, Interns, & Teacher Candidates	19
	College Supervisors & Cooperating Teachers	20
	Mentors	21

<b>04</b>	<b>Student Teaching &amp; Internship</b>	22
	Overview	23
	Preparing for Student Teaching	23
<b>05</b>	<b>Success Stratgies &amp; Relationships</b>	25
	Building Relationships with Students	26
	Building Relationships with Mentor Teachers	29
	Building Relationships with School Staff	33
	Building Relationships with Families & Caregivers	34
	Success Tips	36
<b>06</b>	<b>Appendix</b>	38
	A: Professional Organizations	39
	B: LUTE Framework	44
	C: LUTE Themes	45
	D: References	46

# 02

## Field Experience





# Embark on your Field Experience!

This is an exciting opportunity to step into real classrooms, build relationships with educators and students, and begin **bringing your teaching philosophy to life**. Throughout your coursework, you'll complete field experience hours that connect directly to what you're learning — and help you grow into the educator you want to be.

Every course tied to field experience hours will outline specific fieldwork requirements, including how many hours you need to complete and the assignments connected to your time in schools. As part of your teacher certification, New York State requires **a minimum of 100 hours of fieldwork tied to your coursework** before you begin student teaching/internship. Reach out to your program advisor for a list of courses attached to the field experience.

During your field experience, you'll engage in meaningful learning opportunities, such as:

- Observing teachers in diverse classroom settings, grade levels, and subject areas
- Interviewing educators and students to deepen your understanding of school communities
- Taking thoughtful and detailed observation notes
- Reflecting through journaling and other self-assessment activities
- Keeping an accurate time log and collecting signatures to track your hours

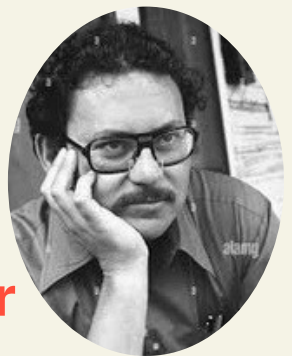
## Preparing for your Field Experience

Before you start visiting schools, make sure you're set up and ready to go! Complete the steps below to get started:

- Step 1** Complete the NYC Public Schools (NYCPS) background check & fingerprinting (Click [here](#) for details)
- Step 2** Fill out the Fieldwork Placement Application (Start [here](#))
- Step 3** Maintain accurate records of your field experience time sheet. (Find forms [here](#).)

**“Students are 100% of our future. We cannot afford to leave even one behind.”**

**— José Ángel Gutiérrez, activist & educator**



# Required Core Courses & Fieldwork Hours

## Undergraduate Students

1. **ESC 201-** Psychological Foundations to Education **20 hours**
2. **ESC 302-** Social Foundations to Education **20 hours**
3. **ESC 429-** Teaching Language and Literacy (*no fieldwork required for this course*)
4. **ESC 463-** Teaching Students with Disabilities **15 hours**
5. **One Methodology Course** (spring semester)- **25 hours in your content/major area** - See your pathway document for details - Click [here](#) to access your pathway document “New Students” section
6. **ESC 476-** Fieldwork Hours 1
  - 25 hours for English, Social Studies, Math, Science and Foreign Language
  - 35 hours for all Art majors

## Graduate Students

1. **ESC 501-** Psychological Foundations to Education **20 hours**
2. **ESC 502-** Social Foundations to Education **20 hours**
3. **ESC 529-** Teaching Language and Literacy (*no fieldwork required for this course*)
4. **ESC 506-** Teaching Students with Disabilities **15 hours**
5. **One Methodology Course-** **In your content/major area 25 hours**

**You must complete all of the above courses and maintain at least a 3.0 GPA to be eligible for student teaching!**

# Required Core Courses & Fieldwork Hours

## Dual Certification (Students with Disabilities & Content Area)

For dual certification graduate candidates, New York State requires a **minimum of 150 field hours** from the following courses:

### MHSE Courses

1. **ESC 540** - Teaching ELA & Social Studies **20 hours**
2. **ESC 541**- Teaching Math and Science to Diverse Learners **20 hours**
3. **Two Methodology Courses**- In your content/major area **25 hours each**

### CLSSE Courses

1. **EDS 712**- The Adolescent with Disabilities **15 hours**
2. **EDS 714**- Curriculum & Instruction Practices **15 hours**
3. **EDS 716**- Practicum in Curriculum & Instruction **45 hours**
4. **EDS 741**- Psycho-educational Evaluation of Children **15 hours**

**You must complete all of the above courses and maintain at least a 3.0 GPA to be eligible for student teaching!**



**We need to stop seeing students as ‘at-risk’ and start recognizing them as ‘at-promise.’**

**— Gloria Ladson-Billings, theorist & educator**



## Field Experience Guidelines for Fieldwork Participants, Student Teachers, and Interns

The field experience is a crucial step to hone your practice and start building your teaching community. Pre-service teachers often build connections during their fieldwork placements that lead to future career opportunities. As a student teacher/intern or fieldwork participant, you represent yourself, your university, and the teaching profession. To ensure a professional and meaningful experience, follow these key guidelines:

### Professional Appearance

- Dress in a way that is comfortable yet professional, following the school's dress code.
- Maintain a clean and neat appearance, using administrators and teachers as models.



## Punctuality and Reliability

- Arrive on time and be prepared for all assigned responsibilities.
- Notify your mentor teacher and supervisor as early as possible if you anticipate being late or absent.
- Keep track of schedules, deadlines, and required documentation.

## Communication and Collaboration

- Use respectful and professional language in all verbal and written communication.
- Address school staff, students, and families formally unless otherwise instructed.
- Smile, greet others warmly, and express gratitude to school staff and educators.
- Communicate absences, lateness, or schedule changes ahead of time using professional email etiquette.





## Respect for the School Community

- Follow all school policies, procedures, and expectations.
- Be mindful of the school's culture and demonstrate cultural sensitivity and inclusivity.
- Do not be alone with students. Please note this is a major liability issue, so maintain an open-door policy and be with a certified teacher at all times.



## Confidentiality and Ethical Conduct

- Maintain student confidentiality and follow legal guidelines (e.g., FERPA regulations).
- Use pseudonyms for student names in written reports and discussions.
- Do not discuss students' personal or academic information outside appropriate professional settings.

## Engagement, Initiative, and Professional Growth

- Seek and apply feedback from your mentor teacher and supervisor.
- Be proactive in classroom activities, lesson planning, and school events.
- Demonstrate enthusiasm for teaching and a willingness to learn from feedback.
- Participate in professional development opportunities and school meetings when possible.



## Digital and Social Media Responsibility

- Follow the school's policies on technology use, including cell phones and internet usage.
- Do not use cell phones in the presence of students unless instructionally appropriate.
- Do not post images or information about students, staff, or your experiences on social media without explicit permission.





## Conflict Resolution and Professionalism

- Address conflicts or concerns professionally using respectful, compassionate, and action-oriented communication that minimizes harm and seeks to build community.
- Seek guidance from your mentor teacher or college supervisor if issues arise.
- Demonstrate patience, adaptability, and a growth mindset when handling challenges.

**“Abolitionist teaching is built on the creativity, imagination, boldness, ingenuity, and rebellious spirit and methods of abolitionists to demand and fight for an educational system where all students are thriving, not simply surviving.”**

2.



**— Bettina Love, author & educator**

# 03

## Roles and Responsibilities in Field Experience



## Student Teachers, Interns, & Teacher Candidates

- Meet background check requirements and attend mandatory field experience orientation sessions.
- Review and adhere to course and field experience requirements.
- Sign a contract with the field experience director for placement responsibilities.
- Maintain accurate records of field experience hours and activities.
- Plan and deliver lessons aligned with state standards and school curricula.
- Observe, co-plan, co-teach, and gradually take on full classroom responsibilities.
- Reflect on teaching practices through self-assessment and discussions with mentors.
- Submit required documentation and meet deadlines for evaluations and program requirements.
- Complete end-of-experience self-evaluations and surveys to support program improvement.

## College Supervisors

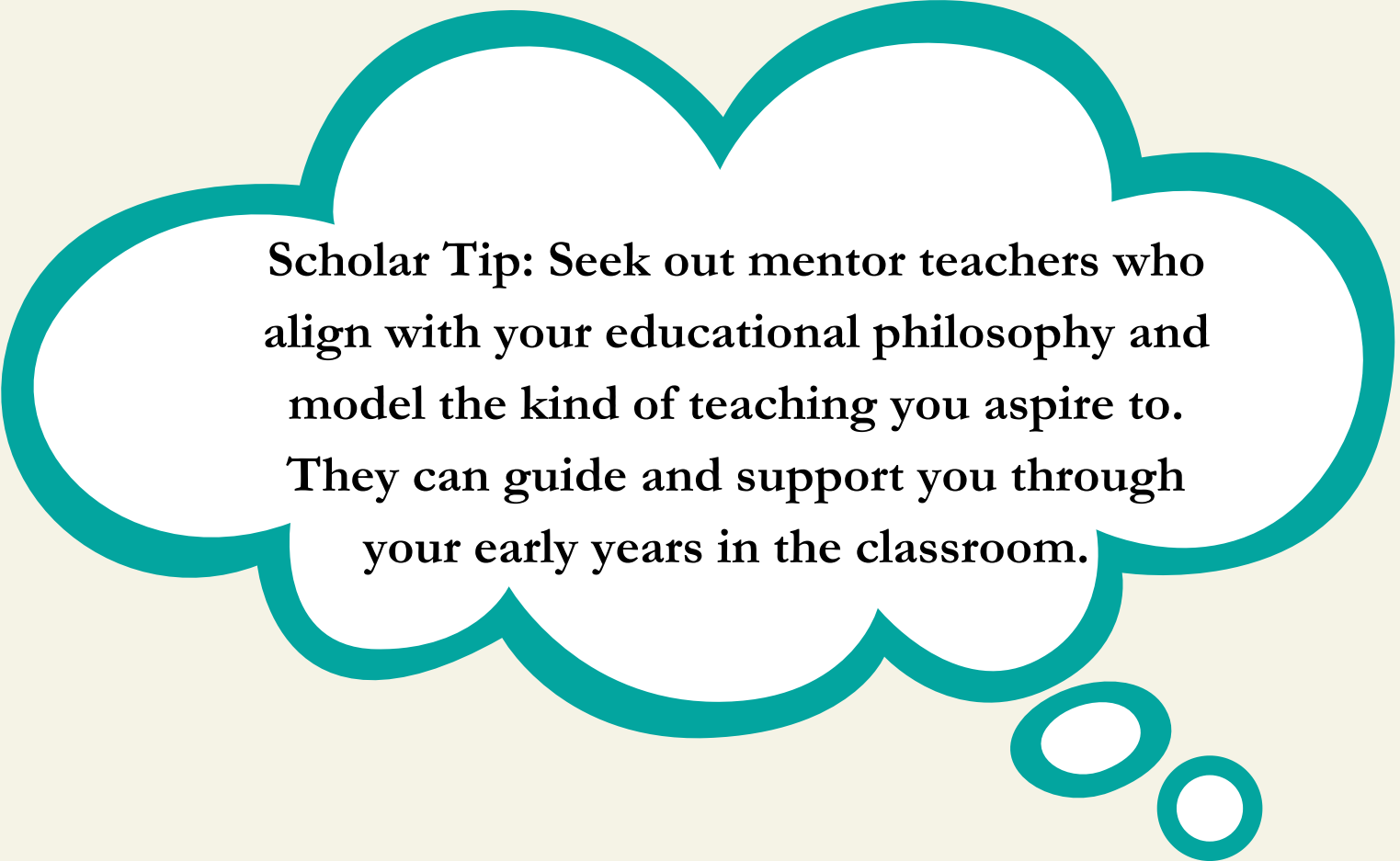
- Provide guidance and support throughout the field experience.
- Conduct observations and provide constructive feedback.
- Introduce oneself to the cooperating teacher and maintain communication with them to assess student teachers' progress.
- Ensure student teachers meet field experience requirements, applicable forms, and learning objectives.
- Serve as a liaison between the college, the student teacher, and the school site.
- Evaluate and assign student teacher grades based on performance and feedback.

## Cooperating Teachers

- Provide a welcoming and supportive learning environment.
- Model effective teaching and classroom community strategies.
- Guide student teachers in planning and delivering lessons.
- Offer timely, specific, and actionable feedback.
- Gradually increase student teachers' responsibilities as they gain confidence and competence.
- Collaborate with the college supervisor to assess progress and provide evaluations.

## **Mentors (If Applicable)**

- Provide additional support and guidance to student teachers.
- Offer insights into school culture, community engagement, and best teaching practices.
- Assist with reflective discussions on teaching experiences.
- Help student teachers navigate challenges and build confidence in their teaching abilities.



**Scholar Tip: Seek out mentor teachers who align with your educational philosophy and model the kind of teaching you aspire to. They can guide and support you through your early years in the classroom.**



# 04

## Student Teaching & Internship



# Student Teaching & Internship Overview

Once you've completed your fieldwork, you'll be ready to take the next big step: Student Teaching or Internship. This is your chance to take all that you've learned — from coursework to classroom observations — and apply it as a teacher leading instruction.

## Preparing for Student Teaching/Internship

To get started, you'll apply for student teaching or an internship the semester **before** your final semester. Planning ahead is key — these placements require early approval.

- **Step 1:** Schedule a meeting with your Graduate Program Advisor, MHSE Mentor, or Undergraduate Education Advisor as early as possible — and definitely before the deadlines below:

Semester	Deadline
FALL	April 1
SPRING	November 1

- **Step 2:** Visit the [Clinical Practice & Partnerships website](#) and complete the Student Teaching/Intern Interest Form during the semester before your placement.
- **Step 3:** Submit your official Teaching Application through [Lehman 360](#).
- **Step 4:** Follow the path that matches your role:

[	<a href="#">Student Teachers</a>	Apply for fingerprinting clearance (if not already done)
]	<a href="#">Interns</a>	Full time lead classroom teachers
- **Step 5:** Double-check your [NYCDOE Fingerprinting Clearance](#) is up to date.

Let this be the beginning of a meaningful journey where you learn, grow, and start shaping the kind of teacher you aspire to be. You've got this — and we're here to support you every step of the way!

# 05

## Success Strategies & Building Relationships

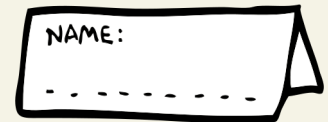


# Building Relationships with Students

## Learn Students' Names Quickly

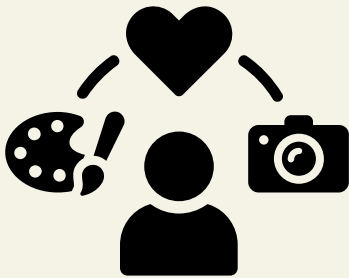
Show students that you see them as individuals by making an effort to remember their names.

1. Use name games or icebreaker activities during the first week of class.
2. Create and use a seating chart with photos for quick memorization.
3. Greet each student by name at the door as they enter class



## Show Genuine Interest

Ask about their hobbies, interests, and goals to build rapport.



1. Incorporate student interests into lessons (e.g., use a student's favorite sport in a math problem).
2. Ask students to complete an "About Me" form and refer back to it in conversations.
3. Attend a school performance or game and talk about it with the student the next day.

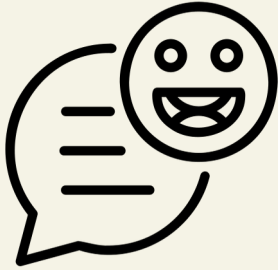
## Be Present and Engaged

Actively participate in lessons, assist students during activities, and show enthusiasm.

1. Circulate around the room during group work, listening and offering feedback.
2. Avoid distractions like your phone or unrelated grading during class.
3. Use student names during discussions and respond thoughtfully to their input.



# Building Relationships with Students



## Use Positive Reinforcement

**Encourage and acknowledge students' efforts to build their confidence.**

1. Give specific praise (e.g., "I really appreciated how you helped your classmate with that problem.>").
2. Use reward systems or recognition boards for positive behavior or effort.
3. Send home positive notes or emails to guardians.

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## Be Approachable and Supportive

**Let students know they can come to you with questions or concerns.**

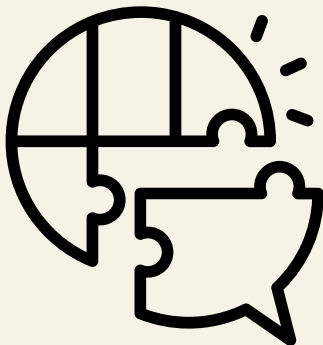


1. Hold informal office hours or "lunch and learn" sessions.
2. Use open body language when students speak to you.
3. Check in with students who seem withdrawn or frustrated.

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## Adapt to Their Needs

**Recognize different learning styles and find ways to support students individually.**



1. Offer assignment choices that allow for different strengths (e.g., visual, oral, written).
2. Provide extra time or quiet spaces for students who need it.
3. Use visual aids, manipulatives, or tech tools to match varied learning styles

# Building Relationships with Students

## Participate in School Activities



**Attend events like assemblies, club meetings, or sports games to show you care about their school experience.**

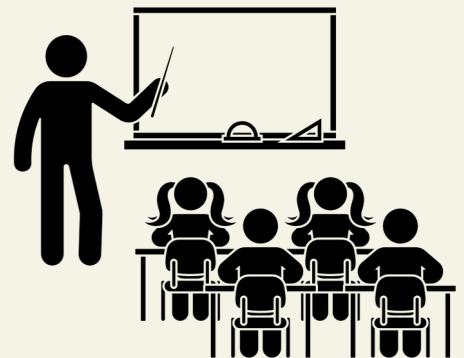
1. Volunteer at a school dance, science fair, or community service day.
2. Attend multicultural nights and chat with students and families.
3. Help sponsor or advise a student club.

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## Lead Small Group Activities

**Engage with students in smaller settings to build deeper connections.**

1. Facilitate reading circles or peer editing groups.
2. Run “lunch bunch” groups to build relationships outside academic settings.
3. Use learning centers where you rotate and connect with each group.



## Be Consistent and Reliable

**Show up on time and be dependable in your role to establish trust.**

1. Follow through on what you say (e.g., “I’ll email you that resource today.”).
2. Be on time and ready each day.
3. Maintain classroom routines so students know what to expect.

# Building Relationships with Mentor Teachers

## Observe and Ask Questions

Demonstrate curiosity and a commitment to growth by watching closely and asking thoughtful, respectful questions.

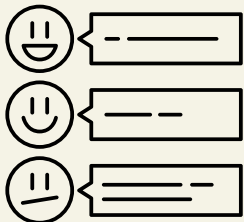
1. After a math lesson, ask: “I noticed you used real-life examples to explain fractions—how do you decide when to do that versus using visuals?”
2. Keep a running list of questions during the day and set aside a moment after class to review them with your mentor.
3. Attend department or grade-level meetings and ask about school-wide strategies or curriculum planning.



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## Be Open to Feedback

**Constructive criticism is essential to becoming a better teacher. Listen actively, reflect, and try new approaches.**



1. After being told your transitions between activities were a bit rushed, try a new pacing strategy and follow up: “I used the timer and verbal cues today—did that seem smoother to you?”
2. Keep a feedback journal where you jot down suggestions and document how you implemented them.
3. Ask for specific feedback: “Could you observe how I give directions today? I’d love your thoughts on clarity.”

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## Offer to Help

**Assist with grading, classroom setup, or lesson preparation to show initiative. Taking initiative shows reliability and builds trust.**

1. Volunteer to organize materials for an upcoming science experiment or bulletin board.
2. Ask: “Would it be helpful if I prepped the small group reading folders for tomorrow?”
3. Offer to monitor or lead morning routines once you've built confidence.



# Building Relationships with Mentor Teachers

## Communicate Regularly

**Check in with your mentor teacher about expectations, progress, and challenges.**



1. Set up a weekly 10-minute check-in: “Can we touch base every Friday afternoon to review the week and plan ahead?”
2. If you’re unsure about an expectation, ask for clarification early: “I want to make sure I’m planning these centers correctly—can we walk through one together?”
3. Email a summary of your weekly goals or reflections for transparency and accountability.

## Respect Their Teaching Style

**Observe, learn, and adapt to their established routines, even if they differ from your own preferences or training, rather than trying to make immediate changes.**



1. Instead of immediately proposing changes, ask: “Can you share your thinking behind using color-coded behavior charts?”
2. When co-teaching, mirror the mentor’s instructional style (e.g., tone, pacing) to maintain classroom consistency.
3. Reflect on what you can learn from their approach even if it’s different from yours—every teacher has wisdom to offer.

## Express Gratitude

**Acknowledge the time and energy your mentor puts into supporting your growth. A simple thank-you note or verbal appreciation goes a long way.**



1. Write a brief thank-you card halfway through the semester noting specific ways they’ve helped you.
2. Leave a sticky note on their desk after a busy day: “Thanks for letting me try out the read-aloud—I appreciate your support!”
3. Mention your appreciation during a team meeting or to an administrator (if appropriate).

# Building Relationships with Mentor Teachers



## Share Your Ideas Thoughtfully

**If you have suggestions, present them respectfully and be open to discussion.**

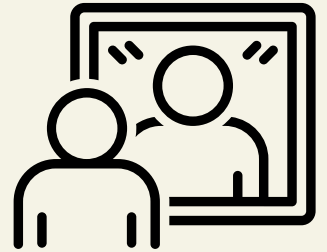
1. “I learned about a classroom calm corner in one of my classes—would you be open to me helping design one together?”
2. “I noticed some students were really engaged with the music transitions. Would you be interested in trying a student-created playlist?”
3. When offering a new idea, frame it as a question: “Would you be open to trying this activity I learned about? I think it might support the lesson objective.”

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## Reflect and Self-Initiate

**Demonstrating self-awareness and initiative builds credibility and trust.**

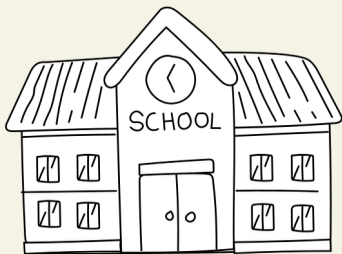
1. Keep a daily reflection journal that you can share with your mentor: “Here’s something I realized about my classroom management today.”
2. After seeing students struggle during a group activity, suggest adjustments: “Do you think grouping students differently next time might help?”
3. Ask: “Is there a unit you’d be willing to let me take the lead on?”



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## Learn About the School Culture

**Understanding the broader school environment helps you integrate more fully.**



1. Attend a school event (family night, assembly, etc.) and offer to help with setup or greeting families.
2. Ask: “Are there any school-wide expectations I should know to better align with your class routines?”
3. Observe hallway, lunchroom, and arrival/dismissal routines to see how your mentor navigates different spaces.

# Building Relationships with Mentor Teachers

## Practice Professionalism

**Consistency, punctuality, and a positive attitude go a long way.**

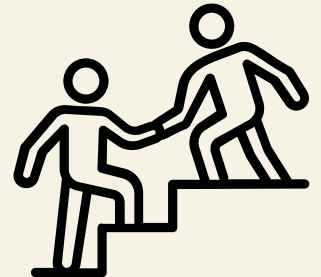


1. Arrive 10–15 minutes early and ask what prep is needed before students arrive.
  2. Dress appropriately and observe how your mentor maintains professional boundaries with students and staff.
  3. Avoid gossip or complaints—if you're unsure about something, ask for guidance privately.
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## Demonstrate Reliability and Follow-Through

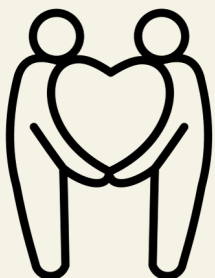
**Show that you can be counted on by completing tasks, meeting deadlines, and being consistent.**

1. If your mentor asks you to create a handout or lead part of a lesson, complete it on time and double-check for accuracy.
  2. Keep notes on tasks or reminders so you don't need repeated follow-ups.
  3. Follow through on feedback or agreed-upon goals and share how you've implemented suggestions.
- 



## Reflect a Collaborative Spirit

**Approach the mentorship as a partnership. Be a team player who contributes ideas while supporting shared goals.**



1. Offer to co-plan a lesson or adapt an existing activity to align with both your goals and the mentor's objectives.
2. Show enthusiasm when working together: "I'd love to collaborate on the literacy centers next week—maybe we can try integrating more visuals?"
3. Celebrate classroom wins together and acknowledge the mentor's leadership and expertise.

# Building Relationships with School Staff

## Introduce Yourself to Other Teachers and Staff

**Build rapport beyond your mentor teacher by learning names, roles, and routines of others in the building.**

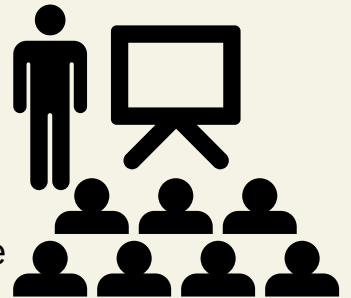
Hello!  
my name is

1. Stop by the front office early in the semester to introduce yourself to the school secretaries and office staff.
2. Chat briefly with the custodial or cafeteria staff during lunch or prep time. A simple “Good morning! Thanks for keeping our classroom so clean!” can go a long way.
3. When attending meetings or school events, introduce yourself to unfamiliar staff: “I’m part of Ms. Rodriguez’s class—great to meet you!”

## Engage in Professional Development Opportunities

**Being present in staff spaces where learning and collaboration happen helps build your professional identity.**

1. Attend a PD day or staff training (if invited), and ask questions or participate in group discussions to show engagement.
2. Join a book club, planning committee, or school initiative as a volunteer observer or contributor.
3. Attend grade-level or department meetings regularly and offer to take notes, distribute materials, or help organize planning docs.



## Support School Events and Initiatives

**Being visible and active in school life beyond the classroom helps you connect with students, families, and staff.**



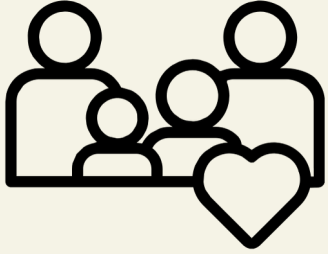
1. Volunteer at school-wide events like open house, talent shows, or community clean-up days.
2. Help a club advisor with a school activity: “I saw there’s a student council meeting today—can I lend a hand with sign-in or setup?”
3. Attend a PTA meeting or parent-teacher conference (if permitted), even just to observe and learn how family-school partnerships are built.

# Building Relationships with Families & Caregivers

## Attend or Organize Family Nights

**Actively participate in school-wide family events to build rapport with caregivers and demonstrate that you value their presence and input in their child's education.**

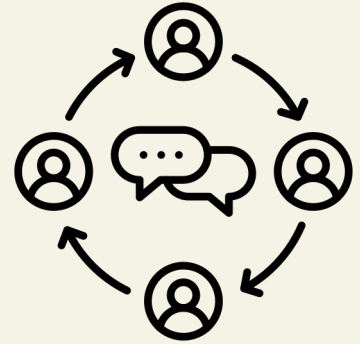
1. Greet families at the door during events like Open House, Back-to-School Night, or Family Literacy Night.
2. Help organize a hands-on activity station that families and students can complete together.
3. If permitted, co-create a student work display or slideshow highlighting classroom projects to showcase student learning.



## Communicate Regularly with Guardians

**Proactively maintain consistent and respectful communication with families to keep them informed and involved.**

1. Send a brief “Meet the Student Teacher” letter or email home at the beginning of your placement with your photo, background, and role in the classroom.
2. Use positive communication tools like weekly newsletters, ClassDojo, or SeeSaw to share class updates, reminders, and highlights.
3. Write short positive notes or emails: “Just wanted to share how well Jayden participated in our group discussion today—great leadership!”



## Make Home-School Connections

**Strengthen learning by encouraging students to involve their families in what they're doing at school, and vice versa.**

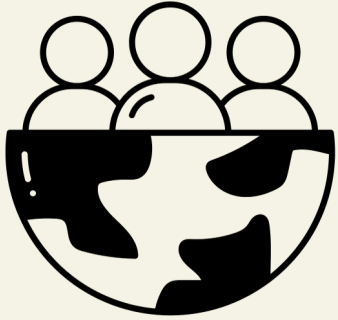
1. Create take-home activities like “Family Interview Night” where students ask a family member questions related to a social studies or literacy topic.
2. Ask students to bring in artifacts from home (photos, recipes, cultural items) during thematic units like “All About Me” or “Family Traditions.”
3. Design homework assignments that encourage collaboration.



# Building Relationships with Families & Caregivers

## Be Culturally Responsive and Inclusive

Show respect for the diverse cultures, languages, and family structures in your classroom by creating inclusive practices.



1. Learn and correctly pronounce student and caregiver names; ask families about preferred pronouns, languages, and modes of communication.
2. Celebrate multicultural holidays, and invite family members to share traditions or stories related to their heritage.
3. Translate key communication materials into the home languages spoken in your classroom or use translation apps.

## Invite Family Voices Into the Classroom

Create intentional opportunities for caregivers to contribute to the classroom experience.

1. Invite family members to be guest readers, presenters, or helpers during classroom activities (virtually or in person).
2. Send home a brief survey early in the year asking families about their child's strengths, interests, and goals: "What should we know to help your child thrive?"
3. Host a "Family Storytelling Week" where families share stories, traditions, or songs that connect to the class curriculum.



## Acknowledge and Celebrate Family Engagement

Express appreciation for family involvement, whether big or small, to reinforce their importance in the school community.



1. Send a thank-you card or email after a family attends an event or volunteers their time: "Thank you for helping with the science fair—it meant a lot to the students!"
2. Create a "Family Shout-Out" board in the classroom or newsletter highlighting family contributions.
3. Invite families to submit photos of learning at home (reading time, creative projects, etc.) and feature them in a classroom collage or newsletter.

# Success Tips

Use the suggestions below to help guide you to success during your field experience:

Common Mistakes	Success Strategies
Forget to complete paperwork and fingerprinting process ahead of time.	Make a checklist of tasks to complete before field work and set deadlines and appointments on your calendar.
Save all your hours until the last minute.	Space your observations out on a calendar over the course of the semester, and schedule them with the classroom teacher.
Be late or absent for field experience appointments.	Schedule your commute ahead of time to arrive 15 minutes early. In the rare case of lateness or absence, email host teacher and supervisor with as much advance notice as possible.
Miss appointments and/or under communicate.	Check your email and calendar daily and respond to emails within 2 business/school days.

Common Mistakes	Success Strategies
Forget to collect signatures.	Get your field experience timesheet signed by the teacher or admin after each observation. Put a reminder in your phone/post-it!
Lose track of your time sheet.	Take photos of your time sheet and upload to Google Drive periodically.
Limit yourself to one setting and/or observe a classroom that is not aligned with your coursework or certification.	Ensure that the setting aligns with the course and your certification/grade band. Observe different classrooms, teachers, times of day, settings (ICT, ELL, etc.) to learn as much as possible.
Passively observe the classroom and/or fail to make direct connections between observations and coursework.	Take notes, turn off cell phone, circulate the classroom if appropriate, and thank teachers and students for inviting you into their classroom.

# 07

## Appendix



# Professional Organizations

## English

### National Council of Teachers of English



The National Council of Teachers of English is devoted to improving the teaching and learning of English and the language arts at all levels of education. The Council promotes the development of literacy, the use of language to construct personal and public worlds and to achieve full participation in society, through the learning and teaching of English and the related arts and sciences of language.”

***Publications:*** English journal, Research in the Teaching of English, Voices from the Middle, Language Arts

## Math

### National Council of Teachers of Mathematics

Founded in 1920, the National Council of Teachers of Mathematics (NCTM) is the world's largest mathematics education organization. The National Council of Teachers of Mathematics advocates for high-quality mathematics teaching and learning for each and every student.



***Publications:*** Mathematics Teacher Educator, Mathematics Teacher: Learning and Teaching PK-12, Journal for Research in Mathematics Education

# Professional Organizations

## Science



### National Science Teachers Organization

We are a dedicated and passionate community of professionals, who believe that an appreciation for science can be fostered in every student and a passion for professional growth lies within every educator. Our vision is a world where science literacy and education are recognized as vital to the future of our society and each member of our team — staff and leadership alike — strives to make that vision a reality.

***Publications:*** Science & Children (Elementary), Science Scope (Middle), The Science Teacher (High), Journal of College Science Teaching (Postsecondary), Connected Science Learning (In-School and Out-of-School STEM Learning)

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### National Council for the Social Studies

Founded in 1921, National Council for the Social Studies is the largest professional association in the country devoted solely to social studies education. The mission of National Council for the Social Studies is to advocate and build capacity for high-quality social studies by providing leadership, services, and support to educators.

***Publications:*** Social Education, Social Studies and the Young Learner, Middle Level Learning, Theory & Research in Social Education

## SS/History



# Professional Organizations

## Students with Disabilities

### Council for Exceptional Children



The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving the success of children and youth with disabilities and/or gifts and talents.

***Publications:*** Exceptional Children, Teaching Exceptional Children

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### Educating All Learners Alliance

The Educating All Learners Alliance (EALA) is an uncommon coalition of organizations committed to resource sharing and community-building that supports the efforts of the education community to meet the needs of students with disabilities.



### Society for Disability Studies



A non-profit organization that promotes the study of disability in social, cultural, and political contexts.

***Publications:*** Disability Studies Quarterly

# Professional Organizations

## Other Organizations

### The Academy for Teachers



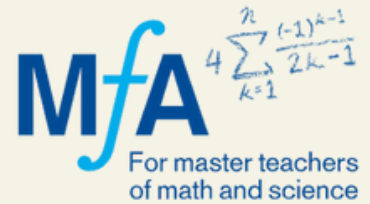
The Academy was founded in 2011 to honor and support teachers as valued professionals in need of the latest knowledge and inspiration. Our mission is to honor and support teachers through world-class learning experiences that inspire them to continue changing lives, in the classroom and beyond.

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### Math for America

MfA was founded in 2004 as a nonprofit organization committed to keeping outstanding STEM teachers teaching in the classroom and making a lasting impact on their students, their schools, and their communities.

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### National Education Association



NEA has affiliate organizations in every state and in more than 14,000 communities across the United States. We bring the expertise, drive, and dedication of 3 million educators and allies to advancing justice and excellence in public education.

# Professional Organizations

## Other Organizations

### The American Mathematics Society

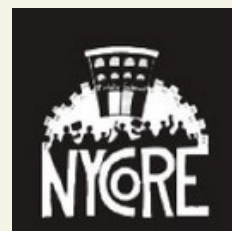


The American Mathematical Society began on November 24, 1888 in New York, NY as the New York Mathematical Society. We are a mathematics society dedicated to advancing research, promoting learning, and supporting careers.

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### New York Collective of Radical Educators

New York Collective of Radical Educators (NYCoRE) is a group of current and former public school educators and their allies committed to fighting for social justice in our school system and society at large, by organizing and mobilizing teachers, developing curriculum, and working with community, parent, and student organizations. We are educators who believe that education is an integral part of social change and that we must work both inside and outside the classroom because the struggle for justice does not end when the school bell rings.



**“We live in a period where there’s no time for ‘urgent-free pedagogy.’ Our instructional pursuits must be honest, bold, raw, unapologetic, and responsive to the social times.”**

**-Gholdy Muhammad, educator & author**

### Lehman Urban Transformative Education (LUTE) Framework

Education holds transforming power - of individuals and society. Our efforts to educate are shaped by these core purposes:

- to understand difference and diversity as foundations for learning and teaching;  
to work collaboratively to create ideas that incorporate and/or
- represent multiple perspectives;  
to create a place where human relationships are valued and nurtured;
- to create an environment that is responsive to change and need.
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### Mission & Vision

Our **mission** is to facilitate the development of competent, caring, qualified educators.

Lehman Urban Transformative Education (LUTE) represents the School of Education's vision for educators and leaders who are or will be responsible for stimulating and supporting the development of knowledge, skills, practices, and dispositions that enrich individuals and, in turn, communities where they live and work. Our **vision** is rooted in and extends from the missions of both The City University of New York and Lehman College. We seek to facilitate individuals' access to postsecondary education and occupational opportunities. We also seek to increase personal and social competencies for every PreK-18 student. In all of our work, we strive to close achievement, opportunity, and attainment gaps.

## Lehman Urban Transformative Education (LUTE) Themes

### Lehman Urban Transformative Education (LUTE) Themes

**Theme I – Empower Our Community of Educators and Learners.** School of Education faculty, staff, candidates, and alumni are empowered, through participation in collaborative inquiry and shared decision-making, to promote and support innovative practices in educational settings.

**Theme II – Educate and Advocate for Social Action and Equity.** School of Education faculty, staff, candidates, and alumni are mindful of inequities and advocate for social justice as they work on closing achievement, opportunity, and attainment gaps.

**Theme III – Realize Potential.** School of Education faculty, staff, candidates, and alumni are sensitive to the needs of the whole child/adolescent/adult. At every level, we prepare educators who can help students to realize their potential by establishing rigorous academic standards, using assessment to track progress, attending to diverse learning styles/needs, and taking into account social/emotional factors that contribute to or impede school success.

**Theme IV – Affirm Our Diverse Ethnic and Cultural Contexts.** School of Education faculty, staff, candidates, and alumni affirm diversity by creating environments that ensure safety, equity, and appropriate outcomes for all learners and educators. We recognize the importance of school-family- community partnerships



**“The classroom remains the most radical space of possibility in the academy.”**

**— bell hooks, author & educator**

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