



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

Department of Education and Human Development
Field Experience and Student Teaching Requirements
Childhood Inclusive Education Program, Grades 1-6

Each phase of the program requires a field experience as described below.

A *final* electronic assessment for Phase I/II/III will be sent from peuassessment@brockport.edu.

Course	Semesters Offered	Placement Arrangements and Special Requirements: in <i>ALL</i> phases, candidates may tutor, assist in classroom activities, grade papers, create bulletin boards, and work with individuals or small groups, etc., at the teacher's discretion. <i>Our goal is for teacher candidates to be actively involved in working with students as much as possible.</i> Additional requirements for each phase are listed below.
<i>Phase I</i> Inquiry Into Learning EDI 330 (3 credits)	Fall and Spring – 50 clock hours required	Some observation (if needed) and participation in a diverse general education classroom setting, grades 1-6. <ul style="list-style-type: none"> Plan and lead one learning activity or lesson.
<i>Phase II</i> Methods in Special Education EDI 414 (3 credits)	Fall and Spring - 50 clock hours required	Participation (under the supervision of a teacher certified in special education) in a setting that includes children with disabilities, grades 1-6. <ul style="list-style-type: none"> Create an inclusive unit plan in ANY content area (i.e. social studies, math, ELA, or science) and teach one lesson for all students, including students with disabilities. Work with an emergent reader to create a Running/Reading Record. Create and teach one small group literacy activity.
<i>Phase III</i> Language Literacy Learner EDI 417 (3 credits)	Fall and Spring - 50 clock hours required	Participation in a diverse general education classroom setting, grades 1-6. <ul style="list-style-type: none"> Plan and teach an inquiry based science lesson and a problem based math lesson. Conduct pre-test and post-test for math and science lesson to evaluate the impact their teaching had on students' understanding. Candidates will complete 5-7 individual tutoring lessons in literacy to be completed with a single student. At least one of these lessons will be taught to a small group, meeting the needs of the single student and other students in the group.
Practicum in Childhood Inclusive Education with Seminar	Fall and Spring EDI 455 (12 credits)	Single Student Teaching placements will predominantly involve working with one teacher for a full semester (general ed or special ed). However, because we are a dual certification program, student teachers will have an opportunity to work with students from both populations: general ed and students with disabilities. <ul style="list-style-type: none"> Student teaching must occur in <i>grades 1-6</i>. Full-time placements follow the school district calendar Monday through Friday throughout the semester (15 weeks).

At least one field experience or student teaching placement must meet each of the following requirements:

- 1) must be completed in a high-need school
- 2) must be working with children with special needs
- 3) must be working with children who are not native speakers of English

These requirements are likely to be met in multiple field experiences and/or student teaching placements. The current high-need school district in the Rochester area is the Rochester City School District. A total of 150 hours of field experience is required prior to student teaching. Field experience will be in school or community settings.

More information and a copy of the **Field Experience Handbook** can be accessed electronically: <http://www.brockport.edu/ehd/fieldexp/>.