



Fieldwork Handbook

ART AND DESIGN EDUCATION

PRATT INSTITUTE

2026-2027

Pratt

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The insect collage images on the cover were created by Edward R. Murrow High School students under the direction of student teacher Kristen Lowe.

ART AND DESIGN EDUCATION AT PRATT INSTITUTE

The mission of Art and Design Education is to prepare artists and designers as accomplished educators who can work effectively with pupils in diverse cultural contexts and apply interdisciplinary perspectives across a variety of educational settings, including schools, museums, and community organizations. Students work collaboratively with their peers, community members, and professionals in the field, while they learn to develop lessons and construct environments that promote critical inquiry and creative practice. Through individual and community practices, students become engaged artists, educators, and researchers. When students complete their degree program, they can:

- Integrate studio knowledge and skills—grounded in contemporary art practice—into the art and design curriculum.
- Articulate, apply, and reflect upon knowledge of pedagogy in art and design.
- Apply knowledge of learners, belief in their ability to learn, and respect for their experiential and cultural frameworks to curriculum and pedagogy in art and design education.
- Demonstrate the ability to work collaboratively within school and community contexts to promote equitable learning opportunities.

ART AND DESIGN EDUCATION FIELDWORK

Teaching is a profession not learned overnight or through a single pre-student-teaching experience; rather, learning unfolds through reflection on a sequence of supervised, semi-independent, and independent student-teaching experiences. Students begin observation classes. We are grateful to our Host Teachers, Schools, and Principals who readily open their doors to Pratt Institute students. Their partnerships are a critical component of our program, and their advice and guidance are invaluable to our teacher candidates. Before enrolling in student teaching, Art and Design Education majors and master's candidates complete at least 100 hours of pre-student-teaching fieldwork. These fieldwork hours are embedded in several courses, with each experience designed to allow students to view education through a specific lens.

PROFESSIONAL GUIDELINES

As guests in the schools, students are responsible for building and maintaining professional relationships with their Host Teachers and other school personnel. Students should be mindful to conduct themselves professionally, including punctuality, consistently thorough preparation, collegiality, and appropriate dress. Fieldwork students must follow these guidelines.

- Contact the Host Teacher at least 4 days before the first scheduled visit. Ask them what time they would like you to arrive, and ask that they notify security of your visit.
- Refer to the NYC Public Schools [calendar](#) to determine any school holidays that may fall on your fieldwork days. It is your responsibility to arrange an alternate field visit to make up for missed field hours.

- Dress professionally. Professional dress should be thought of as pants, dresses, or skirts of appropriate, discrete length and tightness. Tank tops, shorts, ripped jeans, or hats are not permitted. Check the school's dress code for further local guidelines.
- Treat all information received about pupils in a class or in the larger school setting as confidential and used for professional purposes only. This includes taking photographs, sharing students' names and other identifying information, and any other identifying information described in the data protection guidance. All ADE students must complete data protection ([available online](#)) before undertaking fieldwork.
- Be sympathetic, courteous, fair, and impartial when dealing with pupils, and stay informed about the individual differences that exist within each class and group.
- Be mindful that photographs and videos taken during fieldwork and student teaching may not be posted on any online forums, social media, or shared for non-professional purposes.
- Never communicate with pupils outside of the school setting. This includes communicating via telephone, text, and all social media.
- Adjust privacy settings on Facebook, Instagram, Snapchat, X (formerly Twitter), and other social media sites to limit one's own and one's friends' visibility as much as possible. Remove pictures and posts that do not represent the professional educator you are becoming. This also includes photos your friends have of you on their own pages, as everything is linked and easy to navigate.
- Notify the faculty supervisor, the cooperating teacher (and the school's main office, if applicable) as soon as possible when an emergency requires an absence or lateness. The Host Teacher will supply contact information.
- If the Host Teacher is absent for an extended period (two weeks), student teachers must notify faculty and cc. Anna White immediately.
- Only the student teacher themselves (or faculty) are communicating with the Host Teacher and school-based personnel. No one calls or emails the cooperating teacher and school-based personnel on your behalf.
- Use Pratt emails for all fieldwork-related communication. This email address must be checked daily. Responses should be made promptly.
- Attendance: Record your attendance in the fieldwork log, and ask your Host Teacher to sign it weekly. Logs must be uploaded to the ADE website linked here before the end of the semester. These hours are non-replicable experiences. Students who have not met the learning outcomes may need to extend their

school hours beyond the Pratt semester.

- Cellphones in NYC public schools
 - Children are prohibited from using cellphones in schools. Student teachers must adhere to the school's cell phone policy. Be vigilant about turning off or muting cell phones while at the student teaching site in adherence with the NYCDOE policy.

OBSERVATION GUIDELINES

Good field notes should "use descriptive rather than evaluative language. In contrast to evaluative language, which reflects the observer's judgment, descriptive language focuses on how something happens, detailing the process. It holds the judgment of the observer in abeyance, focusing instead on unpacking the details of what happened in a particular context at a particular time." Recognize that all teachers have different philosophies of education. Fieldwork students are in this experience learning to become reflective practitioners, not teacher evaluators. Negative criticism and opinions are NOT a part of the fieldwork experience.

Weekly observations should include the **date** and **time** of the observations and the **context, and should be brought to class as directed by your instructor**. They should be done in the classroom as you observe (see low-inference observation template at the end of this handbook). Keep notes and photos organized alongside any handouts, brochures, or other information about the school. Your instructor may ask you to include descriptions of the following in your notes:

The Physical Setting:

- What is the physical environment like?
- What is in the context?
- How is the space allocated?
- What is the same/different about it this week?
- What kind of behavior is the setting designed for (i.e., a demonstration, exhibition, lesson, discussion, critique, written assignments, art projects, etc.)?

The Participants:

- What are the relevant characteristics of participants and their roles and reasons for being there (i.e., adults, students, male/ female, art elective students, mainstreamed, inclusion)?
- How are the participants interacting with the activity and one another?
- Who is not there, who was expected to be there?

Activities/ Interactions:

- What is going on?
- Is there a discernible sequence of activities (i.e., is this a printmaking lesson or a

'free draw')?

- What rules govern the activities and interactions (i.e., are students at their tables, on the floor sharing, or working in pairs)?

Conversation:

- What is the content of the conversation?
- Who speaks to whom and who listens (i.e., is it teacher-led, student-led, student-to-student)?
- Be sure to quote directly, paraphrase, and summarize. Note silences and nonverbal behavior too.

Your own behavior:

- You are as much a part of the scene as anyone else. What do you say and do?

The observation guidelines have been adapted from Chapter 5, Merriam, S.B. (2016), *Qualitative Research and Case Study Applications in Education*, Jossey-Bass: San Francisco, CA (pp. 137-162).

OTHER GUIDELINES

- Try to avoid analyzing at the time, but do include thoughts and ideas as they come to you. These are your observer comments. Keep them out of the main body of your observation notes and give them a code.
- Allow the observation notes to be almost a stream of observations, don't be surprised if you are jumping around, one minute listening to children and a moment later turning and recording the interaction a visitor has with the teacher.
- Follow any instincts you have to draw, to record the sequence of a child's drawing or a piece of sculpture, for example.
- Don't be concerned if you start recording a conversation and then it starts to move too fast - just try and record it as best you can. You can always summarize it later as you go over your notes.
- At the end of your fieldwork visit, read over your notes and add anything else you remember that you didn't have a chance to document at the time. If you have a strong opinion about the day or an event during the day, record it separately at the end of the day as you look over your notes.

The additional guidelines have been adapted from Merriam, S. B., p. 92

GLOSSARY

Host Teacher: A K-12 teacher who voluntarily promotes the education profession by agreeing to have a pre-student teacher observe in their classroom.

Cooperating Teacher: A K-12 teacher who voluntarily promotes the education profession by agreeing to mentor a student teacher and providing opportunities for them to assist and teach in their classroom.

English Language Learner (ELL): An English Language Learner is a student whose home language is not English and who has scored below Commanding (proficient) on the New York State Identification Test for English Language Learners (NYSITELL).

Multilingual Learner (ML): A student who speaks or is learning two or more languages. This includes ELLs, former ELLs, heritage speakers, and native English speakers who are learning a world language. Multilingual learners are an umbrella term.

Dual Language Bilingual Education (DLBE): The dual language program teaches students in two languages. In NYCPS, the languages are English and a partner language (such as Spanish, French, Mandarin, Russian, etc.). The student population may be from a single language background or a mix of English and the partner language. The goal of this program is bilingualism and biliteracy in English and the partner language. Ideally, students remain in a DLBE program throughout their school career.

Transitional Bilingual Education (TBE): The transitional bilingual education program provides reading, writing, and other classes in English and in the student's home language. As students' English improves, they spend more time learning in English and less time learning in their home language. Students leave the program when they are no longer identified as English Language Learners. The goal of this program is to support students in their home language while they fully transition to English-only instruction.

English as a New Language (ENL): The English as a New Language program (formerly English as a Second Language, or ESL) provides instruction primarily in English, with support in students' home language, so that they can learn to read, write, and speak English. Students from many different language backgrounds are taught together, and English may be the only common language among them. The goal of the program is to provide English instruction with support in students' home language until they become English-proficient.

Special Education: Under the Individuals with Disabilities Education Act (IDEA), special education is defined as specially designed instruction, provided at no cost to parents, to meet the unique needs of a child with a disability. This instruction is individualized and can be provided in various settings, including classrooms, homes, hospitals, and other locations.

Integrated Co-Teaching (ICT) Services: ICT involves a general education teacher and a special education teacher co-teaching a mixed group of students, including those with and without IEPs, in a general education classroom to foster an inclusive learning environment. ICT classrooms include both students with IEPs and those without, with a maximum of 40% (12 students) having IEPs. ICT classrooms are designed to create a challenging and enriching learning environment for all students, ensuring that students with IEPs receive the special education services they need while remaining in the general education classroom.

Specialized Class: Specialized class means a class consisting of students with disabilities who have been grouped because of similarities in individual needs for the purpose of receiving specially designed instruction in a specialized setting, meaning that such students receive their primary instruction separate from their peers without IEPs. Specialized class size is defined as the maximum number of students who can receive instruction together in a specialized class, as well as the number of teachers and paraprofessionals assigned to the specialized class. If the student's IEP indicates a specialized class, it must specify the class size.

The Individualized Education Program (IEP): In the context of the NYC Department of Education (DOE), an Individualized Education Program (IEP) is a legal document that outlines a plan for providing a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) to students with disabilities who require special education services. An individualized education program, or IEP, is a written statement for each child with a disability that is developed, reviewed, and revised at an IEP Team meeting in accordance with the regulations at 300.320 through 300.324.

504: [Section 504](#) of the Rehabilitation Act requires public schools to offer services and accommodations for eligible students with disabilities. These services help students with special health needs fully take part in school.

FIELDWORK LOG

Download and print as many copies as necessary to log (linked [here](#)) your fieldwork observation hours. Hours should be recorded weekly and signed by your Host Teacher. Upon completion, upload the signed logs to the website linked [here](#).

LOW INFERENCE OBSERVATIONAL TEMPLATE EXAMPLE

Can be reproduced in your notebook or Word document:

Time	What the teacher(s) are doing and/or saying	What students are doing and/or saying

This handbook should be understood within the context of the 2026-27 Program Learning Guide.

