**Fieldwork Time Log**

**Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fieldwork Project: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Mentor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| **Date** | **Correspondence:** Provide a record of each time you correspond with your mentor (phone & email) and the topic of your conversation. |
| **9/20** | I met with Mrs. Cunio for half an hour to discuss my topic. We discussed how an after school program would work over at the QMS. We also discussed ideas for activities for the children.  |
| **9/22** | I met with Mrs. Cunio for an hour to discuss the change in my topic. Instead of an after school program, my new topic is creating a lunch buddies program for students who are separated in special education classrooms. Mrs. Cunio believed this would be a better idea since it is not after school.  |
| **9/26** | I met with Mrs. Cunio for half an hour to discuss possibly being a peer model for a 5th grade student over at the Jordan Jackson. I would be doing small activities with her for an hour after school every friday. I decided I would like to add that to my project to see what special education is like for younger children.  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

|  |  |  |
| --- | --- | --- |
| **Date** | **Fieldwork with your Mentor:** Provide a description of all work completed under the direct guidance of your mentor. | **Number of Hours** |
| **1/26** | Figuring out the logistics together, we figured out who would be interested in special education and reaching out to different special ed teachers | 1 |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Total Hours \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Date** | **Independent Fieldwork:** Provide a description of all fieldwork you complete independently. | **Number of Hours** |
| 9/27 | I went over to the JJ to meet the special education teacher, Laura Johnson. We spoke about how the JJ already has a lunch buddy program, but not for the special education students. She said her students’ would love for me to set it up. | 1 |
| 9/30 | I went to the JJ to meet the student I am working with, Chelsea, for the first time. We made chocolate covered pretzels together so she could take the home for a snack. I got to learn about her day and things she enjoys, such as makeup, hair, and Selena Gomez. | 1 |
| 10/7 | I went to the JJ to do an activity with Chelsea again. This time we made beaded bracelets together. I got to learn more about her. After I discussed with Laura Johnson about different colleges that offer special education, and how to decide if I want to go into early or older education.  | 1 |
| 11/18 | I visited Chelsea again. We made chocolate covered pretzels again because it is Chelsea’s favorite snack. I asked Chelsea some questions about some other activities I could possibly bring for us to do together. She said she is up for anything! | 1 |
| 12/5 | For half an hour, I went to the Robinson school to an iCare reading. I went to a first grade class for Ms. Tremblay with Kim Piro, we read a book called “A Very Special Little Critter”. The book is about a rabbit who has to use a wheelchair, the other critters learn that he is different, but he is the same. The first graders in the classroom asked many questions and also responded saying that they would be very accepting of students with disabilities. Overall, it was a great experience.  | 30 min |
| 12/7 | For half an hour, I went to the Robinson school to another iCare reading. I read for a second grade class for Mrs. King with Patty Harwood. We read the book “My Friend with Autism”. The kids were a little off, however a majority of them still expressed that they would be very accepting of those who are different.  |  |
| 12/9 | For half an hour, I went over to the Jordan Jackson to work with my fifth grade partner, Chelsea. We played a game on their classroom’s smartboard and she had loads of fun. I got to see different sides of her and how she thinks while playing tricky games. For the next half an hour, I did another iCare reading for another second grade class for Mrs. Doherty, and I read with Stephane Znoj. We read another kid-friendly book on autism, and the kids did enjoy it. Not every class reacts the same way, but overall across the school, most students would accept all and any students. |  |
| 12/16 | For half an hour, I went over to the Jordan Jackson to work with Chelsea. We had colored some pictures together and I got to know more about her. Mrs. Johnson had not been present and I have not been able to speak to her about the lunch-buddy program.  |  |
| 2/15 | Sent out e-mails to every student who has been in Project Teammate asked them to participate in my program and then posted on senior and junior facebook groups  | 1 |
| 2/16 | sending out more e-mails to students asking them to participate also sending e-mails to mrs. cunio and ms. crook letting them know what is happening and asking ms. crook to tell her students about my project | 1 |
| 1/4 | sent out an e-mail to all special ed teachers telling them my idea and stating some early logistics, took a long time to figure out how to send a proper e-mail to teachers and how to really explain my project | 1 |
| 2/7 | sending out more e-mails to the special education teachers to figure out some logistics | 30 min |
| 2/17 | sending out e-mails during class to more students who I assume would be interested, responding to those who expressed interest. figuring out some more logistics such as when to hold perhaps an informational meeting after vacation | 45min |
| 2/8 | sat with special ed students at lunch to talk to them if they were interested about having people come sit with them  | 20 min |
| 2/8 | Went to meet other special ed kids who are more moderate to talk to them and ask what they are into so I could figure out what kind of kids they would love to sit with  | 20 min |
| 2/7 | E-mailed Ms. Crook about her mentioning my project to her project teammate class.  | 15 min  |
| 3/6 | E-mailed my mentor updating her about my project. She is super supportive of my project.  | 10 min back and forth e-mails |
| 3/8 | E-mailed some of the special ed teachers back and forth about the project figuring out some logistics.  | 10 min |
| 4/6 | Created and sent out a Google Forms survey to get some responses back from general ed students. I was really happy with the responses I got 6 responses back, so I am glad to know people have been sitting with our special education students.  | 1 hr and 30 min |

**Total Hours \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Fieldwork Log: Progress Report Rubric**

|  |
| --- |
| **NOTE:** Completion of 20 hours of fieldwork under the guidance of a mentor is a required component of the ALP. Students cannot successfully complete ALP without having fulfilled this requirement. The following rubric is an assessment not of your fieldwork but of your fieldwork log and its contents. |

|  |  |
| --- | --- |
| **Correspondence**  | 5 |
| Students has included a record of all correspondence with their mentor since their last fieldwork log submission.  | 5 |

**Fieldwork with Mentor**

|  |  |
| --- | --- |
| **Dates** | 5 |
| Each entry in the log includes the specific date that the hours were logged. All dates are current and include all fieldwork since the last fieldwork log submission.  | 5 |

|  |  |
| --- | --- |
|  **Hours** | 5 |
| Each entry in the log lists how much time you dedicated to your fieldwork during those individual dates. Hours are included for all fieldwork completed since the last log submission.  | 5 |

|  |  |
| --- | --- |
| **Descriptions** | 15 |
| Each entry includes a detailed description of all aspect the project that were worked on during each individual date. Descriptions are included for all fieldwork since the last fieldwork log submission. | 15 |

**Independent Fieldwork**

|  |  |
| --- | --- |
| **Dates** | 5 |
| Each entry in the log includes the specific date that the hours were logged. All dates are current and include all fieldwork since the last fieldwork log submission.  | 5 |

|  |  |
| --- | --- |
|  **Hours** | 5 |
| Each entry in the log lists how much time you dedicated to your fieldwork during those individual dates. Hours are included for all fieldwork completed since the last log submission.  | 5 |

|  |  |
| --- | --- |
| **Descriptions** | 15 |
| Each entry includes a detailed description of all aspect the project that were worked on during each individual date. Descriptions are included for all fieldwork since the last fieldwork log submission. | 15 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Overall progress toward end project** | Exemplary | Acceptable | Making Progress | Limited Progress |
| Student is making acceptable progress toward the mid year goal of 8 hours work on their project. |  | X |  |  |

\*Late assignments will be penalized 5% per day late).

**Comments:**

**Points Received: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_55/55**