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C&I 200.02: Exploring Teaching Through Field Experience

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C&I 200 (Section 2) - Exploring Teaching Through Field Experience, Spring 2006

Instructor: Steve Kalling Office: ED 307 Office hours: MW 10:00 -11:00 & by arrangement
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Purpose and goals:

This course introduces you to our teacher education program and to the teaching profession in general. As a Teaching Assistant (TA) to a Missoula-area teacher, you will have the opportunity to observe the operation of a school and the students and teachers who work there. We expect you will use the experience to clarify your commitment to become a teacher.

At the conclusion of the course, you should have:

- Completed a successful 30-hour field experience during which you will serve as a TA to a classroom teacher and be evaluated by that teacher;
 - Developed your observation and analysis skills;
 - Begun your professional development portfolio, to be completed during the student teaching semester; and.....
- Determined your aptitude for and interest in becoming a K-12 teacher.

Text: Kozol, J., Letters To A Young Teacher (2007).

Evaluation:

C&I 200 is a credit/no credit course. You will receive credit for the course if you:

- Keep an observation journal, writing for 10 minutes after each session in the classroom or twice a week, whichever number is greater. Bring your journals to each of our class meetings. Your entries will help you to complete our four written assignments (particularly assignment #4 which asks you to identify some very specific ways that the supervising teacher manages his/her classroom).
- Receive satisfactory evaluation of your 30 hours as a TA by the classroom teacher to whom you are assigned. The teacher must rate your performance at "Competent" or above in all categories.
- Receive satisfactory evaluation of participation in six scheduled seminars on campus.

Absence from more than 1 seminar results in a "no credit" grade.

- Receive satisfactory evaluation of completion of four written observation assignments.

Hand in all of the field requirement materials:

- Supervising Teacher Final Evaluation
- Hours
- Self Dispositional Evaluation
- Reflection Paper.

Please obtain a copy of the **UM Teacher Education Policy Handbook**, available in the UC Bookstore or online.

On campus seminars, reading, and written observation assignment schedule:

Section #1 meets 2:10-3:00 p.m. on Tuesdays

- ✓ **January 22** – begin orientation of the teaching assistant's role and responsibilities and discuss C&I 200 seminar/field expectations (**Read through all of the Field Experience Informational Packet and come prepared with questions for next seminar**, as well as having a couple clear goals as to what you want to get out of this field experience.) Additionally have read the first two chapters of the Kozol book. Plan to read a chapter or two per week throughout the semester.
- ✓ **January 29** – continue discussion of Field Experience logistics and requirements. **Assignment #1** (due 12 February) Think back on an influential teacher. In the format of a letter (or the transcript to a voice mail message) describe a specific instance from your experience with this teacher which made an impact on your education. Include sensory details as well as emotional and intellectual ones. Conclude by sharing with this person your reasons for pursuing an interest in teaching.
- ✓ **February 12** – discuss observation, journaling, and reflection process (Read "Orienting Yourself to Schools" before going to your first field placement meeting and after being there for a few hours. **Assignment #2 (due 5 March)** looks at the many **physical elements of your classroom**. You will draw a map of the room, label all the elements. Include a brief narrative explaining the advantages and disadvantages of the layout and a comparison with other classrooms from your own experiences.
- ✓ **March 5–Assignment #3 (due 9 April) asks you to use a provided rubric to evaluate some of the behaviors of your age level students and, after summarizing some observational data, to reflect upon what these interactions mean.** You may include additional observations and data beyond the behaviors specified on the rubric. The observations may also suggest some questions that you might discuss with your supervising teacher, as well as your seminar classmates who are also working with similar age levels of students. Preschool teaching assistants should use the Social Attributes Checklist for Assignment #3.
- ✓ **April 9 – Assignment #4 (due 30 April) asks you to identify some very specific ways that the supervising teacher manages his/her classroom.** Keep notes in your journal while you are in the classroom before summarizing your responses to these questions. Preschool teaching assistants should use the alternative form called "Transitions" to respond to the classroom management (#4) assignment.

Instructions will be given for completing all of the written reflection and logistical paper requirements of the C&I 200 field experience.

- ✓ **April 30** – Final large group discussion on the C&I 200 field experience; come prepared to articulate at least one of your professional development goals for work on before and during the next level of field experience. If you are finished with all of the final field experience requirements, reflections and required paper work, you may turn in this packet at this time.
- ✓ **May 7** – Final week meeting at 3:20. All final written reflections and C&I 200 Field Experience evaluation/performance documents are due.