

University of Montana

## ScholarWorks at University of Montana

---

University of Montana Course Syllabi, 1990-2010

---

Spring 2-1-2008

### C&I 200.02: Exploring Teaching Through Field Experience

Philip Wittekiend

*University of Montana, Missoula*, [Philip.Wittekiend@umontana.edu](mailto:Philip.Wittekiend@umontana.edu)

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi1990-2010>

**Let us know how access to this document benefits you.**

---

#### Recommended Citation

Wittekiend, Philip, "C&I 200.02: Exploring Teaching Through Field Experience" (2008). *University of Montana Course Syllabi, 1990-2010*. 31.

<https://scholarworks.umt.edu/syllabi1990-2010/31>

This Syllabus is brought to you for free and open access by ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi, 1990-2010 by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact [scholarworks@mso.umt.edu](mailto:scholarworks@mso.umt.edu).

## **C&I 200 (Section 2) - Exploring Teaching Through Field Experience, Spring 2008**

Instructor: Philip Wittekiend Office: ED 306 Office hours: MW 11:00 -12:00 & by arrangement  
Telephone: 243-5064 Email: [Philip.Wittekiend@umontana.edu](mailto:Philip.Wittekiend@umontana.edu)

### **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. This field experience also provides an opportunity for you to clarify your commitment to become a teacher.

At the conclusion of the course, you should have:

- (1) 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;
- (2) Developed your observation and analysis skills;
- (3) Gained a better understanding of the developmental levels of students with whom you are working;
- (4) Acquired an awareness of some appropriate instructional and classroom management skills;
- (5) Begun your professional development portfolio, to be completed during the student teaching semester; and.....
- (6) Determined your aptitude for and interest in becoming a K-12 teacher.

### **Evaluation:**

C&I 200 is a credit/no credit course. You will receive credit for the course if you: 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 seven of the nine performance-based outcomes. 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: (1) Supervising Teacher Final Evaluation; (2) Hours (signed off on by teacher); (3) Student Dispositions – Self-Assessment ; (4) Reflection Paper; and (5) Three Professional Development Goals after completing C&I 200 Field Experience.

### **On campus seminars, reading, and written observation assignment schedule:** **Section #2 meets 1:10-2:00 p.m. on Monday in ED 313**

- ✓ **January 28** – 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.)
- ✓ **February 4** – continue discussion of Field Experience logistics and requirements and (**Read Handout "Introduction to Lenses on Teaching"** before coming to next seminar.)

- ✓ **February 11** – discuss observation, journaling, and reflection process; hand out and discuss **“Twenty-nine Questions”** to help you explore the world of teaching with your cooperating teacher in the weeks ahead. **Read “Orienting Yourself to Schools”** before going to your first field placement meeting and after being there for a few hours **do for next seminar: Assignment #1** looks at the many **physical elements of your classroom**. Be sure to draw your map of the classroom and then answer the questions. **Assignment #2** focuses on helping you to observe more specifically the **teaching style and strategies utilized by your teacher for the specific grade level and/or subject they are teaching**. Preschool Teaching Assistants might wish to ask seminar instructor for an alternative observation guide for assignment #2. Answer the questions presented relative to what is appropriate for your teaching level.
  
- ✓ **March 10** – Assignments #1 (Physical Environment) and #2 (Basic Teaching Styles and Strategies) are due; be ready to share with other classmates working at your grade level. **Do for next seminar: Assignment #3 asks you to use the 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 might choose to use the alternative assignment, the Social Attributes Checklist, for Assignment #3. **Assignment #4 asks you to identify some very specific ways that the supervising teacher manages his/her classroom**. Keep notes in your journal over a number of times that you are in the classroom before summarizing your responses to these questions. Preschool teaching assistants may choose to use the alternative form called “Transitions” to respond to the classroom management (#4) assignment.
  
- ✓ **April 7** – Assignments #3 (Observing student behaviors) and #4 (Classroom transitions and management strategies) are due; be ready to share with other classmates working at your grade level. **Instructions will be given for completing all of the written reflection and logistical paper requirements of the C&I 200 field experience**.
  
- ✓ **April 28** – 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 5** – Final week meeting at 1:10 in ED 313. All final written reflections and C&I 200 Field Experience evaluation/performance documents (including professional development goals for next field experience) are due.

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

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at

<http://www.umt.edu/SA/VPSA/index.cfm/page/1321>.