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C&I 302.01: Field Experience/Grades 9-12

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**C&I 301 Field Experience/Middle School
C&I 302 Field Experience/Grades 9-12**

**University of Montana—Missoula
Department of Curriculum and Instruction
ED 215 FRIDAY 8:10 – 9:00 am**

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Office: ED 212-B Office hours: By appointment

University Supervisor Coordinator: Dan Gillian

REQUIRED TEXT

University of Montana Teacher Policy Handbook

Additional materials may be assigned by the instructor.

COURSE OVERVIEW

C&I 301/302 provides students with the opportunity to translate their learning in methods courses to actual practice in the field. This course is composed of a practical field experience and a seminar designed to support your teaching/learning experience.

ACADEMIC EXPECTATIONS

Academic Honesty

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> .

E-mail Policy

The University of Montana has a new policy (effective July 1, 2007) regarding E-mail communication. It requires that "instructors use ONLY UM assigned student email accounts for all email exchanges with students, since such communication typically involves private student information." Please only use your UM account to contact me as I am now required to reply only to a UM address. Also, routinely check your UM account during this session. If you want more information about using your UM account, you can access the Information Technology web page on the UM web site for instructions. <http://www.umt.edu/Resources/Technology>

Accommodations:

We look forward to working with students and Disability Services for Students (DSS) to make accommodations that will facilitate student's class participation and learning. Please contact me at the beginning of the term to make a plan for these accommodations.

C&I 301/302 FIELD EXPERIENCE

The C&I 301/302 experience is to be completed concurrently with student secondary methods course(s) in ENG, HHP, MCLL or MUS. Students will complete a minimum of 45 hours in a classroom setting to meet field experience requirements. C&I 301/302 builds on the foundation of skills students gained in the C&I 200 experience by: presenting a second teaching perspective (a new school, teacher, and student grade level); providing students with the opportunity to deepen understanding by seeking answers to the questions formulated in the initial field experience; and engaging students in planning, teaching, and assessing lessons with the approval of the cooperating teacher.

301 Professional Field Experience: Grades K-8 1 cr

- Arranged field experience in an elementary or middle school classroom, grades 4-8. For secondary licensure candidates whose C&I 200 experience was in a high school classroom.

302 Professional Field Experience: Grades 9-12 1 cr

- Arranged field experience in a high school classroom. For secondary licensure candidates whose C&I 200 experience was in a middle school setting.

The field placement experience is described in four phases to support students in planning for completion of all requirements. The first phase engages students in gaining familiarity with the placement setting through a meeting with the assigned cooperating teacher and review of course documents. Phase two provides students with opportunities for guided observation and mini-teaching opportunities to build familiarity with student strengths, interests and needs as well as with the curriculum and the teaching approaches used in the classroom. During phase three, student responsibilities for teaching increase through 8-10 hours of planning and teaching. The final phase is the completion of documentation and reflection required at the culmination of the field experience.

C&I 301/302 SEMINAR

This course is designed to develop competence as well as cultivating professionals who are skilled and committed lifelong learners. Through guided discussions in seminars and written assignments related to the field experience, students will demonstrate their ability to self-evaluate and reflect. Topics to be explored include professionalism, classroom management, teaching philosophies, and lesson plan design. In addition, students will initiate development of their Professional Portfolio. Active participation in seminar discussions and learning activities is required to “pass” this course.

Independent Learner Assignments

Bright Ideas: Starting with your first day in the classroom and everyday after that, you will record in a journal at least one “bright idea”. These are things you saw during your practicum hours that you thought were really good ideas—things that you may want to use yourself one day. Give enough description so that others who didn’t see what you saw will understand what you saw. We will share these in the seminar.

Observation Assignments This course allows you to think more deeply about teaching as well as gain addition practical experience. Teaching is a multi-faceted, fast-paced activity with multiple, concurrent responsibilities. This means that classroom/behavior management is essential in order for the teaching/learning process to be effective. For part of your school-based assignment, you will focus on classroom/behavior management. For classroom/behavior management you will complete a series of four assignments. These assignments are designed to give you increasing understanding of these complex

processes. The worksheets for these assignments are attached to this syllabus. For the other aspect, you will teach at least 3 lessons. For the other aspect of your school-based experience, you will teach at least 3 lessons. For the lessons you teach, you need to develop a lesson plan with your cooperating teacher, determine the learning objective, prepare and implement the lesson.

Final Exercise There are two parts to the final exercise. First you are to consider all of the bright ideas that have been discussed in the seminars. Choose the top five ideas and describe why you think each idea is a bright idea. Also chose one idea that was described as a bring idea that you would not use and explain why. Second, you will reflect on your experience. In particular, reflect on your planning and teaching and determine what changes you would make the next time you taught each lesson. Be specific about what your next plan would be and describe why. While this exercise should be typed and double spaced, the entire exercise should not be longer than three (2) pages.

EVALUATION CRITERIA

This is a pass/ no pass course. In order to earn a passing grade, students must:

- 1) be rated at 3 (proficient) or above on six of the nine performance outcomes on the Final Progress Report (completed by the Cooperating Teacher),
- 2) attend and participate in all seminars (Students missing more than 1 seminar will receive a “no pass”)
- 3) complete all written assignments in a way such that the quality of the work constitutes a passing grade.

COURSE SCHEDULE

Week Number (Dates)	SEMINAR	FIELD ASSIGNMENTS DUE
1 1/22 – 1/25	FRIDAY, January 25 <ul style="list-style-type: none"> • Introductions • Review packets • Professional Portfolio intro • Initiative, enthusiasm and professionalism • Reviewing and developing individual learning goals 	<ul style="list-style-type: none"> • Review Field Experience Packet. Complete all required information on each form in your packet and the cooperating teacher’s packet.
2 1/28 – 2/1	FRIDAY, February 1 <ul style="list-style-type: none"> • Developing and refining a teaching philosophy • Portfolio Review 	
3 2/4 - 2/8		<ul style="list-style-type: none"> •Begin checking your UM E-mail account for field placement information
4 2/11 – 2/15		<ul style="list-style-type: none"> • Contact your cooperating teacher when placement is received. • Check your assigned school’s web site for information. What did you learn? What is the school’s mission statement? Be prepared to share

		verbally in class 3/7 . <ul style="list-style-type: none"> • Participation in Field Placement • Observation • Bright Ideas
5 2/18 – 2/22		<ul style="list-style-type: none"> • Participation in Field Placement • Observation • Bright Ideas
6 2/25 – 2/29		<ul style="list-style-type: none"> • Participation in Field Placement • Observation • Bright Ideas
7 3/3 – 3/7	Friday, March 7 <ul style="list-style-type: none"> • Classroom Management: prevention • DUE: Classroom/Behavior Management Observation 1 • DUE: Bright Ideas (Weeks 4-7) 	<ul style="list-style-type: none"> • Participation in Field Placement • Classroom/Behavior Management Observation 1 • Bright Ideas
8 3/10 – 3/14	Friday, March 14 <ul style="list-style-type: none"> • Classroom Motivation • DUE: Bring a copy or your notes regarding your school's mission statement • DUE: Classroom/Behavior Management Observation 2 • DUE: Bright Ideas (Week 8) 	<ul style="list-style-type: none"> • Participation in Field Placement • Observation • Bright Ideas • Schedule 10 hours of planning and instruction: Maintain a reflective journal that documents the lessons you planned and implemented as well as recording your reflections on your strengths and opportunities for growth.
9 3/17 – 3/21	Friday, March 21 <ul style="list-style-type: none"> • ABC Observation • Lesson Plan Design • DUE: Midterm Reflection • DUE: Bright Ideas (Week 9) 	<ul style="list-style-type: none"> • Participation in Field Placement • MIDTERM PROGRESS REPORT DUE: This completed form must be signed by you and your cooperating teacher.
10 3/24 – 3/28	Spring Break	
11 3/31 – 4/4		<ul style="list-style-type: none"> • Participation in Field Placement
12 4/7 – 4/11	Friday, April 11 <ul style="list-style-type: none"> • Individual and group reflection • Due: Classroom/Behavior Management Observation 3 • DUE: Bright Ideas (Weeks 11-12) 	<ul style="list-style-type: none"> • Participation in Field Placement
13 4/14 – 4/18		<ul style="list-style-type: none"> • Participation in Field Placement
14 4/21 – 4/25	Friday, April 25 <ul style="list-style-type: none"> • Wrap up 	
15		<ul style="list-style-type: none"> • Participation in Field Placement

4/28 – 5/2		<ul style="list-style-type: none"> • Due: Reflective Journal on 10 hours of planning and instruction
Finals Week 5/5 – 5/9		<ul style="list-style-type: none"> • Due: Field Reports due WEDNESDAY, MAY 7 Please order your field experience reports in a folder or notebook as follows: <ul style="list-style-type: none"> 1. Final Progress Report 2. Time Record 3. Lesson Observation completed by the cooperating teacher with the lesson you taught including your lesson plan and the state and/or national standards the lesson addressed. 4. Student Dispositions 5. Self-Evaluation of C&I 300 Field Experience 6. Reflective Journal <p>All identifying information on each form should be completed.</p>

Please note that this document serves as a guide for course content and student evaluation. We welcome student input and reserve the right to be learners as well as facilitators. According to student interest and need as well as ongoing evaluation, we may adjust this guide as the session proceeds. Any changes in assignment requirements or the calendar will be posted in advance.

References: The following references are available in the Teacher Resource Center, Education 111.

Abernathy, Rob and Mark Reardon. 2002. Hot Tips for Teachers: 30+ Steps to Student Engagement. Chicago, IL. Zephyr Press.

Kottler, Ellen, Jeffrey A. Kottler, and Cary J. Kottler. 2004. Secrets for Secondary School Teachers: How to Succeed in Your First Year (2nd ed.). Thousand Oaks, CA. Corwin Press.

McEwan, Elaine K. 2005. How to Deal with Parents Who Are Angry, Troubled, Afraid, or Just Plain Crazy (2nd ed.). Thousand Oaks, CA. Corwin Press.

Orange, Carolyn. 44 Smart Strategies for Avoiding Classroom Mistakes. 2005. Thousand Oaks, CA. Corwin Press.

**Classroom/Behavior Management
Observation 2**

Most if not all problem behaviors can be eliminated by good planning. You might think of this as the prevention of problem behaviors. Prevention can include a myriad of different strategies which include, but are not limited to: organization of materials, clarity of instruction, varied tone of voice, appropriate pacing of lessons, open ended assignments, assignments that match student's skill level and interests, plans for activity extensions, and plans to keep students busy even when task completion time is varied. Through observation, keep track of which or these strategies you see used and the number of challenging behaviors present. Also look at times when challenging behaviors are present and see if these strategies are in place. Write a reflection about the effectiveness of the prevention you have observed as well note a time when the prevention was missing, explain which strategy you might use to prevent the problem.

**Classroom/Behavior Management
Assignment 3**

Even with the best prevention, sometimes prevention fails. In the cases of persistent challenging behavior, we must look more deeply at the problem and determine the reason for the behavior. This is done through a functional analysis of problem behavior. An aspect of a functional analysis of problem behavior is determining when and where the behavior is happening—it is this data that helps us hypothesize about the reason (or function) of the behavior. For this assignment, you will record the challenging behavior, the behavior that preceded it (called the antecedent) and the behavior that came after it (called the consequence). Once you have collected the data, you can hypothesize the function (reason for) the behavior. Use the table below to guide your data collection.

Antecedent	Behavior	Consequence	Hypothesized Function