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C&I 400.00: Integrated Elementary Methods K-3 Field Experience

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C&I 400/401 Sections 1 and 2
Block Seminar/Integrated Methods Field Experience: Spring 2008

Seminar Facilitator: Suzy Archibald-Wilson
Office: Student Teaching/Field Experience Office (ED 210)
Office Hours: Monday, Tuesday, and Wednesday 12:00 – 12:30
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Block Professors and Mentors: Georgia Cobbs, Lisa Blank, Tammy Elser, and Heather Davis

Purpose: The Integrated Block Seminar and Intermediate Field Experience are integral aspects of the Elementary Program. The seminar provides students with opportunities to make connections between their methods courses and their teaching experience in the public schools. Seminar topics will address many aspects of the field experience including communication, dispositions, service learning, instructional classroom management, integrated thematic webs, integrated thematic units as well as other issues raised by students.

A key component of this seminar will be student dialogue regarding seminar topics as well as ideas students develop from classroom and pre-service teaching experiences. The ideas that students share will serve to inform not only this class, but future seminar classes as well. Therefore, it is essential to think both positively and constructively about the work we do as it has the potential to inspire our colleagues, both now and in the future.

Readings/Handouts:

The First Six Weeks of School, by Paula Denton and Roxann Kriete, Required
The First Days of School, by Harry K. Wong and Rosemary T. Wong, Optional
Handouts during class.

Course Objectives:

Students will:

1. work with a partner in the development and teaching of social studies, science, math, literacy, and integrated lessons (a minimum of 10 lessons including the integrated unit);
2. self-assess teaching performance via dialogue with partner, cooperating teacher, mentor leader, and individual reflections;
3. complete 75 hours of in-service work in the schools over the course of the semester that includes a minimum of 20 hours of teaching;
4. participate in other aspects of teaching: assisting in classroom set-up and preparation, attending at least one professional activity, helping with special duties (e.g. recess, lunchroom, after school activities), constructing bulletin boards etc.;
6. become familiar with the classroom management strategies of your cooperating teacher;
7. become familiar with several integration models of instruction;
8. create and present a concept map design for your thematic unit;
9. as part of professional development process, learn to listen and communicate with peers and colleagues in a constructive, professional manner to develop ideas and resolve differences;
10. constructively reflect on your teaching philosophy and field experience and develop goals for student teaching.

Evaluation and Criteria:

1) Attendance and Participation—Attendance for the seminar is mandatory. More than **two excused absences** will result in a no pass/no credit for the seminar. You are expected to come to class on time with required materials. Students who need individualized accommodations due to a disability are encouraged to contact the instructor at the beginning of the course.

2) Teaching Expectations—You will complete 75 hours of observation and teaching. Specifically, you will be responsible for teaching at least 20 hours during this time. A passing grade is based on different assessment criteria as presented in the final progress report completed by your cooperating teacher. **Pre-service teachers must rate at a 3 or above on at least 6 of the criteria listed on the final progress report.**

3) Observation by Mentor—Mentors will observe students two to three times throughout the semester (at least once at the beginning of the semester and once during the integrated unit). Partners are to equally divide the teaching time so both pre-service teachers are involved in teaching lessons. Failure to balance instruction between partners and/or meet field experience performance expectations could result in an incomplete or no credit for one or both of the pre-service teachers or a restructuring of teaching assignments and writing assignments. Pre-service teachers are to show individual competence in their teaching abilities and provide a copy of the lesson they are teaching to their mentor during each observation period. Mentors will evaluate the lessons they observe and conduct a reflection dialogue with the pre-service teachers following each session. Should pre-service teachers have concerns about their working relationship with their teaching team, they need to contact their university mentor. Early dialogue and constructive communication best facilitates a successful team experience.

4) Pre-service teachers must also satisfactorily complete and turn in the following to earn a passing grade and credit.

a. Blue Sheets:

- **Final Progress Report**—completed by cooperating teacher
- **Time Sheets** (75 hours total, minimum of 20 hours teaching); tally your hours.

b. Reflection Goals (criteria will be addressed on the green integrated unit handout)

c. Yellow Block Activity Handout—a listing of lessons and activities completed in the schools. Each student needs to individually complete this form, not partners.

The above forms (per student) must be completed and turned in to your seminar facilitator on the last day of seminar.

5) Concept Map Designs and Presentations—Students will design concept map diagrams for their integrated thematic unit and present them in small groups. The small groups will provide guidance and ideas for lesson plans specific to thematic units. Students will sign up for their concept map presentations during week 8 and present their diagrams during weeks 9 and 11.

Tentative Schedule for 400/401 Seminar for Sections 1 & 2, Spring 2008

Week 1: 1/22-23 Susan Harper-Whalen and Maygan Montano explain packet and gather placement information.

For next time: Find a partner to work with in the field. Read through packet materials and bring your questions to class.

- Week 2: 1/29-30** Partner Interviews. Go over Yellow Activity Handout, Syllabus, Paperwork questions
- Week 3: 2/5-6** *First Six Weeks of School* in class reading.
- Week 4: 2/12-13** *First Six Weeks of School* in class readings
- Week 5: 2/19-20** **No Seminar—you will be scheduling meeting times with your block professors to discuss lesson plans. You will also schedule a time when your mentor can observe you teaching a lesson in the next couple of weeks.**
- Week 6: 2/26-27** **No Seminar—you will be teaching lesson plans that have been reviewed by your respective block instructors and classroom cooperating teachers. Have one copy of your lesson plan to give to your mentor when they observe you in the field.**
- Week 7: 3/4-5** In class readings
- Week 8: 3/11-12** Green Integrated Unit Handout, Teaching Resource Center Thematic Unit Overview, Discuss Concept Map presentations and sign-up
- Week 9: 3/18-19** Concept Map Presentations
- Week 10: 3/25-26** **No Seminar—Happy Spring Break!**
- Week 11: 4/1-2** Concept Map Presentations
- Week 12: 4/8-9** **No Seminar— you will be teaching your integrated thematic unit in the schools.**
- Week 13: 4/15-16** **No Seminar— you will be teaching your integrated thematic unit in the schools.**
- Week 14: 4/22-23** Final thoughts on field experience, Discuss format for Field Experience Packet to be turned in during seminar next week,
For next time: Materials to complete Field Experience Packet.
- Week 15: 5/29-30** Hand in required paperwork. **ATTENDANCE MANDATORY**
- Week 16: 5/8-9** **No Seminar. Final Exams. Happy Summer!**

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>.