

University of Montana

ScholarWorks at University of Montana

University of Montana Course Syllabi

Open Educational Resources (OER)

Fall 9-1-2006

C&I 400.02: Block Seminar - Elementary Methods K-3 Field Experience

Scott Richard Hohnstein

The University of Montana, scott.hohnstein@mso.umt.edu

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Let us know how access to this document benefits you.

Recommended Citation

Hohnstein, Scott Richard, "C&I 400.02: Block Seminar - Elementary Methods K-3 Field Experience" (2006). *University of Montana Course Syllabi*. 10791.
<https://scholarworks.umt.edu/syllabi/10791>

This Syllabus is brought to you for free and open access by the Open Educational Resources (OER) at ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

C&I 400/401 Sections 1 and 2
Block Seminar/Integrated Methods Field Experience: Autumn 2006

Seminar Facilitator: Scott Hohnstein
Field Experience Office: ED 210
Office Hours: Monday – Thursday 1:00 – 4:00
Phone: 243-5387
Email: scott.hohnstein@mso.umt.edu

Block Professors and Mentors: Georgia Cobbs, Jeff Crews, Tammy Elser, and Stephanie Wasta

Purpose: The Integrated Block Seminar and Intermediate Field Experience are key 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 teaching including professionalism, effective communication skills, service learning, instructional classroom management, web presentations, integrated thematic units as well as other issues raised by students.

A key component of this course 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:

Faculty Pack with selected readings and handouts.

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. develop and implement a service learning project;
5. 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 web 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 absences** (excused or unexcused) will result in a no pass/no credit for the seminar. You are expected to come to class on time with readings and assignments prepared. The seminar will be devoted to explanation of Block requirements and teaching expectations through small group activities as well as full group discussions. 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. A passing grade is based on different assessment criteria as presented in the final progress reports completed by your cooperating teacher. **Pre-service teachers must rate at a three or above on at least 7 of the criteria listed on the final progress report. You will teach three lessons during week 7 (dates may vary for individual circumstances) and the thematic integrated unit during week 12 in addition to completing various teaching duties.**

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 the following to earn a passing grade and credit.

a. The following are located in your Faculty Pack:

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

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

c. Yellow Block Activity Sheet—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) Web Designs and Presentations—Students will design web 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 web presentations during week 8 and present their diagrams during weeks 9 and 10.

**Tentative Schedule for 400/401 Seminar for Sections 1 & 2
Autumn 2006**

- Week 1: 8/28-30** Hello, Syllabus, Placement Information, People Bingo, Quotes, Memorable Teachers.
For next time: Faculty Pack? Decide on a partner to work with in the field. Also, please develop and type and **Action Plan** for three teaching and learning goals you have for this semester. This will be due at the beginning of seminar in week 3.
- Week 2: 9/4
9/6** **Happy Labor Day!—No Seminar**
Faculty Pack? Lego Challenge, Effective Communication.
For next time: Complete **Partner Interview**.
- Week 3: 9/11-13** Hand in goal **Action Plans**, Turn in **Partner Interviews**, Go over **Yellow Block Activity Sheet**, “What if...” scenarios.
For next time: Process “**What if...**” Scenarios.
- Week 4: 9/18-20** **Placements**, What is service learning? “**What if...**”scenarios.
- Week 5: 9/25-27** Watch student teaching video using mentoring observation sheet, Instructional classroom management, Midterm Report, Mentoring observation appointments.
- Week 6: 10/2-4** **No Seminar—you will be scheduling meeting times with your block professors to discuss lesson plans.**
- Week 7: 10/9-11** **No Seminar—you will be teaching lesson plans that have been reviewed by your respective block instructors and classroom supervising teachers. Have one copy of your lesson plan to give to your mentor when they observe you in the field.**

Week 8: 10/16-18 Hand out **Green Integrated Thematic Unit Sheet**, Discuss web presentations, Web Presentation sign up, Brainstorm ideas for web presentations in small groups.

Week 9: 10/23-25 Web Presentations

Week 10: 10/30-11/1 Web presentations

Week 11: 11/6-8 No Seminar—work on your integrated thematic unit and vote.

Week 12: 11/13-15 No Seminar— you will be teaching your integrated thematic unit in the schools.

Week 13: 11/20-22 No Seminar— Happy Thanksgiving!

Week 14: 11-27/29 Final thoughts on field experience, Discuss format for **Field Experience Packet** to be turned in during seminar next week, Any new “What If…” scenarios or final quotes?
For next time: Assemble materials to complete **Field Experience Packet**.

Week 15: 12/4-6 Hand in your **Field Experience Packet**, Complete Seminar Evaluation.

Week 16: 12/11-13 No Seminar. Final Exams. Happy Winter Holiday!

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/VP/SA/index.cfm/page/1321>.