C&I 301.01: Professional Field Experience - Grades K-8

Susan Harper-Whalen

University of Montana, Missoula, susan.harper-whalen@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

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.
C&I 301 Field Experience/Middle School
C&I 302 Field Experience/Grades 9-12

ED 312 8:10 – 9:00 am
University of Montana—Missoula
Department of Curriculum and Instruction

Instructor: Susan Harper-Whalen
Phone: 243-5581
E-mail: susan.harper-whalen@mso.umt.edu
Office: ED 212-B Office hours: By appointment

University Supervisor Coordinator: Dan Gillian

COURSE OVERVIEW

C&I 301 and 302 provide students with the opportunity to translate their learning in methods courses to actual practice in the field. This course has two specific components – a practical field experience tied to the content of your methods course and a seminar designed to support your teaching/learning experience.

The 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 filed experience requirements. This experience 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 C&I 301/302 Seminar
This seminar is designed to support student participation in the 300 level field experiences. Students will attend 6 seminars across the semester (see attached calendar) while working in the school-based placement.

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.

FIELD EXPERIENCE PHASES

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.

SEMINARS

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, teaching philosophies, and lesson plan design. In addition, students will initiate development of their Professional Portfolio. Full participation in all seminar discussions and activities is required to "pass" this course.

“Learning and teaching should not stand on opposite banks and just watch the river flow by; instead, they should embark together on a journey down the water. Through an active, reciprocal exchange, teaching can strengthen learning how to learn.”
- Loris Malaguzzi
EVALUATION

This course is graded Credit/No Credit. To receive a passing grade, six of the nine performance outcomes must be rated at 3 (proficient) or above on the Final Progress Report completed by the Cooperating Teacher. In addition, students must attend and participate in all seminars and complete all written assignments in a professional manner.

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week Number (Dates)</th>
<th>SEMINAR</th>
<th>FIELD ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> (8/27-8/31)</td>
<td>• Introductions&lt;br&gt;• Review packets&lt;br&gt;• Professional Portfolio intro&lt;br&gt;• Initiative, enthusiasm and professionalism&lt;br&gt;• Reviewing and developing individual learning goals</td>
<td>• Review Field Experience Packet. Complete all required information on each form in your packet and the cooperating teacher’s packet. Download “Observation Forms” and the Alert Form from the School of Education (SOE) Web Page - <a href="http://www.soe.umt.edu/">www.soe.umt.edu/</a> Select “Forms” on right side of screen.&lt;br&gt;• 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 9/21. MCPS's Web Page <a href="http://www.mcps.k12.mt.us">www.mcps.k12.mt.us</a>&lt;br&gt;• Contact your cooperating teacher when placement is received (by 9/14).</td>
</tr>
<tr>
<td><strong>2</strong> (9/3-9/7) (Labor Day 9/3)</td>
<td></td>
<td>• Participation in Field Placement&lt;br&gt;• Observation</td>
</tr>
<tr>
<td><strong>3</strong> (9/10-9/14)</td>
<td>• Developing and refining a teaching philosophy&lt;br&gt;• Portfolio Review</td>
<td>• Participation in Field Placement&lt;br&gt;• Observation</td>
</tr>
<tr>
<td><strong>4</strong> (9/17-9/21)</td>
<td>• Philosophy in review of school mission statements&lt;br&gt;• Classroom Motivation&lt;br&gt;<strong>Due:</strong> Bring a copy or your notes regarding your school’s mission statement</td>
<td>• Participation in Field Placement&lt;br&gt;• Observation</td>
</tr>
<tr>
<td><strong>5</strong> (9/24-9/28)</td>
<td></td>
<td>• Participation in Field Placement&lt;br&gt;• Observation</td>
</tr>
<tr>
<td><strong>6</strong> (10/1-10/5)</td>
<td></td>
<td>• Participation in Field Placement&lt;br&gt;• Observation</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Activities</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>------------</td>
</tr>
</tbody>
</table>
| 7    | 10/8-10/12 | • Lesson Plan Design  
      |         | • Midterm Reflection |
|      |         | • Participation in Field Placement  
      |         | • Complete at least 6 Observation Guides by this date. Write a reflective summary of each observation. Include your completed observation record with each reflection.  
      |         | • MIDTERM PROGRESS REPORT DUE: This completed form must be signed by you and your cooperating teacher. |
| 8    | 10/15-10/19 | • Participation in Field Placement  
      |         | • Plan for completion of 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    | 10/22-10/26 | • Participation in Field Placement |
| 10   | 10/29-11/2 | • Participation in Field Placement |
| 11   | 11/5-11/9  | • Participation in Field Placement |
| 12   | 11/12-11/16 | • Individual and group reflection  
      |         | • Due: Philosophy Statement (2 pages)  
      |         | • Participation in Field Placement |
|      | Veterans' Day 11/12 | |
| 13   | 11/19-11/23 | • Participation in Field Placement  
      | Thanksgiving | 11/21-11/23 |
| 14   | 11/26-11/30 | • Peer Philosophy Statement Review  
      |         | • Participation in Field Placement  
      |         | • Due: Reflective Journal on 10 hours of planning and instruction |
| 15   | 12/4-12/7  | • Due: Field Reports due December 7  
      |         | Please order your field experience reports in a folder or notebook as follows:  
      |         | 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  
      |         | All identifying information on each form should be completed. |
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.


