

EDU 395: Clinical Field Experience Spring Semester 2021

Instructor Information

Instructor: Erin O'Reilly, M.Ed.

Meeting Days: Mondays

Building: Online via Zoom

Office: 222

Meeting Time: 8:00 – 8:50am

Meeting ID: 999 2303 6167

Passcode: 521999

Zoom link:

<https://umontana.zoom.us/j/99923036167?pwd=cmd2MGt6bk5KTnkwNHd4OGE3UHZwZz09>

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About me: <https://about.me/mserinoreilly>

Office Information:

We have all needed help in something at some point in our lives. If you find yourself not understanding the assigned readings, activities, discussion prompts, or assignments, encounter issues or concerns or need to meet with me for any other reason - please set up an appointment with me. I am always willing to arrange a mutually convenient time and place to meet. This might include a scheduled call, video conferencing, or meeting in person. Feel free to email, call or text me.

The University of Montana Mission Statement

The University of Montana-Missoula pursues academic excellence as demonstrated by the quality of curriculum and instruction, student performance, and faculty professional accomplishments. The University accomplishes this mission, in part, by providing unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases. The University also educates competent and humane professionals and informed, ethical, and engaged citizens of local and global communities; and provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, State, nation and the world.

The University of Montana Commitment to Our Values

We are committed to action and living the values of equality, diversity, and inclusion. Building our community of inclusion, diversity, equality, with compassion, empathy, and respect. We will work to build awareness and appreciation for our diversity. We will ensure access to resources on the campus for those who feel uncertain or need assistance. We will reassert UM's long-valued inclusiveness, strengthen our commitment to civil discourse, and continue our ongoing efforts to create a safe campus. We will seize opportunities to come together as ONE University of Montana and, in doing so, set a powerful example in our state and for our nation.

College of Education Mission Statement

The School of Education shapes professional practices that contribute to the development of human potential. We are individuals in a community of lifelong learners, guided by respect for knowledge, human dignity, and ethical behavior. We work together producing and disseminating knowledge to advance the physical, emotional, and intellectual health of a diverse society.

Course Purpose

EDU 395 provides you with the opportunity to apply what you are learning in your methods courses to actual practice in the field. This course is composed of a practical field experience and seminars designed to support your teaching and learning experiences. Field experiences for preservice teachers are provided through positive collaboration between the Teacher Education Program and community/school partners.

The Professional Education Unit of the University of Montana has adopted a conceptual framework that places central value on learning as a collaborative endeavor characterized by a focus on: Integration of Ideas, Cooperative Endeavors, and Respect for Diversity and Individual Worth. This conceptual framework reinforces our commitment to content, pedagogy and diversity.

Course Objectives

This EDU 395 seminar and your experiences in classroom settings are intended to facilitate your understanding of the following:

1. developmental levels of classroom students,
2. teachers' instructional theories and practices,
3. integration of technology into instruction,
4. assessment methods of student learning,
5. effective classroom management with prevention and intervention strategies to facilitate productive, well-managed classrooms, and
6. gain a better understanding of a learning communities' diversity.

To facilitate your understanding the Field Experience strives to:

1. introduce a variety of learning environments and teaching styles;
2. allow candidates to observe and reflect on the various aspects of the school culture in the development of classroom learning activities;
3. allow candidates to observe experienced teachers and reflect on the impact of well-planned appropriate lessons and techniques of classroom management;
4. allow candidates to observe and reflect on the impact of stimulating school and classroom environments to accommodate individual learners' needs;
5. allow candidates to apply the theory of the college curriculum in a school setting;
6. allow candidates to observe curricular articulation and implementation;
7. provide practice in administrative duties routine instruction relative to the classroom teacher;
8. allow candidates to direct, monitor, and reflect on individual and small group learning; and
9. provide opportunities for lesson preparation and presentation and evaluate the effectiveness of the instructional presentation.

We want our candidates to function and flourish in a wide variety of learning environments with all learners, and therefore provide the best educational experience for 21st century learners.

Instructional Methods

This course will provide a number of teaching and learning formats to promote individual personal and professional growth, and to advance group interactions with all participants. Formats will include online synchronous and asynchronous large class and small group discussions, reflective and synthesis writing, practical application, individual/group work, and independent reading. Zoom and collaborative technology will be used in the class.

Conduct in Seminar Meetings

Because the seminar sessions rely heavily on the observations, reflections, and evaluations of the participants, strict rules of personal respect and confidentiality will be expected. As future education professionals, it is expected that you will conduct yourself with the highest professionalism in the seminar. It is equally important to be responsible, respectful, cooperative, and motivated in working with your field cooperating teachers and supervisors who are striving to assist you in your journey to become skilled, effective, and confident educators.

Elements of Our Learning Environment that we will promote and foster during our time together:

- Equitable Learning
- Inclusion
- High Expectations
- Supportive Learning

- Active Learning
- Frequent Progress Monitoring and Meaningful Feedback
- Well-Managed Learning
- Digital Learning

To develop the elements of our learning environment we will follow our **Collaborative Norms**.

- Equity of Voice
- Appropriate Noise Level
- Active Listening
- Active Learning
- Respect for all Perspectives, Opinions, and Ideas
- Follow all Classroom Expectations and Guidelines
- Be Timely

The primary goal of this learning environment is to promote **Candidate Dispositions** in our professional field which include:

- Professional Collaboration
- Reflective Practitioner
- Ethical Professional
- Student Centered
- Professional Leader
- Professional Competence

Course Requirements

- 45 hours of classroom observation
- At least 8 hours of teaching
- Completion of activities and assignments given by cooperating teachers and supervisors at your field experience site
- Attendance and participation in scheduled seminar meetings
- Completion of seminar assignments on Moodle
- All paperwork contained in your EDU 395 Pre-Service Teacher Packet
- Final written reflection on EDU 395 field experience.

Course Required Assignments

1. **Seminar Attendance and Participation (4 points each seminar):** Seminar is an opportunity for you to discuss topics with your peers, reflect upon your experiences, critically think through scenarios, and start to develop a sense of community within your professional field. Be present and actively engaged. Each student is required to participate in a meaningful, thoughtful, and reflective manner. Steady contributions over the semester are expected of all students. Online learning assumes a high level of maturity and professionalism. It is designed to make learning more convenient, and accessible for all students. One value we must share is respect for individuals - their experience and their ideas or social positions. We also share a genuine desire to learn from one another. To demonstrate these shared values, students are encouraged to consider how their tone, word choice, and content may affect other readers. Because of our limited time in seminar and our purpose and objectives for this course you will be expected to participate by interacting verbally and developing discussions beyond the level of readings and/or presentations.

Your attendance and participation grade will be evaluated based on your faithful, timely attendance as well as your completion of readings prior to seminar and contributions to class activities and discussions. Barring emergencies or extreme circumstances, all assignments will be due on the date for which they are listed on our schedule. If you need an extension on an assignment, please request an extension by telling or emailing Professor O'Reilly as soon as possible.

All students will access this course remotely during the scheduled day and time (Wednesday at 8:00-8:50 am) via Zoom. If you are unable to attend our scheduled time for seminars, you will be able to meet the requirement for mandatory attendance and gain points towards participation by completing the 'Tasks to Complete Seminar ___ Asynchronously' listed in the overview for each seminar. You will need to complete these tasks prior to the next seminar in order to receive participation points.

More than one absence or failure to complete tasks assigned (for students who need to complete seminars in an asynchronous manner) will jeopardize your credit for this course.

1. **Professional Goals:** Setting goals is a foundational piece to our work as educators and life-long learners. You will establish at least two professional SMART goal for you Field Experience. You will develop your goal using the SMART goals format, develop an action plan for your goal, and at the end of the semester evaluate your progress. Ideally, you will use this as a discussion topic with your cooperating teacher. You can develop these on your own or in coordination with your cooperating teacher. You will use this evaluation to retain, revise, or add new goals for your EDU 395 Field Experience. This is one criterion in the Self Evaluation/Final Reflection of the Final Field Experience paperwork. Guidelines in the Teacher Candidate Packet

2. **Field Notes:**

Field notes are intended to produce meaning and an understanding of the culture, social situation, or phenomenon being studied. The ways in which you take notes during an observational study is very much a personal decision developed over time as you become more experienced in observing. However, field notes generally consist of two parts: descriptive information and reflective information. Our purpose and objectives of this seminar will guide the development of our field notes into three sections: what we hear (dialogue), what we see (nonverbal actions, behavior, mannerisms, setting, etc.), and your reflections (thoughts, ideas, questions, and concerns). Your field notes will always include a map of the classroom that you will create every time you observe and pseudonyms for the participants.

To complete the **mini-ethnography** your field notes should focus on one class with multiple observations. This should give you an idea of what is 'normal' for the classroom. Inconsistencies should be noted, but understand that adequate explanations may not always be possible since the number of observations you have of the classroom are limited. Since your field notes will be turned in with your **mini-ethnography** toward the end of the semester you will be expected to turn in a sample of your field notes earlier in the semester for me to assess and give feedback. This will be included in one of our discussions later in the semester.

3. **Mini-Ethnography:**

Over the semester, you will collect field notes in your 395 practicum. To make sense of these notes, the context in which you were learning as a pre-service teacher, and how you envision yourself as a teacher, you will write up a reflective mini-ethnography. To write your mini-ethnography you will use a narrative format addressing the: description of the class, school culture, classroom arrangement, student behavior, teacher behavior, pedagogy, and reflection. You will include a classroom map and draw upon multiple observations to give you an idea of what 'normal' is for that classroom, during your chosen class.

4. **Alternative Assignment to the Field Notes & Mini-Ethnography:**

If you have not been placed in a field experience, you may complete the alternative assignment to the field notes and mini-ethnography. You may select a school of your choice to complete this assignment. This could include the school you were placed in for EDU 202, a school you attended, a school you wished to be placed in, etc. To complete the community mapping assignment, you may create a: video podcast; or narrative report with images

5. **Focused Classroom Observation & Lesson Plan:**

You will need to give me a schedule for your field experience, including your teacher's teaching schedule and the days and times when you will be in the classroom. Together, we will arrange a time for me to observe you

teaching a lesson. I will require your objectives for the lesson, a brief lesson plan, and what you would like me to specifically observe. You will also write a brief reflection on your teaching during this experience. After my observation, we will discuss my observations through a mentor-mentee, professional development format. This experience should support you in planning your next teaching experience.

Grading and Assignments

Participation	10%
Professional Goals	10%
Field Notes	20%
Mini-Ethnography	20%
Lesson Plan	20%
Focused Observation	5%
Field Experience Paperwork	15%

Evaluation

EDU 395 is a Credit/No Credit course and the grade will be determined by meeting the above-listed course requirements and field experience requirements. Throughout this field experience you will be encouraged to be actively engaged in observation, participation, and ongoing reflection about your learning.

Attendance

Attendance is expected at all seminar sessions. If you need to complete this course in an asynchronous way, you will need to contact me. You will be responsible to complete the tasks assigned in the course shell prior to the next seminar.

Some of the seminar sessions will focus on training provided by the field experience site teachers and supervisors. Other seminar sessions will provide you with opportunities to share with your EDU 395 colleagues your reflections and emerging understandings about instruction and facilitation of the academic/social development of the grade level children with whom you will be working. All seminars will provide learning opportunities that will be important to your successful participation in the application of theory, pedagogy, and methods in different learning environment. I do understand that there are unforeseen and extenuating circumstances that happen but **more than one absence and failure to complete the asynchronous option for that seminar will jeopardize your credit for this course.**

Standards of Conduct

All students are expected to demonstrate professional, academic honesty. Standards of academic conduct are set forth in the [University's Student Code of Conduct](#). All students ought to be familiar with the Student Conduct Code.

By registering, you have acknowledged your awareness of the Student Code of Conduct, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Student Code of Conduct will not be treated lightly, and disciplinary actions will be taken should such violations occur. Please contact me if you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course.

Plagiarism will not be tolerated. Using another's ideas and/or words as your own constitutes plagiarism. It is therefore critical that you cite all sources you discuss and consult. As a rule of thumb, all sources (texts, photographs, music, internet materials, interviews, lectures, etc.) that are directly quoted, paraphrased, or consulted need to have a proper citation. If I suspect plagiarism, I will investigate, and if warranted, will follow up per the procedure outlined in the Student Code of Conduct. Ted Frick's page at Indiana University should help you understand [what constitutes plagiarism](#), and the Online Writing Lab (OWL) at Purdue University shows you [how to cite sources properly](#) in several different formats. Please use MLA or Chicago 16th citation formats. Should you have any questions about how or when to cite, please ask me. Citation software can be useful in

documenting and formatting sources. [Zotero](#), for example, is a free, web-based citation software system that is easy to learn and use.

Active participation is necessary for the success of the class. Not only will you be expected to share your reactions, ideas, and questions, you are likewise expected to allow and encourage other students to share theirs. Tact, politeness, and respect for other class members are critical. Should you find errors of fact or logic, please point these out and share the sources that can correct them.

All **announcements** will be posted in Moodle. Please check to see what is going on daily.

Respect Policy

This course is designed to incorporate discussion, the sharing of ideas, opinions, and experiences, and to educate you on the skills necessary to succeed in college. It is expected that all students will maintain a high level of respect for others, including students and guest speakers. The use of electronics should serve an educational purpose and enhance your learning not distract or detract from your learning experiences.

Accommodating Disabilities

I wish to fully include each student in this course. If you are a student with a disability who will require reasonable program modifications in this course, please meet with Disability Services for Students in Lommasson 154 for assistance in developing a plan to address program modifications. If you are already working with Disability Services, arrange to meet with me during my office hours to discuss reasonable modifications that may be necessary. For more information, visit the [Disability Services website](http://www.umt.edu/disability) at <http://www.umt.edu/disability>.

Need IT Help:

If you encounter problems regarding this Moodle Course please contact UOnline at <https://www.umt.edu/it/solutions-center.php>. There is also a Tech Support area within the menu of the course shell.

For questions and general computer assistance contact IT Central Help Desk at: (406) 243-4357 or itcentral@umontana.edu
Moodle technical support: 243-4999

Student Services

Additional student services can be found on the University of Montana's [Student Affairs](#) page.

Campus Safety and Emergency Procedures

[Campus safety](#) is of the utmost importance at the University of Montana and the Phyllis J. Washington College of Education and Human Sciences. *Emergencies are rare*, but if one should arise during class, everyone will need to work together. Be aware of your surroundings and familiar with some basic safety and security concepts. Emergency procedures will be discussed during the first class of each semester or session. Above all, remember to dial 911 to report all emergencies.

Emergency procedures are posted in every classroom. Should a building evacuation become necessary, know the evacuation route, the location of the nearest fire extinguisher and the location of the nearest area of refuge. (Areas of refuge are located at the elevator doors on the second and third floors.) Please notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency situation.

[UM's emergency notification system](#) notifies the campus community of emergencies by sending subscribers a text or email. Sign up for notifications through Cyberbear.

Please report suspicious activity by calling 911 or (406) 243-4000. [An online form is also available](#). You may elect to remain anonymous when making a report.

[Active shooter preparedness](#) requires that we develop a survival mindset. [UM recommends the “Run, Lock, Fight”](#) response for an [active shooter](#) incident.

RUN

- Quickly assess your situation.
- Leave your belongings behind.
- Keep your hands visible for law enforcement.

HIDE

- Hide in an area out of the shooter’s view.
- Block entry to your hiding place and lock the doors.
- Silence your cell phone and/or pager.

FIGHT

- As a last resort and only when your life is in imminent danger.
- Attempt to incapacitate the shooter.
- Act with physical aggression and throw items at the active shooter.

Finally, stay current with campus safety information by following [UM’s Police Department](#) on Twitter @UMPublicSafety.

*This syllabus is subject to change with the needs of our class, students, learning.

Course Schedule:

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**Always check Moodle for resources, activities & discussion & check your umconnect email regularly

Seminar	Date	Seminar Topics	Due Today	In Class Today...
1	January 11	Introduction to The Field Experience		<ul style="list-style-type: none"> • Maygan Lenz from Office of Field Experience presents information and expectations for the Field Experience. • Navigating the course shell.
	January 18	No Class – Martin Luther King Jr. Day		
2	January 25	Your Experience in the Classroom & Setting Goals for Success	Readings: <ul style="list-style-type: none"> • Course Syllabus & Schedule • Teacher Candidate packet • Resources in ‘Seminar 2 Resource’ folder 	<ul style="list-style-type: none"> • The course, syllabus & schedule • Setting SMART Goals • Prioritizing
3	February 1	Building Positive Relationships with Students & Community	Readings: <ul style="list-style-type: none"> • Resources in ‘Seminar 3 Resources’ folder 	<ul style="list-style-type: none"> • Identity, community and context • Mentor-Mentee relationships
4	February 8	Seeing the Classroom through a Teacher’s Eyes: Focused Participant Observations w/Field	Readings: <ul style="list-style-type: none"> • Resources in ‘Seminar 4 Resources’ folder 	<ul style="list-style-type: none"> • Co-teaching models • Participant observation

		Notes		
	February 15	No Class – Presidents’ Day		
5	February 22	Formal Observation & Danielson Model	Readings: <ul style="list-style-type: none"> Resources in ‘Seminar 5 Resources’ folder 	<ul style="list-style-type: none"> Elements & Indicators to observe and practice Formal observation
6	March 1	Lesson Planning	Readings: <ul style="list-style-type: none"> Resources in ‘Seminar 6 Resources’ folder 	<ul style="list-style-type: none"> Designing instruction Observing a lesson plan What to think about
	March 8	No Seminar Meeting		
	March 15	No Seminar Meeting		
	March 22	No Seminar Meeting	Assignments: <ul style="list-style-type: none"> Upload professional SMART goals to the Professional SMART Goals Assignment in the ‘Assignment Submission’ folder 	
	March 28	No Seminar Meeting		
7	April 5	Assessing Student Learning & Designing Effective Instruction “The Evolving Educator”	Readings: <ul style="list-style-type: none"> Resources in ‘Seminar 7 Resources’ folder 	<ul style="list-style-type: none"> Designing instruction
8	April 12	Overcoming Challenges & Preparing to be “Future Ready”	Readings: <ul style="list-style-type: none"> Resources in ‘Seminar 8 Resources’ folder Assignments: <ul style="list-style-type: none"> Lesson Plan 	<ul style="list-style-type: none"> Monitoring progress Design thinking
9	April 19	The Power of Observation and Reflection	Readings: <ul style="list-style-type: none"> Resources in ‘Seminar 9 Resources’ folder Assignments: <ul style="list-style-type: none"> Participant Observation Field Notes with Maps Mini-Ethnography Due by April 23 at 11:00pm: <ul style="list-style-type: none"> Final Early Field Experience Paperwork: <ol style="list-style-type: none"> Final Progress Report 	<ul style="list-style-type: none"> Design thinking Final thoughts

			<ul style="list-style-type: none"> 2. Time/Field Experience Log 3. Self-Reflection/Evaluation 	
	April 26-30	No Seminar Meeting: Finals Week Good Luck with Finals & Have a wonderful winter break!		