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### C&I 200.01: Exploring Teaching Through Field Experiences

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## C&I 200 (Section 1) - Exploring Teaching Through Field Experience, Fall 2008

Instructor: Heather C. Davis Office: ED 210

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### Purpose and goals:

This course introduces you to our teacher education program and to the teaching profession in general. As a Teaching Assistant (TA) to a Missoula-area teacher, you will have the opportunity to observe the operation of a school and the students and teachers who work there. This field experience also provides an opportunity for you to clarify your commitment to become a teacher.

For students who are taking this course on a seminar-only status, you will not be assigned to a field experience this semester but will be asked to complete assignments, readings, and papers based upon your prior experience in working with children, upon the instructor's requirements, and upon participation in all of the scheduled seminars (below).

At the conclusion of the course, you should have:

- (1) Completed a successful 30-hour field experience during which you will serve as a TA to a classroom teacher and be evaluated by that teacher;
- (2) Developed your observation and analysis skills;
- (3) Gained a better understanding of the developmental levels of students with whom you are working;
- (4) Acquired an awareness of some appropriate instructional and classroom management skills;
- (5) Determined your aptitude for and interest in becoming a K-12 teacher;
- (6) Begun your professional development portfolio, to be completed during the student teaching semester; and become familiar with the professional development goal setting process that is utilized throughout the teacher preparation program.

### Evaluation:

C&I 200 is a credit/no credit course. You will receive credit for the course if you: Receive satisfactory evaluation of your 30 hours as a TA by the classroom teacher to whom you are assigned. The teacher must rate your performance at "Competent" or above in seven of the nine performance-based outcomes. Receive satisfactory evaluation of participation in six scheduled seminars on campus.

**Absence from more than 1 seminar results in a "no credit" grade.** Receive satisfactory evaluation of completion of six written assignments. Complete and hand in to your instructor all of the final field requirement materials: (1) Supervising Teacher Final Evaluation; (2) Hours (signed off on by teacher); (3) Student Dispositions – Self-Assessment ; (4) Reflection Paper; and (5) Three Professional Development Goals after completing C&I 200 Field Experience. Some of these assignments will be adapted to meet the **different** field circumstances of the seminar-only students.

## Readings:

- (1) Field Experience Office **Packet of Orientation Materials for preservice-student and supervising teacher;**
- (2) **Handouts and assignment sheets** provided by the instructor;
- (3) Esquith, R. (2007). **Teach Like Your Hair's on Fire.** New York: Penguin Group, Inc.
- (4) Palmer, P. (2007). **The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life.** San Francisco: John Wiley & Sons. \*\*Required for seminar-only students.

## On campus seminars, reading, and written observation assignment schedule:

### **Section #1 meets 2:10-3:00 p.m. on Monday in ED 314**

- ✓ **August 25** - begin orientation of the teaching assistant's role and responsibilities and discuss C&I 200 seminar/field expectations. **Before coming to next seminar:** (1) review the course syllabus and read through all of the Field Experience Informational Packet, coming prepared with questions; and (2) conduct your community walk one-page written assignment and come prepared to share with your classmates. \*\*Start Reading Rafe Esquith's Teach Like Your Hair's on Fire in preparation for handing in one page paper and seminar discussion on September 15.
- ✓ **September 8** – continue discussion of field experience logistics and requirements and be prepared to turn in and share your community walk assignment. **Before coming to next seminar:** (1) read handout “Introduction to Lenses on Teaching”; (2) bring your one-page paper on Teach Like Your Hair's on Fire and be ready to participate in class discussion; and (3) bring a couple of clear goals as to what you would like to get out of this field experience.
- ✓ **September 15** – discuss observation, journaling, and reflection process and get “Twenty-nine Questions” handout to help you explore the world of teaching with your cooperating teacher in the weeks ahead. Participate in class discussion of Teach Like Your Hair's on Fire and turn in your paper. **Before coming to next seminar:** (1) read “Orienting Yourself to Schools” and before going to your first field placement meeting; (2) after being there for a couple hours of field time, do assignment #1, which looks at the many physical elements of your classroom. Be sure to draw your map of the classroom and then answer the questions; and (3) after about ten hours of time in your field experience, do assignment #2, which focuses on helping you to observe more specifically the teaching style and strategies utilized by your teacher for the specific grade level and/or subject they are teaching. \*\* Preschool Teaching Assistants might wish to ask seminar instructor for an alternative observation guide for assignment #2. In other words, choose the assignment sheet that is most relevant for your teaching level. .
- ✓ **October 13** – Assignments #1 (Physical Environment) and #2 (Basic Teaching Styles and Strategies) are due; be ready to share with other classmates working at your grade level. **Before coming to next seminar:** (1) do assignment #3, which asks you to use the provided rubric to evaluate some of the behaviors of your age level students and, after summarizing some observational data, to reflect upon what these interactions mean. You may include additional observations and data beyond the behaviors specified on the rubric. The observations may also suggest some questions that you might discuss with your supervising teacher, as well as your seminar classmates who are also working with similar age levels of students. \*\*Preschool teaching assistants might choose to use the alternative assignment, the Social Attributes Checklist, for

assignment #3; and (2) do assignment #4, which asks you to identify some very specific ways that the supervising teacher manages his/her classroom. Keep notes in your journal over a number of times that you are in the classroom before summarizing your responses to these questions. \*\*Preschool teaching assistants may choose to use the alternative form called "Transitions" to respond to the classroom management (#4) assignment. \*\*Seminar-only students need to hand in one page paper on The Courage to Teach.

- ✓ **November 10** – Assignments #3 (Observing student behaviors) and #4 (Classroom transitions and management strategies) are due; be ready to share with other classmates working at your grade level. **Instructions will be given for completing all of the written reflection and logistical paper requirements of the C&I 200 field experience. Before coming to next seminar:** (1) come prepared to share progress on your professional development goals for this semester and identify at least one professional development goal you are going to set for yourself to continue to work on. Those new goals need to include any action steps needed to help you accomplish them;.
- ✓ **December 1** – Final large group discussion on the C&I 200 field experience; come prepared to articulate your progress on your professional development goals for this semester and identify at least one of your professional development goals for working on before and during the next level of field experience. Also, at this final meeting, some time will be used to look at the portfolio requirements (including examples) for this teacher preparation program. If you are finished with all of the final field experience requirements, reflections and required paper work, you may turn in this packet at this time; however, they are not due until final's week.
- ✓ **December 10 (Wednesday) – Final week meeting at 1:10-3:10 in ED 314. All final written reflections and C&I 200 Field Experience evaluation/performance documents (including professional development goals for next field experience) are due.**

Please obtain a copy of the **UM Teacher Education Policy Handbook**, available in the UC Bookstore or online. 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>.