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C&I 302.01: Professional Field Experience - Grades 9-12

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C&I 301 Field Experience/Middle School (1 credit)
C&I 302 Field Experience/Grades 9-12 (1 credit)

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

Instructor: Collier Kaler
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E-mail: collier.kaler@mso.umt.edu
Office: ED 210 Office hours: By appointment

REQUIRED READING

University of Montana Teacher Policy Handbook (Available Online)
Pre-Service Teacher Field Placement Packet Fall 2008
Additional materials assigned by the instructor.

COURSE OVERVIEW

C&I 301/302 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 a seminar** designed to support your teaching and learning experience.

FIELD EXPERIENCE

The C&I 301/302 field experience is to be completed concurrently with your secondary methods course(s) in **ENG, HHP, MCLL or MUS**. You will complete a **minimum of 45 hours** in a classroom setting to meet the field experience requirement.

This course builds on the skills foundation you gained in C&I 200 by providing you with:

- a second teaching perspective (a new school, teacher, and student grade level);
- the opportunity to seek answers to questions formulated in your initial field experience;
- support in planning, teaching, and assessing lessons with the approval of the cooperating teacher.

You will receive a **Field Placement Packet** during your first class meeting. **Maygan Montano, Field Placement Coordinator**, will be available to answer your questions.

The field placement experience consists of three phases. **There is a detailed calendar of suggested activities in your packet.** You will be recording your **observations and reflections** in a journal throughout all phases.

Week 5 (*Receive placement. Familiarize yourself with school, policies, and students.*)

Weeks 6-10 (*Tutoring/small group instruction.*)

Weeks 11-15 (*Plan and teach lessons-10 or more hours. Final conference evaluation.*)

SEMINAR

You are required to attend and participate in all six (6) meetings. These seminars are scheduled to meet on Fridays (8:10-9 a.m.): **8/29, 9/5, 10/10, 11/7, 11/21, 12/5**. Topics to be explored include professionalism, classroom management, teaching philosophies, and lesson plan design. These fifty-minute class periods are also an important opportunity to share with your peers what you have been learning in your field experience. **Active participation in seminar discussions and learning activities is required to “pass” this course.** In addition, you will initiate/continue development of your **Professional Portfolio**.

SEMINAR WRITTEN ASSIGNMENTS**THE REFLECTIVE JOURNAL-Due Friday, December 5 – last day of class.**

Beginning with your first day in the classroom, you are required to **record your observations and reflections** in a journal. *Your journal provides the springboard for seminar discussions and demonstrates your ability to self-evaluate and reflects.* Self-reflection is a critical skill you will continue to use throughout your teaching career. When you are observing in the classroom, you may want to consider the following:

Classroom Management

How is the room arranged? Are classroom expectations posted? How are attendance and grades recorded? What's on the bulletin boards? What makes it a positive learning environment?

Behavior Management.

The teaching and learning process can be ineffective if there are behavior problems in the classroom. What behavior management strategies do you see being used?

Lesson Plan Design.

*What makes a lesson successful? Are students engaged? Why? What **instructional strategies** are used? (i.e. notetaking, graphic organizers, cooperative group work.) Is **technology** used to enhance student performance?*

Critical and Creative Thinking.

*Classify the kinds of questions you hear according to **Bloom's taxonomy**. What methods are used to challenge students to think independently and problem solve?*

Differentiated Instruction.

How are individual learning needs of a student being addressed? What accommodations or adaptations are being used?

Assessment of Student Learning.

What types of assessments (formative or summative) are used? (i.e. on-demand writing, multiple choice test, group presentation, and class discussion.) How are students pre-assessed?

BRIGHT IDEAS

Highlight in your journal "bright ideas" (yes, you DO have them) to share out with peers during seminar meetings. These are events, teaching practices, environmental arrangements, etc., you observed during your field experience hours you thought were really good ideas—things you may want to use yourself one day. Give enough description so others will understand what you observed.

FINAL SEMINAR PAPER – DUE Friday, December 5 – last day of class.

You are required to turn in a 2-3-page paper (typed, double-spaced/one-inch margins.)

There are two parts to this final paper.

- First, you are to consider all of the bright ideas. These could be ideas you wrote in your journal or heard from others in a seminar. Choose the **top three (3) ideas** you plan to use in your own classroom. Describe why these practices are significant to you and how they fit with your existing philosophy.

- Second, reflect on your knowledge and skills for implementing an **effective classroom management approach**.
 - Identify and describe **three (3) classroom management strengths** you will bring to your student teaching experience.
 - List and describe **two (2) areas for growth**. Be specific – what do you need to know and do to become *more effective* in this area? How will you gain this knowledge or skill?

FIELD EXPERIENCE FORMS/REPORTS - DUE WEDNESDAY, December 10 – finals week.**Turn in to Maygan Montano in ED 212A.**

Please order your field experience reports in a folder or notebook as follows:

1. Final Progress Report (signed by cooperating teacher)
2. Time Record
3. Lesson Plans (2-3) that were taught including the state and/or national standards the lesson addressed.
4. Lesson Observation (1) completed by cooperating teacher.
5. Self-evaluation of C&I Field Experience

All identifying information on each form should be completed.

EVALUATION CRITERIA

This is a pass/ no pass course. In order to earn a passing grade, students must:

- 1) receive ratings of 3 (proficient) or above **on six of the nine performance outcomes** on the Final Progress Report (completed by the Cooperating Teacher);
- 2) attend and participate in **all six (6) seminars**. Students missing more than one (1) seminar will receive a “no pass”.
- 3) complete all written assignments (**seminar AND field experience**) ON TIME and in a way that meets all criteria described for the assignment.

HELPFUL RESOURCES

The following references are available in the Teacher Resource Center, Education 111.

Abernathy, R. & Reardon, M. (2002) *Hot Tips for Teachers: 30+ Steps to Student Engagement*. Chicago, IL. Zephyr Press.

Kottler, E., Kottler, A., and Kottler, C. (2004) *Secrets for Secondary School Teachers: How to Succeed in Your First Year* (2nd ed.). Thousand Oaks, CA. Corwin Press.

Orange, C. (2005) *44 Smart Strategies for Avoiding Classroom Mistakes*. Thousand Oaks, CA. Corwin Press.

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

I 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.

Please note that this document serves as a guide for course content and student evaluation. I am a learner - as well as a facilitator - and welcome your input! I reserve the right to make any adjustments. Changes in assignment requirements or the calendar will be posted in advance.