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C&I 400.01: Block Seminar - Integrated Methods Field Experience

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C&I 400/401 Sections 1 and 2
Block Seminar/Integrated Methods Field Experience: Spring 2003
Mentor Support: Lisa Blank, Deb Johnson, Steve Kalling, Marian McKenna,
and Stephanie Wasta

Purpose: The Block Seminar and Intermediate Field Experience are key aspects of the Elementary Block Program. The Seminar provides students with opportunities to make connections between the methods courses and their teaching experiences in the public schools. Seminar topics will address the many aspects of teaching from lunch count to parental involvement to classroom management to development of thematic units. A key component of this course will be student dialogue--the sharing of classroom and pre-service teaching experiences. Much attention will be devoted to the development of integrated, thematic instruction providing pre-service teachers opportunities to examine thematic units, construct webs and critique their own thematic ideas, create their own units, and share the results of their projects.

Readings:

Faculty Pack with selected readings and handouts available from Denny's.

Course Objectives:

Students will:

1. work with a partner in the development and teaching of social studies, science, math, reading, and integrated lessons (a minimum of 10 lessons including the thematic unit);
2. self-assess teaching performance via dialogue with partner, cooperating teacher, mentor leader, and individual reflections;
3. complete 75 hours of observation and teaching in the schools over the course of the semester, to include a minimum of 20 hours teaching;
4. 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.;
5. become familiar with classroom management strategies;
6. become familiar with several integration models of instruction; and
7. create individual 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 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 (i.e. teaching expectations), small group activities, and full group discussions.

2) Teaching Expectations- You will complete 75 hours of observation and teaching. A passing grade is based on 10 assessment criteria as presented in the midterm and final progress reports. **Pre-service teachers must rate at a three or above on 7 of the 10 criteria on the final progress report. You will teach three lessons March 17-21; there will be no allowances for early Spring Break departures.**

Pre-service teachers must also satisfactorily complete the following to earn a passing grade:

a. Blue Sheets:

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

b. Yellow Sheet: Block Progress Report- listing lessons and activities completed in the schools. Each student needs to complete this form, not partners

The above forms (per student) must be completed and turned into your seminar leader by May 9, 2003. Forms must be collated in the order listed above.

c. Observation by Mentor Leader:

Mentors will observe students two-three times throughout the semester (at least one time at the beginning of the semester and one time during the thematic 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 pass 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.

Tentative Schedule of Topics and Readings:

Wk1 (1-28)	Introduction to the Block: Expectations, Partners, and Information Yellow-Progress Report Forms
Wk 2 (2-4)	Overview of Field Experience Forms/Prep for school visitations Readings: Blue Forms, be familiar with fac pack
Wk 3 (2-11)	Classroom Management and School Environment Assignment: Explore web sites
Wk 4 (2-18)	Preparations for Math, Science, and Social Studies Lessons
Wk 5 (2-25)	Preparations for Math, Science, and Social Studies Lessons
Wk 6 (3-4)	Integration Models, Overview of thematic unit Readings: Ten Ways to Integrate Curriculum
Wk 7 (3-11)	Sample Integrated Thematic Units
Wk 8 (3-18)	No Full Seminar - Mentor group seminar; meeting time determined by cohort groups; teaching lessons (3/17-21)
Wk 9 (3-25)	No Class- Spring Break
Wk 10 (4-1)	More Integration Models/ Thematic Unit Webs info. Readings: Geometry; The Moon Unit; Immigration and Family History; Huckleberry Cobbler; and Integrated Language

	Classrooms: Prototype 1 and 2
Wk 11 (4-8)	Sharing Unit Webs, Drafts due to Seminar Leader
Wk 12 (4-15)	Preparation to teach Thematic Units
Wk 13 (4-22)	No Seminar- Teaching thematic units in the schools (4/17-25)
Wk 14 (4-29)	Debriefing Thematic Units
Wk 15 (5-6)	Seminar Wrap-up
	Turn in Field Placement Forms to Seminar Leader by May 9.
Wk 16	Poster Presentations of Units during Exam times for 402, 403, & 404

Thematic Unit Poster Presentation

You and your partner will present a 10 minute summary of your thematic unit in one of the methods classes during finals week. You will have a table to display some of your work and will present the information to small groups of students. The criteria for your presentations are as follows:

- provide an overview of your unit that includes an outline of the lessons taught (e.g. , web, chart, mindmap using a visual format to present the information—it may be a poster, one-page handout). Have copies of your one-page web to distribute to all students.
- highlight one successful lesson and include artifacts or manipulatives that you used in the lesson;
- describe ways you integrated content areas and incorporated language arts, technology, and primary sources;
- discuss one challenge that you met;
- provide 2 examples of student work to demonstrate how students met the main goals of the unit. (**Make sure to copy these before handing in your unit.**)

The presentation grade is part of your thematic unit grade. You are required to attend each class session for regular participation credit in each of the methods courses. This attendance will also be reflected in your total thematic unit grade.

Rubric for Poster Presentation is as follows:

Name

Clarity/Thoroughness of each

Overview (web) 2 pts	<input type="text"/>
one successful lesson w/artifacts 2pts	<input type="text"/>
examples of integration 2 pts	<input type="text"/>
one challenge 1 pt	<input type="text"/>
examples of student work 1 pt	<input type="text"/>
professional delivery 2pts	<input type="text"/>
total (10)	<input type="text"/>

We look forward to your presentations!

C&I 402: Section 1 May 15 10:10-12:10; Section 2 May 13 10:10-12:10
 C&I 403: Section 1 May 14 8:00-10:00; Section 2 May 13 1:10-3:10
 C&I 404: Section 1 May 12 8:00-10:00; Section 2 May 14 1:10-3:10