Purpose and goals:

This course introduces you to The University of Montana teacher education program and to the teaching profession in general. The Professional Education Unit 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.

Through personal written reflections about your experiences and observations in classroom settings, as well as group oral sharing in seminar meetings, you will be given opportunities to gain greater understanding about:

1. developmental levels of students;
2. instructional theories and practices of teachers;
3. incorporation of technology into instruction;
4. ways of assessing student learning;
5. what constitutes effective classroom management, by beginning to identify both prevention and intervention strategies to facilitate productive, well-managed classrooms;
6. and positively addressing the diversity of learning communities.

As a Teaching Assistant (TA) to a Missoula-area teacher, you will have the opportunity to work in classrooms with students and teachers. This field experience also provides an opportunity to help you clarify your commitment to become a teacher, including grade level/subject area focus.

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 (see 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 and diversity of students with whom you are working;
4. Acquired an awareness of some appropriate instructional practices, including use of technology in instruction;
5. Acquired an awareness of some effective classroom management skills;
6. Started to understand appropriate ways of assessing learning;
7. Determined your aptitude and interest to become a teacher;
8. Started your professional development portfolio, to be completed during the student teaching semester; and become familiar with a professional development goal setting process that is utilized throughout the teacher preparation program.
Evaluation:

EDU 202 is a credit/no credit course. To receive credit for the course: (1) You need to earn a satisfactory evaluation from your classroom supervising teacher for your 30 hours performance as a TA. (Students who receive more than 3 performance outcome scores indicating “Does Not Meet Criteria” may not receive credit and may be required to do additional field experience); (2) Additionally, you need to receive a satisfactory evaluation of participation in six scheduled seminars, which includes the completion of six written assignments from the seminar instructor.

One of these six assignments will be to complete and hand in to your seminar instructor during final week all of the final field experience requirement documents listed below:

1. **Supervising Teacher's Final Evaluation** (signed by the teacher and you)
2. **Hours** (signed off on by teacher)
3. After completing the EDU 202 field experience, a **Final Self Evaluation/Reflection Paper** which includes your:
   A. evaluation of your progress on the nine program performance outcomes.
   B. reflection on your two most beneficial field experiences.
   C. identification of any least helpful field experience/s.
   D. articulation of three Personal/Professional Development Goals (with specific action steps) that you will be working on before and during your next field experience.

   (NOTE: More information relative to A, B, C, and D on your Final Self Evaluation/Reflection Paper are addressed in your EDU 202 Preservice Teacher Packet.)

Readings:

1. Field Experience Office **Packet of Orientation Materials for preservice-student and supervising teacher** (to be retrieved/printed from online.)
2. **Handouts and assignment sheets** provided by the seminar instructor;
On campus seminars, reading, and written observation assignment schedule:
Section #4 meets 3:10 - 4:00 p.m. on Thursday in ED 313.

Seminar One, January 26, - begin orientation of the teaching assistant’s role and responsibilities and discuss EDU 202 seminar/field expectations.
**Before coming to next seminar:** (1) review the course syllabus, print out and bring to class online Field Experience Informational Packet, and come prepared with your questions; and (2) read handout “Introduction to Lenses on Teaching.” Note: Start Reading Rafe Esquith’s Teach Like Your Hair’s on Fire in preparation for handing in a one page paper, with seminar discussion of the book, during seminar three.

Seminar Two, February 2, - address any questions relative to field experience logistics/requirements; identify useful skills to facilitate observation, journaling, and observation; and, in small groups, discuss the reading “Introduction to Lenses on Teaching.”
**Before coming to next seminar:** 1) bring your one-two page paper on Teach Like Your Hair's on Fire and be ready to participate in class discussion and (2) bring three clearly written professional goals as to what you would like to accomplish during this EDU 202 field experience.

Seminar Three, February 16, - be prepared to share in small grade-level groups the goals you have identified for the EDU 202 field experience. Be prepared to participate in class discussion of Teach Like Your Hair’s on Fire, turning your paper in at the end of class.
**Before coming to next seminar:** (1) read “Orienting Yourself to Schools” before going to your first field placement meeting; after being there for a couple hours of field time, (2) 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 being in the classroom, 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.

Seminar Four, March 15, - Assignments #1 (Physical Environment) and #2 (Basic Teaching Styles and Strategies) are due; be ready to share with your seminar classmates who are also working with similar age levels of students.
**Before coming to next seminar:** (1) do assignment #3, which asks you to use the rubric to evaluate some of the behaviors of your age level students and, after summarizing some observational data, to reflect upon what these interactions might imply about development, environment, teacher’s style, etc. and (2) do assignment #4, which has you focus on some specific things that teachers do to promote and maintain good classroom management. You may include observational information beyond the questions. The observations could suggest some questions that you might discuss with your supervising teacher, as well as your seminar classmates who are 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) choose to use the alternative form called “Transitions” for 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.
Seminar Five, April 19, – 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. Each grade-level group will conclude their sharing by developing a collaborative list of important classroom management strategies for their grade level. **Before coming to next seminar:** (1) be prepared to share progress on your the professional development goals that you made for this semester and identify to your group at least one professional development goal you are going to set for yourself to continue to work on. These new goals should include any action steps needed to help you accomplish them. These goals are also to be further elaborated upon in part D of your Final Self valuation/Reflection Paper.

Seminar Six, May 3, (1) Instructions will be given for completing all of the written reflection and logistical paper requirements of the EDU 202 field experience. Final large group discussion on the EDU 202 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.

Finals Week, May 7 – 11. Final week meeting time and place to be announced. All final written reflections and EDU 202 Field Experience evaluation/performance documents (including personal/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/VPSA/index.cfm/page/1321](http://www.umt.edu/SA/VPSA/index.cfm/page/1321).