EDU395. Field Experience/Middle School (1 credit)
EDU395. Field Experience/Grades 9-12 (1 credit)
Fall 2012

The University of Montana—Missoula
Department of Curriculum and Instruction

FRIDAY 9:10 – 10:00 am  Room 313, 8/31; 9/14; 9/28; 10/19; 11/16; 12/7 and Final’s Week Turn-in Final Paperwork Meeting
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COURSE OVERVIEW
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 a seminar designed to support your teaching and learning experience. (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.)

REQUIRED READING
University of Montana Teacher Policy Handbook (Available Online) http://www.coehs.umt.edu/formspage.html
Pre-Service Teacher Field Placement Packet Fall 2012 (Available Online)
Additional handouts and on-line readings assigned by the instructor.

FIELD EXPERIENCE
The EDU 395 field experience is to be completed concurrently with your secondary methods course(s) in ENG, HHP, MCLL. Theater, or MUS. You need a couple of open three-hour blocks of time (between 8-4 pm) in your weekly schedule to be able to 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 EDU 202 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 be given instructions to access an online Field Placement Packet during your first class meeting. There is a detailed calendar of suggested activities in this packet, and Maygan Lenz, Field Placement Coordinator, will address questions.

The field placement experience consists of three phases. You will be recording your observations and reflections in a journal throughout all phases:
Phase I – Weeks 1-5 (Preparing for teaching, receiving placement, and familiarizing yourself with your school.)
Phase II - Weeks 6-10 (Tutoring/small group instruction.)
Phase III - Weeks 11-15 (Planning and teaching lessons-10 or more hours. Final conference evaluation.)

SEMINAR
You are required to attend and participate in all six (6) meetings plus a Final’s Week Meeting. See dates on schedule.
Please put those dates in your calendar! Topics to be explored include: differentiated instruction, critical and creative thinking, teaching and lesson plan design, assessment of learning, and classroom/behavior management. These fifty-minute class periods are also an important opportunity to share with your peers and to get feedback from your instructor. Active participation in seminar discussions and learning activities is required to “pass” this course. In addition, you will continue development of your Professional Portfolio.
SEMINAR WRITTEN ASSIGNMENTS:

1. SELECT TWO ARTICLES TO READ FROM PROFESSIONAL JOURNALS in your area of teaching and write a one page review of each of those articles focusing on what you found to be relevant, helpful to you in preparing to teach.

2. THE REFLECTIVE JOURNAL- Ongoing throughout the semester and bring to seminar on a regular basis

Beginning with your first day in the classroom, you are required to record your observations and reflections in a journal. Your journal demonstrates your ability to self-evaluate and reflect. Self-reflection is a critical skill you will continue to use throughout your teaching career. When you are observing in the classroom and doing later reflective journaling, you may want to consider the following areas listed below. When writing your Final Reflective Paper at the end of the semester, utilize your Reflective Journal and Chart of Evidence information, along with your supervising teacher’s evaluation, to write your paper.

   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? How is Indian Ed. for All being addressed?

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

3. BRIGHT IDEAS

Highlight in your journal “bright ideas” to share with your 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.

4. CHART OF EVIDENCE

This chart is a collection of evidence that you have to support each of the nine areas of performance outcomes by which you are being evaluated. The chart lists the evidence, but you may also collect samples to include in your portfolio. The samples are not to be turned in with your final reflection paper.

5. LESSON PLAN – INCORPORATING DIFFERENTIAL INSTRUCTION

Bring to share and to turn in a lesson plan developed for your subject area, also incorporating differential instruction.

6. CLASSROOM MANAGEMENT

Read assigned articles on classroom management and reflect on these in your journal, including strategies that you think that you might use in your own classroom and why.
7. FINAL REFLECTION SEMINAR PAPER – DUE During Final’s Week
You are required to turn in a 3-4 page paper (typed, double-spaced/one-inch margins.) Write an essay reflecting on your 395 field experience. Use the nine program goals (below), the “Suggested Learning Activities”, “Assessment Guidelines” in your field experience packet, your journal notes, your chart of evidence, your supervising teacher’s observation of your lesson, your supervising teacher’s “Final Progress Report,” advice from your cooperating teacher, and anything else you found to be relevant/helpful from your course assignments/seminar discussions.

The description for this paper can be found in your Field Experience packet and is duplicated below:
1. Demonstrate knowledge of the disciplines and subject matter related to curriculum.
2. Participate in organizing interdisciplinary and discrete subject area instruction to achieve curriculum goals.
3. Participates in the use of appropriate technology and resources to enhance instruction and student performance.
4. Participate in appropriate assessment of student learning and progress.
5. Observe and assist with implementing and maintaining instructional and behavioral management strategies and promoting a safe and positive learning environment.
6. Engage students in learning activities that help promote critical and creative thinking.
7. Participates in organizing learning environments to accommodate all learners (giving thought to students with special needs and to diversities such as cultural, gender and learning styles, etc.)
8. Communicate clearly, accurately and professionally with students, colleagues and others.
9. Reflect on professional responsibilities and demonstrate commitment to fairness and the ability of all to learn.

What two or three activities or events were especially helpful in preparing you for your professional role as a teacher? Provide an explanation of why.

What experience was the least helpful? Briefly explain why. What recommendations would you give for improving the educational field experience?

8. SIGNED FIELD EXPERIENCE FORMS and FINAL SELF EVALUATION/REFLECTION PAPER
DUE
Please place your field experience forms in the following order (TOP TO BOTTOM)
(All identifying information on each form should be completed.)
1. Final Progress Report (signed by cooperating teacher)
2. Time Record
3. Lesson Plan (1) that was taught including the state and/or national standards the lesson addressed
4. Lesson Observation (1) completed by cooperating teacher
5. Self-evaluation of 395 Field Experience (The Reflection Paper – see instructions above.)
6. Evaluation of how you progressed on goals for 395 and develop at least three goals and action steps for your student teaching experience, which are also to be included in your final Reflection Paper.

9. 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 plus a final week meeting (Students missing more than one seminar may receive a “no pass”); and,
3) complete all written assignments (seminar AND field experience) on time and in a way that meets all criteria.

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.

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.
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<th>Seminars (Dates)</th>
<th>SEMINAR</th>
<th>FIELD ASSIGNMENTS</th>
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| Seminar One 8/31 | FRIDAY, August 31  
Introductions  
Review packets  
Syllabus | PHASE I Before coming to Seminar 2 on 9/14, retrieve and print out your EDU 395 Preservice Field Experience Packet. Read through your packet and bring your questions to seminar 2. Complete all required information on each form in your packet. *Email Maygan Lenz one form by 9/4. |
| Seminar Two 9/14 | FRIDAY, September 14  
Field experience packet  
Accessing on-line scholarly resources (Kate Zoellner, Mansfield Library) | PHASE I Before coming to Seminar 3 on 9/28 do your written assignment on accessing professional journals. Bring three written goals/actions steps for this semester’s 395 field experience. |
| Seminar Three 9/28 | FRIDAY, September 28  
Getting started in your field experience  
Reflective Journal and Chart of Evidence  
Small group discussion of selected readings of journal articles.  
Professional/personal goals for this semester’s 395 field experience. | PHASE I/II Begin checking your UM E-mail account for field placement information. Announcement will be made during weeks 5 -6. Contact your cooperating teacher when placement is received. Check your assigned school’s web site for information. What did you learn? What is the school’s mission statement? Before coming to Seminar 4 on 10/19, do assigned reading on Differentiated Instruction and Create a Lesson Plan for your subject area. |
| Seminar Four 10/19 | FRIDAY, October 19  
Differentiated Instruction  
Lesson Plan Design/Assessment  
Promoting Critical/Creative Thinking | PHASE II/III Participation in Field Placement  
Tutoring/Small Group Instruction  
Reflection Journal - Observation and processing of own teaching with small/large groups. Bright Ideas. Beginning to develop lesson plans under supervision of your cooperating teacher. Before coming to Seminar 5 on 11/16, do assigned reading and reflecting (in your journal) on Classroom Management. |
| Seminar Five 11/16 | FRIDAY, November 16  
Sharing of classroom management readings, incorporating your own experiences gained through teaching a lesson/s. | PHASE II/III - Informal midterm conference with cooperating teacher to review suggested learning experiences and to plan for rest of semester. Participation in Field Placement in Tutoring and Small Group Instruction  
Developing and Presenting a Lesson that is observed and evaluated by cooperating teacher. Observation, Reflection, Processing, Bright Ideas. Bring to next Seminar 6 on 12/7 your significant awareness gained from this field experience! |
| Seminar Six 12/7 | Friday, December 7  
Putting it altogether from EDU 395. Significant awareness’s gained for your student teaching experience! | PHASEIII - Participation in Field Placement in Tutoring and Small Group Instruction  
Developing and Presenting a Lesson that is observed and evaluated by cooperating teacher. Observation, Reflection, Processing, Bright Ideas |
| Finals Week 12/___ | Last seminar to conclude EDU 395 Field Experience and to turn in all of EDU 395 Field Experience Evaluation Papers listed above. | PHASE III - Wrap up of 395 Field Experience  
Final Written Evaluation and Conference with your Cooperating Teacher/to be turned in with your final field experience materials. Thank you’s! ☺ |