

**EDUC 398: Secondary Education Field Experience (1 credit)****Fall 2018-hours arranged**

Professor: Dr. Sarah K. Anderson, Ph.D.
Office: Education Building 116K
Time Zone: All times indicated throughout this syllabus reflect Central Time (CT)
Phone: 701-788-4829 (W) or 701-335-9312(C)...until 9:00 pm
Email: sarah.anderson2@mayvillestate.edu
Hours of Availability: Mon. 10-12, Tues. 9-11, Thurs. 11-12 & by appointment
Learning Management System (LMS) used for this Course: Blackboard Learn

Course Description: This course is designed for students who are earning one or more secondary education majors. The course will include a 30-hour field experience in a regional high school on Tuesday/Thursday mornings for four weeks for each required secondary methods course. Students will teach the content specific unit that was created in the appropriate secondary methods course. The student performs other duties as delegated. Five observation forms will be submitted. Pre-requisites: Admission to Teacher Education. Co-requisites: EDUC 481, 482, 483, 484, or 484-Secondary Methods.

**Teacher candidates must register for 1 credit of field experience for each secondary major content area (e.g., Math education = 1 credit, 30 hours, and PE = 1 credit, 30 hours)*

**Candidates seeking a middle school endorsement must declare the endorsement to the course instructor so an appropriate grade-level placement is made.*

Purpose of the Course: The purpose of field experience is to provide teacher candidates with an opportunity to combine their theoretical studies with the practical application of this knowledge in an authentic teaching environment. It is an important aspect of the student's academic program since it not only allows the student to apply the knowledge learned in the classroom, but also enables him/her to continue to learn under the supervision of a professional in the field. Field placement students are expected to perform their responsibilities with quality and professional dedication. It is also expected that students will be an asset to the placement agency or organization and that they will make a significant contribution through their work performance.

***Note: This class does not actually meet on campus. Dr. Anderson will visit your methods course at the start of the semester, all hours will be completed in a school, and all assignments independently submitted on Blackboard.**

Course Improvements Based on Most Recent Assessment Findings: This course was reviewed in the Spring of 2016. As a result, course assignments have been revised to include guided reflection of candidate progression of disposition characteristics and teaching skills.

Conceptual Framework: Our conceptual framework at Mayville State is *The Reflective Experiential Teacher*. It is based upon a belief that preservice teachers develop abilities to reflect on current research findings, essential and theoretical knowledge, and appropriate teaching strategies and practices through experience. Application requires learning how to reflect, to question, and test hypothesis, while experiential practices engage students in a variety of clinical, field-based opportunities in which to employ and assess their instructional abilities.

Course Goals aligned with Mayville State SLO's and INTASC Principles:

- Effectively apply the knowledge acquired in coursework to the classroom/school setting (SLO 1; INTASC 1,2,3,4,5,9,10)
- Learn methods of instruction that work best in the secondary setting. (SLO 1,2,3; INTASC 1,2,3,4)
- Effectively display the professional qualities and dedication required when working with diverse students. (SLO 4; INTASC 7,9,10)
- Learn and display flexibility when outside forces determine a change in schedule or instruction. (SLO 1,2; INTASC 3,5,7,8,9)
- Experiment with different instructional and management techniques that work best for the intern and students. (SLO 1,2; INTASC 1-7)
- Display enthusiasm and a positive attitude toward the teaching experience in regards to students, parents, colleagues, paraprofessionals, and administrators. (SLO 4; INTASC 7,9,10)
- Recognize assets and needs of diverse learners (Diversity Goal 1)
- Use knowledge of diversity to ensure learning experiences are differentiated to the needs of the learner (Diversity Goal 3)
- Reflect on context, multiple perspectives, actions and personal decisions as they related to diversity (Diversity Goal 4)
- Exhibit respect, openness and value of diversity across the spectrum of differences (Diversity Goal 6)
- Demonstrate actions consistent with the belief that all students are valued and can learn (Diversity Goal 7)
- Enrich practice through effective use of digital tools & resources (Technology Goal 9)

Required Materials: None; all are available on Blackboard

INTASC Model Core Teaching Standards	
1	<i>Learner Development:</i> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2	<i>Learning Differences:</i> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3	<i>Learning Environments:</i> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4	<i>Content Knowledge:</i> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5	<i>Application to Content:</i> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6	<i>Assessment:</i> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7	<i>Planning for Instruction:</i> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8	<i>Instructional Strategies:</i> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understandings of content area and their connections, and to build skills to apply knowledge in meaningful ways.
9	<i>Professional Learning & Ethical Practice:</i> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and action on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10	<i>Leadership & Collaboration:</i> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

The Academic Program Student Learning Outcomes document can be found in your Blackboard course shell. It contains all learning outcomes pertaining to Essential Studies courses and all majors and minors. The document has an index so you can quickly find the degree you are pursuing. As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will assess SLO's 1, 2, 3 & 4 as part of Bachelor of Science in Education programs. Assignments are listed in the course requirements.

Course Requirements:

Note: In addition to all course requirements, some schools have their own processes and requirements for practicum students assigned to their building. You will be expected to complete these requirements and follow the instructions you are provided. This could include a meeting or short interview process with a school administrator, school-specific orientation session, tour of the facilities, or tasks your cooperating teacher is responsible for. If questions arise about school specific expectations, please contact your course instructor immediately.

Liability Insurance & Fingerprinting/Background Checks: (required-no points)

All students from MSU in a field experience, internship, student teaching, or other role that places them in a school setting and/or working with children must provide evidence of liability insurance. In the drop box titled "Evidence of Liability Insurance", provide evidence that current liability coverage is in place (e.g., copy and paste email confirmation with transaction and ID numbers, scan a membership card, receipt or other signed insurance documentation).

Fingerprinting is required for all students taking any course that includes a practicum. Proof of a passed background check is required prior to official admission in the teacher education program and prior to contact time in clinical settings. Students are required to:

1. Request a fingerprinting packet from the Division of Education by emailing education@mayvillestate.edu or stopping by Office 116C.
2. Complete the fingerprinting process as stated in the obtained packet; and
3. Provide proof of a clear background check (via TaskStream) continuously through the program (background checks are valid for 18 months so more than one background check may be required).

Due: Prior to the first student contact time**1.) Letter of Introduction:** (15 pts-5% of final grade)

Write a letter of introduction to the cooperating teacher and make sure it is *sent & uploaded to Blackboard within 2 weeks of receiving your placement*. Your introduction letter must:

- be written using a formal letter-writing format
- include your contact information
- include your career goals
- include information about yourself (why you want to be a teacher, coaching, other experience, ect.)
- include what you hope to get out of the experience

Due: 2 weeks after placement notification-dates will vary**2.) Contact Time:** (15 points-7.5% of final grade)

Fulfill all of the 30 required hours per content area for this field experience. Hours should include direct student contact time and observing the mentoring teacher. Collaboration with teachers and designing the activities for each session will occur outside the hour requirement. The attached time log will be submitted at the conclusion of the internship in scanned form with signatures. The methods course and field experience are designed to supplement each other. As such, time has been set aside on Tuesdays and Thursday from 8:00am-1:00pm for the expressed purpose of field experience hours. Should your cooperating teacher's schedule prove unable to fit this time frame, adjust accordingly. Note also the school systems follow a different schedule than the university, so be aware of different holidays and teacher professional development days. The completed contact log, with signatures, must be scanned & uploaded to Blackboard.

All Majors Hours Completed: October 1-December 7
Log Due: December 7

3.) Journal: (125 points-50% of final grade)

After each school visit, type a journal reflection on one experience from that visit. If you visit the classroom for 1 hour increments, you should have 30 entries. If you visit in 3 hour increments, you will have 10 entries and so on. The document containing all of your reflections will be submitted as a whole on Blackboard at the completion of the experience.

Each entry must follow this four-step reflection writing format (Hole & McEntee, 1999):

1. What happened? Describe briefly one (1) event or experience as it happened. Record your observations relating to application of course work (teaching techniques, instructional design, teaching styles, classroom management, student-teacher interactions, student involvement, formative and summative assessment, reinforcement, school climate, lesson planning).
2. Why did it happen? Explain why you think this behavior or situation occurred.
3. What might it mean? Think about what this incident might mean...you may well raise more questions than answers as you think through possible meanings and record them.
4. What might this mean for my teaching and for students' learning? This final step should prompt you to rethink your teaching practice (or that of the teacher you are observing) now that you have thought through the previous steps. Describe how you justify actions, solve problems, and look for deeper meaning and ways to change teaching practice to improve the process for the students in the classroom to learn more effectively.

2 Entries Due: November 9

All Entries Due: December 10

4.) Final Reflection: (30 points-12.5% of final grade) In a final, 1-page reflection on the secondary clinical experience, respond with academic writing to the required prompts.

1. Self-Assessment is defined as describing, interpreting, and judging your performance based on stated or implied expectations. Evaluate your performance in this clinical experience by examining your teaching disposition and skills in relation to the [10 InTASC Standards](#). You should reference the results of your instructor, self, and cooperating teacher disposition and InTASC skills evaluations in Taskstream.
2. Explain your plan to further your learning in the areas defined in your evaluations as areas for growth (i.e., lower scores).
3. Teaching is a profession that works to make a difference in the life of students and communities, and becoming an effective teacher with the combination of knowledge, skills, values, and motivation to make that difference is the goal of your training program. Describe specifically how your clinical experience contributed to your preparation as an effective teacher.

Due: December 10

6.) Letter of Thanks: (15 pts-5% of final grade)

At the conclusion of the field experience, write a thank you letter that:

- thank your cooperating teacher for allowing you to work with them
- address specifically 2 or 3 things you learned for your future teaching

Letters must be sent to the mentoring teacher and one copy submitted online in Blackboard.

Due: December 7

Course Grading and Policies:

200-187 points	A 100-94%	158-143	D 79-72%
186-173 points	B 93-87%	142-0	F 71-0%
172-159 points	C 86-80%		

Additional Student Evaluation: Every student who is working on a teaching degree or a credential must demonstrate proper dispositions to continue in the Teacher Education program. **NOTE:** *During your field work, your cooperating teacher will be asked to complete a professional disposition evaluation as will your methods instructor. You will also complete a self-assessment of your disposition and teaching skills.*

Expectations/Protocols:

- *Assignments must be submitted on the due dates that are provided.* If you would need an extension on an assignment, simply communicate with me in advance since life does happen along the way and our jobs can be quite demanding. For most situations, an extension will be granted, unless making this request has become patterned. I will have assignments graded 1 week after the due date pending any unforeseen circumstances. *All assignments must be attempted for an official grade to be submitted.*
- If you receive a grade of *Unsatisfactory* on an assignment you may redo the work to improve your grade to *Satisfactory*. You will have *one week to resubmit* the assignment after it is graded and *all original documents must also be resubmitted.*
- The mark of "I", Incomplete, will be assigned only to the student who has been in attendance and has done satisfactory work up to a time within four weeks of the close of the semester,

including the examination period, and whose work is incomplete for reasons satisfactory to his or her instructor.

- Prior to submitting your assignment for grading, it is vital that you review the detailed assignment sheet to ensure not only quantity but quality in your work production. Students are only entitled to good grades when they produce quality work. Simply completing assignments or meeting the quantity requirements only entitles students to earning a minimal amount of points.
- Should students have any questions or concerns about their grades, they are encouraged to visit with the instructor to ask questions and explain their concerns.

Communication:

- When I need to communicate with students as a whole group, I will post an announcement through Blackboard. To stay informed, I recommend checking the Announcements section at least daily.
- When I need to communicate with students individually, I will do so through email on Blackboard, which is linked to whichever account you have set as default through Connect ND. You are responsible for knowing which account this is and for all information that is sent electronically.
- I will check my email and Blackboard Monday-Friday. Should you have an urgent question during the weekend, please feel free to call me at my listed cell phone number. If an email is sent during working hours, I will usually respond within a few hours. If it is sent after working hours, I will respond by the following morning. I try to not respond to emails over weekends.

Instructional Strategies:

- ✓ Cooperative learning
- ✓ Independent study
- ✓ Questioning
- ✓ Direct instruction
- ✓ Discovery learning
- ✓ Reflection

Learning Experiences:

- * Critical analysis
- * Modeling
- * Guided practice
- * Discussions
- * Social learning
- * Problem solving
- * Skill building
- * Professional decision making

Instructional Technologies Utilized in This Course:

- **Blackboard** – MSU’s learning management system and virtual class environment
- **Outlook Instant Messenger** - an instant messaging and voice chat tool that allows students and instructors to communicate and collaborate synchronously online. This tool is available in every course and allows you to chat with the other members of your classes with ease.

Special Accommodations:

- Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Disability Support Services (788-4675) soon as possible to ensure that accommodations are implemented in a timely fashion.
- Students who have difficulties in professional writing are encouraged to contact the Writing Center at 788-5240, in the Academic Support Center or email the Coordinator at erin.kunz@mayvillestate.edu to receive assistance in skill development. Students who have difficulty with grammar, spelling, punctuation, sentence structure, and/or organization are strongly encouraged to take advantage of this opportunity.

Scholastic Honesty Code: Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. Cases of dishonesty may be handled as a scholastic matter or as a disciplinary matter at the discretion of the instructor. Plagiarism means the appropriation, buying, receiving as a gift, or obtaining by any means another person's work and the unacknowledged submission or incorporation of it in one's own work. Collusion means the unauthorized collaboration with another person in preparing any academic work offered for credit.

Please review the Field Experience Expectations from the MSU Student Teaching Handbook.

NOTE: In the Blackboard course, you will find a document entitled, "Important Student Information," which includes information about:

- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement

Bibliography:

Davis, B.G. (1993). *Tools for teaching*. San Francisco: Jossey-Bass.

Hole, S. & McEntee, G. (May, 1999). Reflection is at the heart of practice. *Educational Leadership*, 34-37).

Palomba, C.A., & Banta, T.W. (1999). *Assessment essentials: Planning, implementing, and improving assessment in higher education*. San Francisco: Jossey-Bass.

EDUC 398 Field Experience Log

You must spend a total of 30 hours in your cooperating teacher's classroom per content area; configurations may vary according to what is being done for each session; every line may not be used. Upload scanned copy to Blackboard.

Session	Date	Time	Student's Signature	Supervisor's Signature
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				

27				
28				
29				
30				

EDUC 398 Student Grade Recorder

All components will be evaluated for completeness, thoroughness, accuracy, application of prior course work, and academic writing in relation to the assignment requirements.

Assignment	Due Date	Points Possible	Date Completed	Points Earned
Liability Insurance Documentation	2 weeks after notification	-		-
Letter of Introduction	2 weeks after notification	15		
2 Journal Entries	November 9	-		-
Contact Time Signature Log	December 7	15		
Letter of Thanks	December 7	15		
Disposition Report	December 10	-		-
All Journal Entries	December 10	125		
Final Reflection	December 10	30		
Total Points Possible		200		

Reflective Journal Holistic Rubric

	Advanced (4)	(3.5)	Proficient (3)	(2.5)	Partially Proficient (2)	(1.5)	Novice (1)	(0.5)	Non-Performance (0)
Prompt	Completely and thoroughly addresses required content of prompt for particular journal hour (5, 10, 20, 30, 40, 50 or 60)	In addition to rating "3" performance, partial success at rating of "4"	Adequately addresses required content of journal prompt	In addition to rating "2" performance, partial success at rating of "3"	Begins to address the required content of journal prompt	With assistance, partial success at rating of "2"	Required content of journal prompt is alluded to	With assistance, partial success at rating of "1"	Prompt is not responded to in entry
Special Education Concepts	In-depth knowledge of key special education program concepts is evident throughout the journal entry (e.g., terminology, inclusion, LRE, FAPE, IDEA, strategies, IEP, services, etc.)		Satisfactory knowledge of special education program concepts is evident in the journal entry		Limited knowledge of special education program concepts is evident in the journal entry		Inadequate or inaccurate knowledge of special education program concepts is demonstrated		Knowledge of special education concepts no demonstrated in the journal entry
Reflection	A careful and detailed reflection of the experience; extensive evidence of a personal response to classroom experiences; demonstrates personal growth and awareness of own capabilities working with students with disabilities		Reflection includes a personal response to experiences that demonstrates understanding of personal growth working with students with disabilities		Reflection includes some personal response to experiences; and some personal growth working with students with disabilities		Includes limited evidence of a personal reflection and ability to reflect on own work		Does not include personal reflection in the entry
Quality of Writing	Free of grammatical, spelling or punctuation errors. The style of writing facilitates communication. Textual evidence is cited in APA format in the entry and replies		Largely free of grammatical, spelling or punctuation errors. The style of writing generally facilitates communication.		Entry include some grammatical, spelling or punctuation errors that distract the reader.		Written responses contain numerous errors. The style of writing does not facilitate effective communication.		Written materials are completely illegible or no assignment submitted

High Quality Journaling Example**What Happened?**

This is the first year that Minnesota has required chemistry for high school graduation. It had previously been considered more of a college preparatory course. With this new regulation, the school district decided to create another chemistry class. The college prep class stays the same, and they added a remediated section for students who would have originally not planned on taking chemistry.

The teacher I observe instructs the remediated class. She was going to be gone the next day and informed the class they would be joining the other class. One of the students commented, "I don't want to join the smart class. They will just be doing hard work and make fun of us dumb kids."

Why did it happen?

This type of negative attribution means there is a serious flaw somewhere. This flaw exposed itself as this terrible comment. The argument could be made that the flaw was created when they decided to segregate and create a remediated course. This carries a negative social connotation. It could have also arisen when the teacher didn't directly address the logic of having two different classes.

What does it mean?

This presents the idea that you are in the remediated class and its taboo to talk about it. There are many occasions where this negative perception could have started, but it was never fixed in the classroom. In my opinion, I think the teacher needs to remind the class about what they have been learning about and all the content they understand. There is evidence of learning that would contradict that this class was "dumb".

What might this mean for my students and my students learning?

The students in my class must think what they are learning is important and tangible (because it will be). This will create a more positive self-efficacy that could carry over into many different parts of the class. This might lead students to believe more in themselves and more in the work they are doing. A comment like this should not be allowed or go unaddressed