Mayville State University

EDUC 480L- General Methods Field Experience
Spring 2025, Online
1 Credit Hours

Course and Instructor Information

Instructor Name: Karissa Hanson

How to address your instructor: Please call me Karissa

Contact Information: office- Education 116R, phone- 701-788-4813, email- karissa.hanson@mayvillestate.edu

Hours of Availability: Please email for availability

Instruction Mode: online asynchronous

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Meeting Times and/or Location: 30 hours of field experience will be completed in a school, and all corresponding assignments will be submitted on Blackboard

Course Materials and Technologies

Required

- TaskStream Subscription: Utilized to complete evaluations during this field experience

Required Instructional Technologies

- Yuja
- Blackboard

Course Description

This course is designed for teacher candidates who are secondary education majors and compliments their general methods course. The experience includes a 30-hour field placement in a secondary school classroom (grades 7-12). Candidates will observe their cooperating teachers, examine the professional practice of teaching, reflectively journal, teach at least one lesson, demonstrate professional disposition and model ethical practice. The teacher candidate will be observed once during the experience; this observation will include pre and post conference and feedback on instruction.

Pre-/Co-requisites:
Pre-requisites: Admission to Teacher Education
Co-requisite: EDUC 480

INTASC

This course utilizes the InTASC standards which guide our preparation of teachers.

InTASC Model Core Teaching Standards
1 *Learner Development:* 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	*Learning Differences:* 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	*Learning Environments:* 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	*Content Knowledge:* The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teachers and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5	*Application to Content:* 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	*Assessment:* 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 leaner's decision making.
7	*Planning for Instruction:* 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	*Instructional Strategies:* 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	*Professional Learning & Ethical Practice:* 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	*Leadership & Collaboration:* 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.

Conceptual Framework

Teacher Education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See the document 'Conceptual Framework' provided in the course shell.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to English, Health, Math, Physical Education, Science, and Social Science Education Program Approval Standards through North Dakota's Education Standards and Practices Board (ND ESPB):

- 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)

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- 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)

Standards Alignment (English, Health, Math, Physical Education, Science, and Social Science Education Program Approval Standards-ND ESPB):

ENGLISH

- **05020.3.1** Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

- **05020.3.2** Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

- **05020.3.3** Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

- **05020.3.4** Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.

- **05020.3.5**: Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students' comprehension and interpretation of print and non-print texts.

- **05020.3.6** Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

- **05020.4.1** Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

- **05020.4.2** Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to analyze and respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time. Candidates are able to analyze data from standardized and classroom writing assessments and make instructional decisions.

- **05020.4.3** Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.

- **05020.4.4:** Candidates design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.
- **05020.4.5** Candidates design instruction focused on the use of research to build and present knowledge, with an emphasis on assessing credibility and accuracy of information, integrating evidence, and documenting sources.
- **05020.5.1** Candidates plan and implement English language arts and literacy instruction that promote social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.
- **05020.5.2** Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g, race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.
- **05020.6.1** Candidates model literate and ethical practices in ELA teaching and engage in/reflect on a variety of experiences related to ELA.
- **05020.6.2** Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

HEALTH

- Component 5.a: Candidates work collaboratively with a variety of stakeholders to meet the diverse needs of all learners and to enhance school health programs.
- Component 5.b: Candidates demonstrate ethical behavior, as defined by health education and/or education codes of ethics.
- Component 5.c: Candidates participate in ongoing, meaningful learning opportunities that are aligned with their professional needs, and they remain current with evolving technologies in order to meet the diverse needs of all learners, as well as the needs of the school and the community.
- Component 5.d: Candidates reflect on their roles as teacher, professional and resource, and they identify strategies for adapting practice to meet the diverse needs of all learners.
- Component 5.e: Candidates demonstrate applicable communication strategies and use of instructional learning technologies within the school and community.
- Component 5.f: Candidates advocate for health education as an essential component of the school community that supports the diverse needs of all learners and contributes to the school's mission.

MATHEMATICS

- 11010.1 Mathematical Practices and Processes - The program requires the candidate to demonstrate the following: a. makes sense of problems and perseveres in solving them, b. reasons abstractly and quantitatively, c. constructs viable arguments and proofs, d. critiques the reasoning of others, e. uses mathematical models, f. attends to precision, g. identifies elements of structure, h. engages in mathematical communication
- 11010.2 Mathematical Connections - The program requires the teacher candidate to demonstrate the interconnectedness of mathematical ideas and how they build on one another. The candidate recognizes and applies connections among mathematical ideas and across various content areas as

well as real-world contexts, using the language of mathematics to express ideas precisely, both orally and in writing to multiple audiences

- 11010.3 Secondary School Content Knowledge - The program requires the teacher candidate to demonstrate and applies knowledge of secondary mathematics concepts, algorithms, procedures, applications in varied contexts, and connections within and among mathematical domains (Complex Number System, Algebra, Geometry, Trigonometry, Statistics, Probability, Calculus, and Discrete Mathematics)
- 11010.4 Undergraduate Mathematics Content Knowledge - The program requires the teacher candidate to demonstrate and apply knowledge of the core mathematics content including calculus, axiomatic geometry, linear and abstract algebra, statistics, probability, and computer programming.
- 11010.6 Instructional Tools - The program requires the teacher candidate to select and use appropriate instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages); and makes appropriate decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools.
- 11010.7 Content Pedagogy - The program requires that the teacher candidate is able to successfully implement a variety of instructional strategies. The candidate demonstrates the following: a) Applies knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains, b) Analyzes and considers research in planning for and leading students in rich mathematical learning experiences, c) Plans lessons and units that incorporate a variety of strategies and mathematics specific instructional tools to promote conceptual understanding and procedural proficiency, d) Provides students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace, e) Implements techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.

PHYSICAL EDUCATION
- 1.a Describe and apply common content knowledge for teaching preK-12 physical education.
- 1.b Describe and apply specialized content knowledge for teaching preK-12 physical education.
- 2.a Plan and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education.
- 2.b Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that addresses the diverse needs of all students.
- 2.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.
- 2.e Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).
- 2.f Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.
- 3.a Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.

- 3.b Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.
- 3.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.
- 3.d Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.
- 3.e Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance student learning.
- 4.a Select or create authentic, formal assessments that measure student attainment of short and long-term objectives.
- 4.b Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.
- 4.c Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.
- 5.a Engage in behavior that reflects professional ethics, practice and cultural competence.
- 5.b Engage in continued professional growth and collaboration in schools and/or professional organizations.
- 5.c Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities.

SCIENCE
- 13047.3 Inquiry The program requires study of the processes of science common to all scientific fields.
- 13047.5 Skills of Teaching The program requires the candidate to demonstrate proficiency in methods of teaching science.
- 13047.6 Curriculum The program provides candidates with information necessary to identify, evaluate, and apply a coherent, focused science curriculum that is consistent with state and national standards for science education and appropriate for addressing the needs, abilities and interests of students.
- 13047.7 Assessment The program prepares candidates to use a variety of performance assessment strategies to evaluate the intellectual, social, and personal development of the learner in all aspects of science.
- 13047.8 Environment for Learning The program prepares candidates to design and manage safe and supportive learning environments in the classroom, laboratory, and field. The program reflects high expectations for the success of all students.
- 13047.9 Professional Practice The program prepares candidates to participate in the professional community, improving practice through their personal actions, education, and development. The program uses varied performance assessments of candidate's understanding and ability to apply that knowledge.
- 13047.10 Technology The program requires the study of current, appropriate instructional technologies. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

SOCIAL SCIENCE
- 15035.2 The program requires study of the structures, key concepts, methodology, and generalizations that connect the various social studies, including the examination of professional standards and expectations for P-12 education.
- 15035.5 The program requires studying methods of teaching social studies including current trends in social studies with an examination of various teaching methods and techniques.

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- 15035.6 The program requires the study of current, appropriate instructional technology.

Course Expectations

Below, you will find several guidelines to help us create successful learning experiences:

• Read the syllabus in its entirety. Knowing what is planned ahead is helpful for time management and allows you time to ask questions if you need any clarification. **Syllabus is subject to change at instructor's discretion.** Assignments will be given in Blackboard. Check for dates.

• Be prepared and complete assignments. The responsibility for your learning is shared by both student and instructor. Knowing what is planned and being ready with assignments allows you time to ask questions and complete your best work. Check for assignment due dates and other scheduled learning experiences so you can plan accordingly. If you miss the submission deadline, you will be required to submit your assignment to Blackboard and points, outlined in the assignment checklist and syllabus, will be deducted. When uploading assignments, make sure your instructor can open them. Assignments are to be submitted electronically using Blackboard since the assignments route directly to the Gradebook. Always follow the submission guidelines. Assignments are to be typed and submitted in a Word document or PDF.

• Technology requirements. Prior to assignment submission due dates, students are responsible to make sure you are prepared for any video recording assignments. Student responsibilities in taking online courses include knowing what resources are available for any technical issues to ensure assignments are completed upon due dates. It is the student's responsibility to contact MSU's Blackboard support, or the Help Desk for technology-related questions. If you have difficulty submitting assignments or are confused using Blackboard, contact the MSU Help Desk, servicedesk@mayvillestate.edu.

• Be flexible, take risks, and ask questions! In teaching, flexibility is the name of the game. While teachers need to be overprepared in terms of instruction and assessment, they also need to be flexible and responsive to students' needs. The same is expected of you in this course. Be flexible, take risks, and ask questions! You are responsible for your own learning.

• Adhere to the code of student conduct found in the MSU Student Handbook. Each student is responsible for reading the handbook and following expectations set forth by the University. Citing and referencing other's work is the demonstration of an honest, trustworthy student. Violations of academic honesty to include any copying of another student's assignment, having another person complete the work for you, using an author's ideas or writing without properly giving that author credit either intentionally or unintentionally are examples of academic dishonesty. Remember: cite and reference whenever in doubt! Consult with the instructor if you have any questions. Programs to detect plagiarism may be used on submitted assignments.

• Writing expectations. Being able to express one's thoughts in a clear and well thought out manner is held in high regard in this course. It is suggested that students have their work proofread by a reliable person or that they access MSU Writing Center for assistance with their writing.

> o Students who have difficulties in professional writing are encouraged to contact the Writing Center at 701-788- 4899, in the Library or email the Coordinator at matthew.berglund.1@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.

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    o APA format Any papers that include research references must include a working bibliography in (American Psychological Association) APA format. The APA Formatting and Style Guide.

• Disability Support Services. Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Disability Support Services (701-788-4675) located in Classroom Building, CB 109 as soon as possible to ensure that accommodations are implemented in a timely fashion. Support is available to students for academic and/or personal concerns. Students should refer to the student handbook for an explanation of services available and policies and procedures that have been established for student support. The instructor will help find resources necessary to aid in student success.

Instructor/Student Communication

Students are accountable for all academic communications sent to their Mayville State University email address. You are required to use your Mayville State University/NDUS email address as it is the best way to ensure reliable communication between students and instructors. Students are accountable for all academic communications sent to their Mayville State University e-mail address. If you have questions for me or would like to set up a time to meet, please email me at karissa.hanson@mayvillestate.edu. Email is the best way to get ahold of me. I usually respond within 24-48 hours during weekdays. If you wish to contact me by telephone, please use my office number: 701-788-4813. If the response to an email requires more than a 2-3 sentence response, a Zoom meeting will be set up. When a Zoom meeting occurs, the instructor will send the date, time, and student expectations for preparation for the meeting. I will use Blackboard to post messages to all learners if needed.

Assignments and Assessments

Below you will find a breakdown of all assignments that must be completed for EDUC 480L:

1. **Liability Insurance and Background Check Submitted (5 points)**

    To complete your 30-hour field experience, you must have a background check and liability insurance. To complete your background check, review this website for more details: Background Check Information. To obtain liability insurance, review this website for more details: Liability Insurance Information. Both your background check and liability insurance must be uploaded to Taskstream and Blackboard.

2. **Introduction Letter and Email (10 points)**

1. When you receive your placement from Kayla, please contact your teacher immediately. The teacher will be expecting your email. Make sure you attach your introductory letter. See below for the introduction letter expectations. You will want to let them know who you are and include a date and time you would like to start your experience and determine if this works for them. Please CC me on this email, karissa.hanson@mayvillestate.edu Remember to compose all letters and emails in a professional manner.

    Your introduction letter should include:

    - A greeting to the teacher, addressing them with Ms. or Mr. Use accurate spelling, proper grammar and punctuation. This letter may be the first contact with this teacher, and you want to leave a good impression.
    - Opening paragraph should be a brief descriptive introduction including your name, major and minor, hometown information, and why you want to be a teacher.

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- In the next paragraph, address any past experiences in working with children and youth including field experiences. Be sure to touch on your strengths in working with children and youth in classroom and non-classroom settings.
- What are you most looking forward to during your field experience with this field mentor? Dedicate a few sentences to answering that question. Be specific. Do you want to develop/refine your teaching style? Are you eager to learn more classroom management strategies? What about tailoring lesson plans for different learning styles?
- Your contact information including email address and phone number where you can be reached should be found in the last paragraph as well. End by thanking your field mentor for his/her willingness to have you in his/her classroom.
- Type a closing (sincerely, yours truly, etc.) and then type your name.

3. **Commitment Calendar (10 points)**

Create a "Commitment Calendar" of the days and times you will be in their classroom to complete your 30 hours. Turn in this calendar to the Blackboard drop box. There is example of this on Blackboard.

- You and your field mentor will both agree to the times and days you complete this field experience. Once you've created your "Commitment Calendar," and both you and your field mentor agree to it, both of you will sign it. You will then scan it and turn it in on Blackboard. Not staying faithful to your agreed upon hours will result in both dispositional and final grade consequences.
- Though 30 hours are required, you can spend more than 30 hours if your cooperating teacher agrees.

4. **Field Experience Hours Log (10 points)**

Bring your "Field Experience Hours Log" with you during each visit. Record the date, what you did, total time in the classroom, and have the teacher initial after each visit. The "Field Experience Hours Log" template is located on Blackboard.

5. **Daily Reflection Videos (75 points)**

Record a reflection video via Padlet at the end of every observation day. Each reflection must be a minimum of 3-5 minutes long. Do not include a "summary of the day." Be reflective.

Use the following prompts to guide your reflection:
- Describe a student/teacher (you) interaction that gave you a particular insight about teaching.
- Discuss challenges you faced today.
- Discuss a situation that affirmed your passion for teaching.
- Discuss something new you learned today about teaching and learning.
- Describe the environment of the classroom (organization, routines, literacy-word walls, labeling etc., how the classroom functions).
- Be a dedicated "kid watcher" and describe the students in the classroom (diversity, behaviors, interests, special needs, what are you noticing about the students in this classroom).

- What techniques are effective (describe specific techniques)? Why do you feel they are effective?
- Do you feel any of the techniques are ineffective? If so, describe why.
- What techniques are you implementing (describe specific techniques)? Are they working or not? Why? What do you need to change to make these techniques effective?
- Describe a lesson that went really well. Why did it work so well? What did you do to make the lesson so effective (describe strategies, learning styles, activities implemented, etc.)? Would you make any changes to this lesson?
- What modifications did you have to make on lessons for students? (reminder: not only for students on IEP's but for all students to make the lesson more effective)
- Describe a lesson that was ineffective. Why was the lesson ineffective? What did you learn from the lesson? What changes would you implement for the next time you taught this lesson?

6. **Develop and Teach 2 Lesson Plans (50 points)**

   Throughout your field experience, you will be expected to develop and teach 2 lessons. Use the Mayville State lesson plan templates, the lesson plan guide on Blackboard, and what we learned in class to develop your lesson plans. Each lesson plan will be worth 25 points.

7. **Video Recorded Lesson (25 points)**

   Video record ONE of your two lessons, upload it to YouTube as "unlisted" and upload the link to the Blackboard dropbox. This lesson will be evaluated using the Observation Evaluation form on Blackboard.

8. **Post Lesson Debrief Meeting (10 points)**

   After uploading your video of your recorded lesson, please email me, karissa.hanson@mayvillestate.edu to schedule a time to debrief about the lesson that you taught. This 15-minute meeting can be either in person or via zoom. Once you have scheduled your meeting, I will send you the reflection questions we will discuss prior to our meeting so you have plenty of time to reflect and prepare.

9. **Thank You Letter (5 points)**

   Upon completion of your field experience, you will want to thank your field mentor for taking the time to mentor you in their classroom. Make sure to include 2-3 things that you learned from this experience that you will take into your own future teaching.

Instructional Strategies

- Reflection
- Questioning
- Direct instruction
- Teacher modeling

- Experiential learning
- Independent study
- Cooperative learning

Evaluation and Grading

- Evaluation in this course will consist of the components outlined below. Due dates for activities and assignments may be subject to change at the discretion of the instructor based on the pacing of the

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class. The instructor will review assignments and due dates as class proceeds. It is the learner's responsibility to meet assignment deadlines. **You must earn a "C" or higher in this course to count toward your program of study.** Learners are to use both the assignment description and the rubric/checklist when completing assignments. Viewing the rubric/checklist as well as the assignment description (both found on Blackboard) for each graded component will assist learners in completing competent, quality assignments. <u>All assignments</u> must be completed for students to be able to ear a grade of "D" or above.

Grading Policies

Points are deducted for late submissions as outlined in assignment grading checklists and syllabus. Assignments submitted late will be assessed a 10% deduction in points, and assignments submitted more than two weeks late may be assessed a 20% deduction in points. Note: Assignments must be uploaded to Blackboard for accountability purposes. Assignments will not be accepted via email. Assignment feedback is typically given within 1 week of assignment submission via Blackboard. If you do poorly on an assignment, reach out to me within three days of it being graded. You will be able to use my feedback and correct your assignment for resubmission.

Grading Scale

This course adheres to the following grading scale:

A= 94 – 100%, B= 87 – 93%, C= 80 – 86%, D= 70-79%, F= < 70%.

Breakdown of Grades

Assignment	Points
Liability Insurance and Background Check	5
Introduction Letter and Email	10
Commitment Calendar	10
Field Experience Hours Log	10
Daily Reflection Videos	75
Develop and Teach 2 Lessons	50
Video Recorded Lesson	25
Post Lesson Debrief Meeting	10
Thank You Letter	5
Total	200

Enrollment Verification

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk.

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Proctor Notification

No proctors are required for this course.

Late Arrivals

The grading system for students adding this course after the first day of instruction will be modified. The student will be graded only on the activities that transpired while the student is enrolled. Students will not be penalized for missed assignments, but the student is still responsible for learning the course material that was covered during their initial absence.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Course Timeline/Schedule

See Blackboard for field experience assignment requirements and due dates.