

## COURSE APPROVAL DOCUMENT

**Southeast Missouri State University**  
**Department: Middle & Secondary Education**  
**Course No. SE 355**  
**Title of Course:** Field Experience 2  
**Date:** Spring 2015  
**Please check: X New**

- I. Catalog Description (Credit Hours of Course):** Field experience for implementing competencies: differentiation, using assessment data, addressing diversity, developing collaborations, managing classrooms and professional development. (3)
- II. Prerequisite:** Admission to the Teacher Education Program, SE 350: Pedagogy 1: Principles of Effective Teaching, EX 390: Psychology of the Exceptional Child. Students must obtain a C or better in all teacher education courses.

**Co-requisite:** SE365 or SE 360: Pedagogy 2: Interdisciplinary Methods and Technology, SE307 Reading and Writing in the Content Area (except for secondary English majors)

**III. Purposes or Objectives of the Course (optional):**

Candidates will be able to:

- A. Use appropriate strategies for addressing individual student needs in meeting curriculum objectives.
- B. Design instruction that is connected to students' prior experiences and family, culture, and community.
- C. Apply the concept of differentiated instruction and short- and long-term instructional goal planning to address student needs in meeting curriculum objectives.
- D. Demonstrate competence in managing time, space, transitions, and activities to create an effective learning environment.
- E. Demonstrate the ability to use effective verbal and nonverbal communication techniques with diverse learners.
- F. Administer, analyze and interpret a variety of assessment data to determine the effect of class instruction on individual and whole class learning.
- G. Describe and analyze strategies to communicate student progress to students, families, colleagues or administrators
- H. Engage in a collaborative classroom/department/school data analysis process.
- I. Reflect on teaching practices to refine instructional process in order to promote the growth and learning of students.

- J. Use professional learning opportunities including those offered by educator preparation programs, school districts, professional associations, and/or other opportunities for improving student learning
- K. Demonstrate professional, ethical behavior and can describe the influence of district policies and school procedures on classroom structure.
- L. Participate in collaborative curriculum and staff development meetings.
- M. Collaborate with the cooperating teacher and supervisor to develop relationships within the school, district, families, or community.
- N. Work with the cooperating teacher/ supervisor to identify school based systems to provide needed services to support individual learners.

**IV. Student Learning Outcomes (Minimum of 3):**

<p>1. Students should be able to design a unit plan with appropriate standards and assessment tools for gathering data and effective teaching in a field classroom. (objective #6)</p>	<p>Measurement : Satisfactory completion of Missouri Preservice Teaching Assessment (MoPTA Tasks 2 and 3)</p>
<p>2. Students should be able to reflect on their field experience and refine their instructional process to promote the growth and learning of students. (objective #9)</p>	<p>Measurement: Satisfactory completion of MoPTA Task 2.</p>
<p>3. Students should be able to identify appropriate teaching strategies for individual student needs in meeting curriculum objectives/standards. (objective #1)</p>	<p>Measurement: Satisfactory completion of a student case study with supporting documents and assessments.</p>

Optional departmental/college requirements: none

**V. Course Content or Outline (Indicate number of class hours per unit or section):**

Ninety hours total of contact time are in the field placement, which is carried out on a daily basis for 10 weeks; 22.5 hours are for orientation and weekly meetings during the field experience. Time to work on final MoPTA is reserved at the end of the course.

Class content—outline or schedule

Week	Topic	time	Assignments	Objective
1	Orientation to Advanced Field and Coordinating Courses	2 hours		
2	Preparing for Field	2 hours		
3	Coordinating assignments	2 hours	Begin MoPTA task 1: Emphasize prior experience, family, culture and community. Note needs for differentiation. Also, describe/reflect on the influence of district policies and procedures on classroom structure.	2 11
4	Field + seminar	10 hours + 1 hour	Start case study of one student, documenting goals, interventions and assessments, including identifying school-based systems to provided needed services for individual students.	1 14
5	Field + seminar	10 hours + 1 hour	Begin working on applying differentiated instruction and goal planning to address student needs. (MoPTA task 2) Demonstrate ethical and professional behavior	3 11
6	Field + seminar	10 hours + 1 hour	MoPTA task 2: plan, administer and interpret a variety of assessments to determine effect of instruction on learners. MoPTA task 3: Develop lessons connected to students prior experiences, family, culture and community and	6 2
7	Field + seminar	10 hours + 1 hour	Include planning for managing time, space, transitions and activities	4
8	Field + seminar	10 hours + 1 hour	Reflect on how you use effective verbal and nonverbal communication techniques with diverse learners	5, 6
9	Field + seminar	10 hours + 1 hour	Prepare a sample, example or reflection on how you communicate	7

			student progress to students, families, colleagues or administrators	
10	Field + seminar	10 hours + 1 hour	Reflect on collaboration with others in school to analyze data on student learning, as well as collaboration for curriculum and staff development.	8 12
11	Field + seminar	10 hours + 1 hour	Reflect on teaching practices in order to refine instruction to promote growth and learning of students. Reflect on collaborations to develop relationships within the school district, families or community.	9 13
12	Field + seminar	10 hours + 1 hour	Document your participation in professional learning opportunities, Reflection on influences of school policies and procedures on classroom structure	10 11
13	Class time	2.5 hours	Completion and refinement of assignments and MoPTA, with peer review	
14	Class time	2.5 hours	Completion and refinement of assignments and MoPTA, with peer review	
15	Class time	2.5 hours	Completion and refinement of assignments and MoPTA, with peer review	
16		Total 112.5 hours		

### Potential Readings and Resources

American Association of Colleges of Teacher Education. (2010). *Reforming teacher preparation: The critical clinical component* [Online]. Retrieved July 30, 2014 from

[http://www.aacte.org/pdf/Government\\_Relations/Reforming%20Teacher%20Preparation%20The%20Critical%20Clinical%20Component%20\(DOH%202010\).pdf](http://www.aacte.org/pdf/Government_Relations/Reforming%20Teacher%20Preparation%20The%20Critical%20Clinical%20Component%20(DOH%202010).pdf)

Bacharach, N., Heck, T.W., Dahlberg, K. (2010). Changing the face of student teaching through coteaching. *Action in Teacher Education*, 32(1), 3 – 14.

Berry, B., Montgomery, D., Curtis, R., Hernandez, M., Wurtzel, J., & Snyder, J. (2008). Urban

teacher residencies: A new way to recruit, prepare, develop, and retain effective teachers for high-needs districts. *Voices in Urban Education*. 20, 13-23.

Capraro, M.M., Capraro, R.M. & Helfeldt. (2010). Do differing types of field experiences make

a difference in teacher candidates' perceived level of competence? *Teacher Education Quarterly*. 37(1), 131-154.

Council for the Accreditation of Educator Preparation. (2013). *Standard 2: Clinical partnerships*

and practice. Retrieved Aug. 11, 2014 from:

<http://caepnet.org/standards/standards/standard2/>.

Knight, J. (2014). What you learn. . . when you see yourself teach. *Educational Leadership*. 71(8), 18-23.

Missouri Department of Elementary & Secondary Education. (2013). *Missouri standards for the*

*preparation of educators (MoSPE)*. Retrieved Aug. 11, 2014 from:

<http://dese.mo.gov/sites/default/files/MoSPEStandards.pdf>

National Council for Accreditation of Teacher Education. (2010, November).

*Transforming*

*teacher education through clinical practice: A national strategy to prepare effective*

*teachers: Report of the Blue Ribbon Panel on clinical preparation and partnerships for*

*improved student learning* [Online]. Retrieved July 30, 2014 from

<http://www.ncate.org/LinkClick.aspx?fileticket=zzeiB1OoqPk%3d&tabid=715>

Teitel, L. (2004). *How professional development schools make a difference*, (2nd ed.) Washington, D.C.: National Council for Accreditation of Teacher Education.

Wilkins, E.A., Shin, E-K., Ainsworth, J. (2009). The effects of peer feedback practices with

elementary education teacher candidates. *Teacher Education Quarterly*, 36 (2), 79-93.

Zeichner, K. (2010). Rethinking the connections between campus courses and field experiences

in college-and university-based teacher education. *Journal of Teacher*

*Education, 61(1),*  
89-99.

Signature: \_\_\_\_\_ Date:

\_\_\_\_\_  
Chair

Signature: \_\_\_\_\_ Date:

\_\_\_\_\_  
Dean

## COURSE SYLLABUS

**Southeast Missouri State University**

**Department:** Middle and Secondary Education

**Course No.:** SE 355

**Title of Course:** Field Experience 2

**Date:** Spring 2015

**Please check:**   X   New

**Semester:**

**Class Meeting Time and Location:**

**Instructor Name and Contact Information:**

**Office Hours:**

- 1. Catalog Description (3 Credit Hours of Course):** Field experience for implementing competencies: differentiation, using assessment data, addressing diversity, developing collaborations, managing classrooms and professional development. (3)
- 2. Prerequisite:** Admission to the Teacher Education Program, SE 350: Pedagogy 1: Principles of Effective Teaching, EX 390: Psychology of the Exceptional Child. Students must obtain a C or better in all teacher education courses.

**Co-requisite:** SE365 or SE 360: Pedagogy 2: Interdisciplinary Methods and Technology, SE307 Reading and Writing in the Content Area (except for secondary English majors)

### **3. Purposes or Objectives of the Course:**

Teacher Candidates will be able to:

- Use appropriate strategies for addressing individual student needs in meeting curriculum objectives.
- Design instruction that is connected to students' prior experiences and family, culture, and community.
- Apply the concept of differentiated instruction and short- and long-term instructional goal planning to address student needs in meeting curriculum objectives.
- Demonstrate competence in managing time, space, transitions, and activities to create an effective learning environment.
- Demonstrate the ability to use effective verbal and nonverbal communication techniques with diverse learners.
- Administer, analyze and interpret a variety of assessment data to determine the effect of class instruction on individual and whole class learning.
- Describe and analyze strategies to communicate student progress to students, families, colleagues **or** administrators

- h. Engage in a collaborative classroom/department/school data analysis process.
- i. Reflect on teaching practices to refine instructional process in order to promote the growth and learning of students.
- j. Use professional learning opportunities including those offered by educator preparation programs, school districts, professional associations, and/or other opportunities for improving student learning
- k. Demonstrate professional, ethical behavior and can describe the influence of district policies and school procedures on classroom structure.
- l. Participate in collaborative curriculum and staff development meetings.
- m. Collaborate with the cooperating teacher and supervisor to develop relationships within the school, district, families, or community.
- n. Work with the cooperating teacher/ supervisor to identify school based systems to provide needed services to support individual learners.

**4. Student Learning Outcomes (Minimum of 3):**

1. Students should be able to design a unit plan with appropriate standards and assessment tools for gathering data and effective teaching in a field classroom.	Satisfactory completion of Missouri Preservice Teaching Assessment (MoPTA Tasks 2 and 3)
2. Students should be able to reflect on their field experience and refine their instructional process to promote the growth and learning of students.	Satisfactory completion of MoPTA Task 2.
3. Students should be able to identify appropriate teaching strategies for individual student needs in meeting curriculum objectives/standards.	Satisfactory completion of a student case study with supporting documents and assessments.

**5. Class Concerns**

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Simin Cwick, Chair of Middle and Secondary Education

**6. Accessibility**

Southeast Missouri State University and Disability Support Services remain committed to making every reasonable educational accommodation for students with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various types of disabilities. It is the student's responsibility to contact Disability Support Services



to become registered as a student with a disability in order to have accommodations implemented.

## **7. Civility**

Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty and integrity and abide by the University's Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system.

## **8. Academic honesty**

Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

**Plagiarism.** In speaking or writing, plagiarism is the act of passing someone else's work off as one's own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one's own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
2. Using another student's computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

**Cheating.** Cheating includes using or relying on the work of someone else in an inappropriate manner.

It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination's contents prior to the time of that examination.
2. Copies another student's work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another

**9. Grading scale and policies:**

- 90% - 100% A
- 80% - 89% B
- 70% - 79% C
- 60% - 69% D
- Below 60% F

Students must have a C or better in this course. Students must have a 3.0 GPA in professional education courses for certification.

**10. Text:**

**11. Class content—outline or schedule**

<b>Week</b>	<b>Topic</b>	<b>Readings</b>	<b>Field Work</b>	<b>Assignments</b>
1	Orientation to Advanced Field and Coordinating Courses			
2	Preparing for Field			
3	Coordinating assignments			
4	Field + seminar			
5	Field + seminar			
6	Field + seminar			
7	Field + seminar			
8	Field + seminar			
9	Field + seminar			
10	Field + seminar			
11	Field + seminar			
12	Field + seminar			
13	Class time			
14	Class time			
15	Class time			
16	Final Exam date/time			

***Potential Readings and Resources***

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[http://www.aacte.org/pdf/Government\\_Relations/Reforming%20Teacher%20Preparation%20The%20Critical%20Clinical%20Component%20\(DOH%202010\).pdf](http://www.aacte.org/pdf/Government_Relations/Reforming%20Teacher%20Preparation%20The%20Critical%20Clinical%20Component%20(DOH%202010).pdf)

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- Knight, J. (2014). What you learn. . . when you see yourself teach. *Educational Leadership*. 71(8), 18-23.
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