

UTTC Teacher Education

EDU 298: Field Experience for Elementary

Course Information

Credit Hours: 2
 Semester/Year: Spring 2016
 Time: See Schedule Posted in Course
 Class Location: Online
 E-Mail: lhamann@uttc.edu

Instructor Information

Name of Instructor: Leah Hamann
 Phone: 701-255-3285 ext 1380
 Cell: 701-934-3597
 Office Location: Education #112
 Office Hours: by arrangement

Important Dates Online Spring 2016

January 11UTTC Classes Begin
 January 15Last day to enroll/register for Spring 2016 Classes
 January 22Last day to add and/or drop classes without a record (Census Date)
 March 8-10Mid-term Exams
 March 11Mid-term Grades Due
 March 14-18Spring Break
 April 4Pre-Registration for Summer and/or Fall Semester
 April 8Last day to withdraw from one or more classes with a 'W' grade
 May 4-6Final Exams May 9 Final Grades Due
 May 13UTTC Spring 2016 Commencement

Required Textbooks:

Andrews, A. (2002). *The traveler's gift: Seven decisions that determine personal success*. Nashville: T. Nelson.

Course Description:

This course provides supervised experience opportunities to apply information from concurrent and previous Education courses in an elementary school educational setting. Learners are required to complete 45 guided field experience hours. The schedule will be determined based upon coordination of student and classroom schedules. Students will meet as a group in the college classroom, with the course instructor, on a weekly basis to discuss progress and professional development topics.

This course is a capstone course, taken during the final semester of the AAS degree program, which provides the student an opportunity to observe and engage in experiences in an elementary school environment. This includes classrooms, resource rooms, after school programs, family events, tutoring services, and a variety of other settings that comprise the education system for elementary-aged children and their families.

Student Learning Outcomes:

Candidates will demonstrate the following knowledge and skills:	Assessment
1. Participate in a field-based placement that includes various aspects of an elementary school environment, including shadowing school personnel, after school programs, and school board meetings.	Field Experience Log
2. Reflect on interactions with students and school personnel in a variety of settings and identify the potential candidate's areas of strength as well as areas for improvement.	Weekly Forum Reflections
3. Demonstrate dependability and professional conduct.	Field Experience Evaluation

Policies – Refer to the UTTC Teacher Education Field Experience Handbook

Students with Disabilities:

United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Office of Disability Support Services coordinates reasonable support services, accommodations, and appropriate referrals aimed at removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disability Support Services office located in the Education Building Room 123. The DSS department can also be reached at (701) 255-3285, ext. 1516.

Policy for Grades of Incomplete:

A grade of I (Incomplete) will be recorded when a student is making progress in classes, but is unable to complete course requirements for reasons beyond his/her control and after negotiation between the teacher and the student about how the course can be completed. Except for emergencies, such as exceptional personal illness, a death in the family, or other unforeseeable emergencies, a student must contact their instructor within two weeks prior to an event or events that they feel would interfere with their ability to attend class and finish the semester successfully. A minimum of a 'C' grade is required for the student to receive an Incomplete. Copies of the negotiated agreement will be filed with the Registrar, the advisor, and the student. Students have two weeks into the succeeding semester to complete the necessary work.

Advisors may report an incomplete grade when the student is unable to complete the course because of reasons beyond his/her control. Such reasons constitute personal illness, a death in the family, or other unforeseeable emergencies. A "last-ditch effort" by the student to complete the course with a history of poor attendance or poor performance is not a viable reason to report an incomplete grade. It is the student's responsibility to request an incomplete grade. It is also the advisor's responsibility to make sure the student understands this option. **Students must contact their instructors within two weeks of other circumstances they feel would interfere with their ability to attend class and finish the course successfully. The student must have a minimum of a 'C' grade at the time the Incomplete is required.** The incomplete grade must change to a grade by the date announced by the Registrar or else it converts to an "F."

EVALUATION OF STUDENT PERFORMANCE (INCLUDING GRADING POLICY)

Evaluation will be determined by completion of all requirements, attendance, and participation in class. The quality of work submitted will be a major factor. Each activity and assignment is designated specified points. The grade will be based upon the criteria delineated below.

Scholarship, attitude, initiative, cooperation, and improvement will also be considered.

Grades

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

COURSE REQUIREMENTS

PLACEMENT CRITERIA: The field experience placement for EDU 298 is referred to as Level 1 field experience. The requirements for this level of field experience focus on the candidate functioning in a support role in school settings and not being expected to teach any small or large group lessons. This requirement must be completed by all potential teacher education candidates applying for admission to the Teacher Education elementary education program, as well as those students who are completing the

AAS degree in Elementary Education.

- The student will complete 16 hours in the online classroom, participating in discussions intended for professional development purposes. This is also a time to share successes, challenges or ask questions about the field placements. These discussions will be expected to produce a positive outcome. Talking disrespectfully or negatively about the school placement, the cooperating teacher(s), school personnel or particularly the students will not be allowed.
- The student is assigned a cooperating teacher (classroom, resource, music, librarian, etc.) in the school where he or she is placed. This cooperating teacher serves as a liaison between the student and various school environments and activities and assists the student with knowing where to go when in order to complete the expectations for this course. This cooperating teacher is also asked to sign the student's field experience log, confirming completion of hours in the various settings and activities. And, finally, the cooperating teacher is asked to complete an evaluation of the student's level of professionalism at the end of the semester, after all observations and activities have been completed and verified on the field experience log.
- The student will complete 45 hours in a K-8 classroom or resource room assisting the classroom teacher with duties as assigned by the teacher. These hours should be completed in four 2-hour blocks of time or three 3-hour blocks of time, with no more than one block of time completed in one week (blocks of time must be spread out over a period of weeks). Field hours cannot be paid – they must be volunteer hours.
- If you have difficulty getting 45 hours in a K-8 classroom, 20 hours can be arrived at through various combinations of hours spent in the following educational settings:
 1. Tutoring a Student – One on One
 2. Music Room
 3. School Library
 4. Assist School Personnel (Secretary, Janitor, Cafeteria Personnel)
 5. PLC (Professional Learning Community) Activity
 6. School Staff Meeting
 7. Assisting with Students with Disabilities
 8. Assisting with Students who are ELL or in a Language Immersion Setting
 9. Interactions with Families
 10. Extracurricular Activities
 11. After School Programs
 12. School Board Meetings

Field Experience Log: Students will be required to maintain a log of the fieldwork visits (write the date, time and setting for each visit). The cooperating teacher is asked to sign each entry to verify hours and completion. Before submitting the log at the end of the semester, the student must complete the other information on the log regarding student demographics and any other information.

Contextual Factors: Student learning is not something that magically happens with a quick and simple instructional plan. There are many contextual factors that must be considered because each student is unique with individual experiences all his or her own. If you are planning to continue with your education and pursue a bachelor degree, you will hear more and more about contextual factors in the classroom and how these different factors affect the teaching-learning process. Contextual factors include environmental factors, classroom factors, and student factors. For this course, you will be looking at contextual factors for students.

On the bottom of the field experience log, there is a list of student characteristics that are considered contextual factors. Complete the bottom of the field experience log by identifying the numbers of children for each category, or context, in the school/classroom where you are placed. You might have to ask your cooperating teacher or the school administrator for more information to help you complete this section.

The field placement coordinator, who is the instructor for this course, will collaborate with school administration to place the students in their field experience placements. Under no circumstances will the student make arrangements for his or her own placement. The field placement coordinator and/or school administrator will inform the student of his or her placement after it has been confirmed with the school administrator. After the placements have been confirmed, and the students have been notified, the students will contact the cooperating teacher or other school personnel to develop a schedule for completing the hours in each of the above options.

WEEKLY FORUM REFLECTIONS

Students must post a weekly forum reflection in the Collaboration Forum within the course each week by **Monday at 9 am CST**. Responses to questions with less than 300 words are not acceptable. This is meant to be an exercise on reflecting on your experiences and then making changes or modifications to your professional behavior or knowledge base as a result of your reflections and then implemented the following week.

Your field placement should provide you with an opportunity to get some "hands-on" experience in and elementary school environment and with elementary school-age children. As a means to help you reflect on those experiences and connect them to what we are doing in class, you will be required to discuss in this email, on a weekly basis, some of the things you are learning from your engagement in the school. Ideally, you will discuss topics that have the most meaning to you, that really stand out to you, or that you want to remember to incorporate (or avoid) in your own teaching.

Sample discussion topics for your Weekly Forum Reflection are listed below to give you ideas for focusing your thinking and writing; however, the reflection is not limited to these examples. Some topics for consideration:

- I really like how this teacher does....
- I was really surprised to learn...
- This is nothing like my own personal school experiences because...
- I really liked the way the school...
- What is the role of administrators in this school?
- Observe student-to-student social interactions. What are they like?
- I was surprised when a student did/said...
- The meeting I attended was a learning experience for me because...
- I have grown professionally (and maybe personally) through this experience by...
- How has this experience affected what you think and feel about teaching and/or education?
- What are your professional struggles or concerns?
- What have been positive highlights this week?
- What are your goals for next week?

The weekly reflections will be communication between you, your colleagues, and the Field Placement Coordinator who is also the instructor for this course.

DRESS CODE POLICY

- While at your field experience placements, you are required to dress and act professionally and set an example for the students in the classrooms. People should be able to tell you from the students by your appearance and behavior.
- Any attire that brings undue attention is considered inappropriate. This includes, but not limited to, mesh shirts, see-through clothing, spaghetti straps, tube tops, halter tops, tank tops, over-sized sleeveless shirts, mid-drift tops, undergarments or anything with cleavage showing.

- Any clothing or accessories with language, statements, pictures, or graphics that are obscene, inappropriate, racially or ethnically offensive, or pertain to drugs, alcohol, tobacco, or sex are not permitted.
- If you have face piercings, please either remove your jewelry or wear pieces that are flat on your skin.
- No head coverings (caps, hats, hoods, etc.) are allowed in school settings, including the playground.
- Sandals are permitted. Flip flops are not.
- Athletic clothing is only appropriate if the school where you are placed allows it for the classroom teachers and in physical education classrooms. Sweat pants are not permitted at any time.
- Jeans of any color can be worn only if teachers in the schools are permitted to wear jeans.
- Waistband of clothing must be worn above the hips.
- Knee length walking shorts or Capri pants are permitted.
- Tight fitting clothing is not permitted and appropriate undergarments must be worn.

- *If in doubt about your clothing being appropriate, do not wear it.*
- *Principals will be allowed to make exceptions for special events.*
- *Any person who violates this dress code policy will be sent home for the day. If a repeat violation occurs, the student may be removed from the field experience placement.*

Assessment:

An assessment will be based on the learner’s participation in classroom discussion and the field experience hours completed. Progress reports will be provided to the students on a regular basis. A course grade is earned based on the percentage of possible points and will follow the UTTC grading system. The following is a breakdown of percentage points earned:

50%	Comprehension Questions Field Experience Log – 45 Verified Hours
50%	Collaboration Forums Weekly and Teaching Forum Reflections Book Talk Discussion

SYLLABUS ACKNOWLEDGEMENT

Please sign this form, detach from syllabus, and return to the instructor.

Course Title: EDU 298 OL Field Experience for Elementary Schools

Course Number: EDU 298

Credit Hours: Two (2)

Instructor: Leah Hamann

My signature below indicates that I have read and understand this syllabus and have been given a copy of my own to keep.

Print Signature

Student signature

Date