

# UTTC Teacher Education

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## EDU 348/398: Field Experience – Level II

### Course Information

Credit Hours: 1 credit each – 348(2) & 398  
Time: Monday 3:30 and Scheduled meetings  
Class Location: TJES Building 204  
E-Mail: [brhone@uttc.edu](mailto:brhone@uttc.edu), [brhone@tjes.org](mailto:brhone@tjes.org)

### Instructor Information

Name of Instructor: Brenda Rhone  
Cell: (701) 220-9276  
Office Location: TJES Building 204  
Office Hours: By Arrangement

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### Required Textbooks:

UTTC Field Experience Handbook  
Task Stream Portfolio Subscription

No Text – 2” Binder or Flash Drive Required

### Course Description:

This full-semester “apprenticeship” field experience provides the teacher candidate an opportunity to apply course content in a grade K-8 classroom and to reflect on the teaching profession as an active participant. Cooperating teachers and Teacher Education faculty provide mentor guidance during these learning experiences. The teacher candidate will be challenged to develop ways of articulating curricular (subject) knowledge, to collaborate with colleagues and parents, and to apply understanding of students as individuals with social, emotional, physical, and intellectual needs. The teacher candidate will be expected to observe and engage in daily classroom activities and plan and teach small group and large group lessons during this Level II field experience. (Two consecutive semester sessions of EDU 348 are required. Pre-requisite: EDU 298, concurrent with Teacher Ed. methods courses.) (One semester of EDU 398 is required and completed during the semester immediately preceding student teaching. Pre-requisite: 2 full semesters of EDU 348. EDU 398 is concurrent with Teacher Ed. methods courses).

### Student Learning Outcomes:

Candidates will demonstrate the following knowledge and skills:	Assessment
1. Implement best practices, including the use of technologies, as they relate to teaching.	Lesson Plan Rubric from Concurrent Coursework
2. Demonstrate an understanding of the cyclical relationship of assessment, planning and curriculum implementation.	Journaling in Concurrent Coursework
3. Incorporate observations and other authentic assessments to capitalize on the individual learning style and strengths of each student.	Journaling in Concurrent Coursework
4. Develop professional practices through interactions with school personnel and cooperation with other candidates.	Dispositions Assessment Tool
5. Continually implement, critically examine, and reflect on practices that best demonstrate respect of the diversity of cultures, languages and abilities of all children and their families.	Lesson Plan Rubric & Journaling from Concurrent Coursework
6. Practice and demonstrate professional behaviors expected of a pre-service educator.	Field Experience Log (45 verified hours) Dispositions Assessment Tool

*During the spring 2017 semester, UTTC will be assessing the first Institutional Learner Outcome, Written Communications, in some of the courses. One of the assignments for this course will be used to assess students' writing abilities. All students' names and identifying information will be removed from any work samples. A writing rubric will be used to score the writing assignments. It will be provided in class.*

**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 Disabilities 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 Disabilities Services (DS) Coordinator in the Education Building Room 123. The DS Coordinator can also be reached at (701) 255-3285, ext. 1516.

**Late Assignments:**

No late assignments will be accepted. Any assignment not turned in by the time and date due will receive a grade of "0".

**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

<b>A</b>	<b>90-100%</b>	<b>C</b>	<b>70-79%</b>
<b>B</b>	<b>80-89%</b>	<b>D</b>	<b>60-69%</b>
		<b>Below</b>	<b>60%</b>

## DESCRIPTION OF ASSIGNMENTS

### CONFERENCE ATTENDANCE

To support the UTTC motto, “Leadership Begins Here”, all students are required to participate in workshops and conferences as required and encouraged by UTTC Teacher Education Instructors. Some possible opportunities are ICWA (Indian Child Welfare), State Science Fair, South Central Reading Council events, ND Native American Essential Understandings Teacher Training.

For each session attended, the student is expected to write a reflection paper with a brief description of the content presented, presenter style, and a session-related reflection connecting the theme to something you learned. The reflection paper is considered an assignment and will be reflected in your final grade.

**PLACEMENT CRITERIA:** The field experience placements for EDU 348 and EDU 398 are referred to as Level II field experiences. The requirements for this level of field experience focus on the candidate teaching small and large group lessons that are aligned with the 300 level courses they are taking. These field experience requirements must be completed by all potential teacher education candidates in the Teacher Education elementary education program in order for the candidates to continue in the program.

- The student will complete 15-16 hours in the college classroom (referred to as a “seminar”) 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 students will not be allowed.
- The student is assigned a cooperating teacher who has his or her own classroom in the school where the student is placed. This cooperating teacher serves as a mentor for the student and assists the student with developing the knowledge and skills necessary for a novice teacher. This cooperating teacher is also asked to sign the student’s field experience log, confirming completion of lessons taught and hours in the classroom. 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 hours and lessons have been completed and verified on the field experience log.
- The student will complete 45 field placement hours in a K-8 classroom for EDU 348, or approximately 3 hours per week. Candidates in EDU 398 will complete 6 hours per week split between at least 2 different days for a total of 90 hours for the semester. These hours should be completed with no more than 3-6 hours completed in one week (spread out over a period of weeks). Field hours cannot be paid – they must be volunteer hours.
- The field placement hours that are completed in the classroom must be scheduled during the classroom instructional times for math, language arts, and physical education in order for the teacher candidate to teach his or her lessons in those subject areas. If a candidate is taking all three of these methods courses, he or she will be in the classroom for a minimum of an hour for each one of these curricular areas. If there are any questions about the schedule, please contact the Field Placement Coordinator (the instructor for this course) as soon as possible.

- This field experience is the same length in time (hours) as past years. The difference is the candidate may not be able to complete one block of time each week but will, instead, be in the classroom for the different subject areas that align with the 300-level methods courses.

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. You will hear more and more about contextual factors in the classroom and how these different factors affect the teaching-learning process as you progress in your degree plan. 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.*

Field Experience Log: Teacher candidates who are participating in this field experience are required to track the number of hours completed each week on the Field Experience Log. The date and time of the daily visit is identified on the log, and the cooperating teacher initials each daily entry. The Field Experience Supervisor, who is the instructor for this course, will ask you to share your log periodically during the semester to make sure you are progressing with your hours as expected.

Journaling: All teacher education candidates in 300-level field placements are required to journal their weekly experiences in the classroom using a blog. The blog address will be shared with the instructor of this course so the instructor can comment, as needed. The blog entry is due by 5 PM on Fridays and will be graded by the course instructor.

Communicating Teaching Requirements to Cooperating Teacher: Before you, the teacher candidate, meet with your cooperating teacher, develop a list of assignments (from all your courses) that will be completed in your field placement classroom. This list must be typed and will be shared with your cooperating teacher and the instructor for this course. This list will include lessons you are required to teach, any observations, or other tasks required in your 300-level courses. You will take a copy of this list with you to share with your cooperating teacher so he or she knows the expectations for your actual teaching experiences.

Attendance: Full attendance at all scheduled field placement sessions in your assigned classroom is required. In the event of personal illness or emergency, immediately notify the school (teacher) AND your instructor for this course. Any and all absences must be made up. Excessive absences may require

you to be removed from your placement and result in you failing this course. If you are absent when scheduled to teach a lesson or lead an activity, plans and materials must be available to your cooperating teacher. ***This means you must plan ahead and have your lesson done and materials ready well in advance of teaching your lessons.***

Assignments for Concurrent Courses: During your field experience, you are required to teach small group and whole group lessons that are assigned in what are referred to as your “300-level methods courses”. For each one of the appropriate courses, you will be required to complete assignments in the classroom where you are completing your field experience. Your instructors for the 300-level courses will provide you with all of the information you need to complete these assignments and will grade them. The instructor for that course will provide you the details.

Supervision and Evaluation: Because the focus of field experiences is learning the responsibilities of a classroom teacher, evaluations are conducted to give you feedback and to assess your progress. Your cooperating teacher will evaluate you as you teach your lessons, either the small group lessons, the whole group lessons, or both. You will also evaluate yourself by completing self-assessments of your teaching skills. Either way, you will be evaluated each time you teach.

The mid-term and final evaluations for the course assess how you operate within the classroom. Your cooperating teacher will be looking for the behaviors and dispositions that indicate you are fully involved in the class and excited to be there. This includes how you take initiative to support the students and assist the teacher in carrying out the curriculum. You are expected to interact with the children, cooperating teacher, parents, and staff in a manner that reflects professional standards and best practice.

### **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, remove your jewelry or wear pieces that are flat on your skin.
- No head coverings (caps, hats, hoods, etc.) are allowed in schools, including the playground.
- Athletic clothing is only appropriate if you are in a physical education setting. 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:

- 40%    Field Experience Contract
  - EDU 348 – 60 Verified Hours (3 per week x 15 weeks + Seminar)
  - EDU 398 – 105 Verified Hours (6 per week x 15 weeks + Seminar)
- 60%    Evaluations from Cooperating Teacher

**EDU 348/398 FIELD EXPERIENCE LOG**

Name \_\_\_\_\_ School \_\_\_\_\_

Year/Semester \_\_\_\_\_ Teacher \_\_\_\_\_

Week	Date	Time: In/Out	Total Hours to Date	Activities Observed/Engaged In / Comments	Cooperating Teacher's Initials
<b>1</b>					
<b>2</b>					
<b>3</b>					
<b>4</b>					
<b>5</b>					
<b>6</b>					
<b>7</b>					
<b>8</b>					
<b>9</b>					
<b>10</b>					
<b>11</b>					
<b>12</b>					
<b>13</b>					
<b>14</b>					
<b>15</b>					

**Contextual Factors: Student Demographics in School Setting (Approximate Numbers)**

- |                                      |                                  |
|--------------------------------------|----------------------------------|
| _____ American Indian                | _____ < 25% Free/Reduced Lunch   |
| _____ White/Non-Hispanic             | _____ > 25% Free/Reduced Lunch   |
| _____ Black/African American         | _____ Students with Disabilities |
| _____ Hispanic                       | _____ Students who are ELL       |
| _____ Asian/Pacific Islander         | _____ Gifted/Talented Students   |
| _____ <b>Total School Enrollment</b> |                                  |

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Cooperating Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

## SYLLABUS ACKNOWLEDGEMENT

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

**Course Title:** Field Experience in Elementary Schools

**Course Number:** EDU 348/398

**Credit Hours:** One (1)

**Instructor:** Lisa Azure

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