



EDU 296 Field Experience

Brenda Rhone

UNITED TRIBES TECHNICAL COLLEGE

COURSE INFORMATION

This course is based on an independent study contracted between the instructor and a student. The class is a capstone course, taken during the final semester of the program, which provides the student with the opportunity to work with individual and small groups of children in elementary school classrooms, learning and implementing classroom management, curriculum, and observation.

Instructional Level: Associate Degree

Credits: 2

CLASS INFORMATION

Section Number:

Term: Fall Year: 2024 Start Date: 8/27/2024 End Date: 12/13/2024

INSTRUCTOR

Brenda Rhone

Email: brhone@uttc.edu

Office Phone: 701-221-1788

Office Location: Education Building - Office 121

Office Hours:

See instructor schedule

TEXTBOOKS

Brock, A. & Hundley, H. (2018). My Growth Mindset Journal: A Teacher's Workbook to Reflect on Your Practice, Cultivate Your Mindset, Spark New Ideas and Inspire Students (Growth Mindset for Teachers). Boston, MA: Cengage Learning.

INSTITUTIONAL LEARNER OUTCOMES

Communication: Exhibit effective oral and written communication.

Critical Thinking: Employ critical thinking skills in the processes used to identify and solve problems.

Quantitative & Scientific Reasoning: Develop solutions to mathematical and scientific problems.

Social & Personal Responsibility: Demonstrate skills necessary for living and working in a global society.

PROGRAM OUTCOMES

Display dispositions necessary for being successful in for an education setting

EXTERNAL STANDARDS

InTASC Standards

Target Standards

InTASC Standard #1: Learner Development

The teacher candidate 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.

InTASC Standard #2: Learning Differences

The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to meet high standards

InTASC Standard #3: Learning Environments

The teacher candidate 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.

InTASC Standard #5: Applications of Content

The teacher candidate 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.

InTASC Standard #6: Assessment

The teacher candidate 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.

InTASC Standard #7: Planning for Instruction

The teacher candidate 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.

InTASC Standard #8: Instructional Strategies

The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

InTASC Standard #9: Profession Learning and Ethical Practice

The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

InTASC Standard #10: Leadership and Collaboration

The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession.

North Dakota Program Approval and Teacher Education Standards

Target Standards

50015 Elementary Education:

STANDARD 1 – Understanding and Addressing Each Child’s Developmental and Learning Needs

Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children’s strengths and needs and how to motivate their learning.

Components

50015.1c Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation.

COURSE OBJECTIVES

1. Plan and implement activities for individual and small groups of children, particularly those from culturally and ability diverse backgrounds, under the direct supervision of the classroom teacher.
2. Assist the classroom teacher with educational and non-educational duties, specifically with the integration of technology tools.
3. Demonstrate dependability and professional conduct.
4. Reflect on observations of various areas of an elementary school environment.
5. Discuss Model Code of Ethics for Educators.

GRADING INFORMATION

The Teacher Education Department expects all assignments to be completed on the due date and time. Assignments will be accepted for half credit five instructional days after the due date. After this, assignments will receive a zero. Presentations are considered formal assessments and follow UTTC formal assessment policy.

A. GRADING SCALE

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

B. COMMUNICATION

Email is the official means of communication at UTTC. Information Technology (IT) will assign all students an official UTTC email address. All correspondence from the College to the student will be sent to the student's UTTC email address. Students are expected to check their email regularly and are responsible for all information sent to them via their UTTC email address. Faculty expect students to use their official email address for all instructional purposes, including communicating with the faculty.

C. ATTENDANCE

Students at UTTC are expected to participate in all of their class sessions and are expected to communicate with their instructors regarding any emergencies that cause them to miss class. Regardless of the circumstances, the student is responsible for obtaining any information missed because of the absence and completing any outstanding assignments. The student may refer to the course assignments in My.UTTC.edu, contact another student enrolled in the course, or meet with the course instructor during office hours to get the missing information. Attendance is entered as "Present", "Absent-Unexcused", or "Excused" (college-sanctioned absences).

SUMMIT PARTICIPATION - FALL 2024

All UTTC students attend the United Tribes Technical College Tribal Leaders Summit on September 4 - 5, 2024 at the Bismarck Event Center. Students are expected to be at the Summit all day Wednesday and Thursday. Transportation to and from the campus will be provided. Students will check in at the registration tables at the Event Center upon arrival and check out again at departure. Your instructors will provide a conference session summary form that you will fill out with information from each one of the sessions you attend. You will make copies of this form and turn it into the instructors for each one of your courses. Breakfast, lunch and snacks will be provided at no cost for students on both days.

Online students who do not live in the Bismarck/Mandan area will not be expected to attend the Tribal Leaders Summit and will have class as scheduled.

D. LATE ASSIGNMENT SUBMISSIONS

UTTC supports and fosters the student's responsibility for completing and submitting assignments on or before scheduled due dates and times. If an assignment is due, the student should make every effort to submit the assignment on time. Occasionally, a student may experience an unexpected life event that results in the submission of late work. Communication is the key. Instructors are more than willing to work with students in the event of an emergency if the student communicates with them before the date and time the assignment is due to make other arrangements.

Late assignment deadlines will vary among departments but will not exceed more than five (5) business days after which the assignment was initially due. Assignment due dates, late assignment deadlines, and late assignment penalties are outlined in course syllabi. Assignments not submitted by the initial deadline date will be reflected in the course gradebook as a zero (0) until the assignment has been submitted. The amount of points deducted for late work is at the discretion of the instructor. Assignments submitted via E-mail will not be accepted under any circumstances and will receive a grade of zero.

E. MISSED TEST, EXAMS AND QUIZZES (FORMAL ASSESSMENTS)

Students may not make up a missed test, exam or quiz without a valid reason for their absence (illness, family emergency). It is the student's responsibility to contact their instructors before the absence, or within 24 hours after missing the formal assessment. The instructor will review the reason the student missed and determine if the circumstance justifies the student being allowed to take the formal assessment. Approved make-up assessments must be taken outside of the student's regular class schedule and during a time and location agreed upon between the student and instructor. Students are not to miss another class in order to make-up an assessment for another course. If the student fails to show on the date and time of the makeup assessment, the student will not be permitted to reschedule the makeup and the assessment and will earn a 0% grade.

F. EARLY ALERT SYSTEM

UTTC's Early Alert System (EAS) is a proactive, communication driven support system that provides timely identification and interventions to work with individual students to assist in generating plans to overcome challenges to college success. The system assists UTTC students by linking them to faculty and staff who can provide and connect students to available resources and strategies. The early alert serves as an opportunity for students to take ownership of their success and empower them to accomplish academic and personal goals. The system helps faculty and academic advisors connect and communicate with students as issues arise. The additional cross-wide partnerships create a culture of collaboration focused upon the best interest of UTTC students.

Academic related concerns such as attendance, missing assignments, or classroom behavior will result in an early alert being issued by faculty. When an early alert is issued, the student will receive an email requesting them to make arrangement to follow up with the instructor and/or their academic advisor. Students receiving an early alert should make the necessary arrangements to set up and meet with faculty as soon as possible to generate a plan of success.

G. ACADEMIC HONESTY

Students are expected to complete their own work. Academic dishonesty includes plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using course materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to dishonestly obtain grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing an academic record; or fabricating or falsifying data, research procedures, or data analysis. Refer to [Academic Affairs policies](#) and procedures handbook for further information.

H. 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 Disabilities Support Services coordinates reasonable accommodations, support services, and appropriate referrals for the purpose of removing barriers and providing an equitable learning

environment. If you have a disability, please contact the Disabilities Services (DS) office at (701) 221-1456 or email at dss@uttc.edu.

I. TITLE IX STATEMENT

Title IX is a federal civil rights law that prohibits discrimination on the basis of sex, including sexual harassment, rape and sexual assault. United Tribes Technical College is committed to upholding the law and standards that promote respect and human dignity in a safe environment. Sexual misconduct and relationship violence in any form violates UTTC's mission, cultural values, Student Code of Conduct, and may also violate federal and state law. If you or someone you know has been impacted by sexual assault, dating and domestic violence, stalking, or sexual exploitation, UTTC has resources available on the [Title IX website](#). you can find the appropriate resources on the UTTC campus and in the community

J. DIVERSITY AND EQUITY STATEMENT

United Tribes Technical College values diversity because it enriches the community and wealth of experiences that characterize a post-secondary education. Our students, faculty, and staff come from Tribal lands throughout the United States and Canada. The majority of our students come from the northern plains region of the country, with 70% representing the North Dakota tribes.

UTTC recognizes that diversity is about much more than race, ethnicity or geography. Because students from many Tribal nations are represented at UTTC, from a wide range of cultural and ethnic backgrounds, students are encouraged to share their own cultural practices, traditions, and beliefs in the classroom in an effort to build an inclusive and welcoming community for all individuals and one from which we can learn from one another. We believe engagement with diverse perspectives and ideas is critical to the education and growth of all people, and we value the unique experiences and viewpoints of all of our community members.

EQUITY STATEMENT

United Tribes Technical College (UTTC) believes that access to a high-quality education in an inclusive environment is the right of all individuals and imperative for the continued advancement of a strong democracy and workforce. Equity is ensuring that all students receive what they need to be successful through the intentional design of the college experience.

K. TECHNOLOGY REQUIREMENTS

To ensure that you are using the recommended personal computer configurations, please refer to the [minimal technology requirements](#).

FACE-TO-FACE

PARTICIPATION / CLASS ENGAGEMENT

UTTC prepares students for the workforce by having high expectations for skills demonstrated in the classroom that transfer into future employment. This includes students' ability to be on time for class, to refrain from external distractions (cell phone usage, holding side conversations with other students), by providing positive contributions to class discussions, participating in individual or group activities, and being prepared for class. Students will be assessed during the semester on the ability to demonstrate these skills.

CELL PHONE

Out of respect for the other students and the instructor, it is advised that cell phones are turned off during class times. If the student is expecting an important phone call (e.g. case worker, Housing, clinic), the instructor must be informed ahead of time and the cell phone set to a silent ring. If such a phone call is received during class time, the student will answer the call by quietly removing him or herself from the classroom. This also includes texting during class; it is not acceptable. Students may not use class time to check social media accounts, voicemail, and/or personal emails.

STUDENT BEHAVIOR

UTTC students will conduct themselves in a responsible and respectful manner at all times in the classroom, in the hallways, in the Library, the Cafeteria, and any other location on campus. Student behavior that interferes with learning in the classroom will not be tolerated. This behavior includes chronic tardiness, threatening confrontations, intoxication, inappropriate physical contact, lewd or disrespectful language or gestures directed at the instructor or at fellow students, bullying, direct or indirect intimidation, and conversations with other students that are not related to classroom topics.

Faculty are expected to maintain professional management of classroom activities prior to, during and after class times. As such, if a student demonstrates behavior that disrupts or interferes with classroom activities, an instructor reserves the right to ask the student to leave the classroom, to contact campus security, to request mediation by the academic department chair or an academic/personal counselor, or to file a formal complaint subject to a student disciplinary hearing.

COURSE CALENDAR

EDU 296 Schedule

Week	Academic Topic Instructional Strategy	Growth Mindset/ Discussion	Assessment (Formative – Summative)
1 ZOOM	Sign in to Google Classroom Field Experience Placements Overview Documentation logs and reflection journals Identify Substitute Teaching License requirements for ND	GMS: Introduction FE Discussion: FE plan, FE Handbook	GMS & FE Discussion Forum Internship Placement FE Placement Contract Email to Cooperating Teacher
2	Substitute Teaching License Start Placements (2 to 3 hours per week)	GMS: Pgs.7, 11, 12, 13 - GMS behaviors FE Discussion: Interactions, dress code	GMS & FE Discussion Forum Field Experience Contract Online Application Transcripts
3 ZOOM	Mandated Reporter Training https://mandatedreporter.pcand.org/	GMS: Pgs. 15-19- New things FE Discussion: Culturally Responsive	GMS & FE Discussion Forum Background and Fingertips Mandated Reporter Certificate
4	Introduce Disposition form/Final Evaluation Identify Praxis Assessment or Competency requirements for your state (Share ND & UTTC)	GMS: Pgs. 22-23 - Power of Yet FE Discussion:	GMS & FE Discussion Forum Disposition form - Self

		Curriculum	assessment Disposition video (Padlet)
5 ZOOM	Model Code of Ethics for Educators (MCEE) Overview and Video Segment 1: Exploring Professional Risks https://www.nasdtdec.net/page/MCEE_Video_Series	GMS: Pgs. 26 & 29 - Behavioral Mistake FE Discussion: Standards	GMS & FE Discussion Forum
6	Model Code of Ethics for Educators (MCEE) Video Segment 2: Exploring Professional Ethics https://www.nasdtdec.net/page/MCEE_Video_Series	GMS: Pgs. 30, 31, 33 - Teacher Beliefs FE Discussion: Differentiation	GMS & FE Discussion Forum
7	Model Code of Ethics for Educators (MCEE) Video Segment 3: Exploring the Model Code of Ethics for Educators https://www.nasdtdec.net/page/MCEE_Video_Series	GMS: Pgs. 34-36 - Courage FE Discussion: Accommodation and Modifications	GMS & FE Discussion Forum
8 ZOOM	Midterm Check-In - Individual Meetings Introduce Small Group Lesson - Course Association (Culturally Responsive) InTASC Standards and Portfolios	GMS: Pgs.38-41 - FE Discussion:	GMS & FE Discussion Forum Substitute Teaching License Due
9	Model Code of Ethics for Educators (MCEE) Video Segment 4: Exploring Application https://www.nasdtdec.net/page/MCEE_Video_Series	GMS: Pgs. 43-44 - Difference maker FE Discussion: Assessments	GMS & FE Discussion Forum
10	Model Code of Ethics for Educators (MCEE) Video Segment 5: Exploring Solutions https://www.nasdtdec.net/page/MCEE_Video_Series	GMS: Pgs. 46-47 - FE Discussion: Classroom Management	GMS & FE Discussion Forum MCEE Summary Response
11	Disposition Assessment by Cooperating Teacher Intasc Standards 1-3	GMS: Pgs.53, 56-57 - FE Discussion: interactions	GMS & FE Discussion Forum Disposition Assessment by CT Padlet INTASC
12 ZOOM	Small Group Lesson Due Intasc Standards 4-5	GMS: Pgs. 62, 63, 66 - FE Discussion:	GMS & FE Discussion Forum Small Group Lesson Reflection & CT feedback Padlet INTASC
13	Final Evaluation by Cooperating Teacher Portfolio Requirements Intasc Standards 6-8	GMS: Pgs. - 4 Choices - FE Discussion:	GMS & FE Discussion Forum Final Evaluation from CT Padlet INTASC Portfolio Checklist Thank you to Cooperating Teacher

14	Final Reflection Final Documentation Log Final Journal Reflection Intasc Standards 9-10		Final Reflection Final Documentation Log Final Journal Reflection
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