

## FOED 3800: Field Experiences in Education

**Course Description:** Supervised work experiences in public schools stressing the translation of theory into practice.

**Credits:** 2

**Prerequisites:** Full Admission to the Teacher Education Program.

**Reminder:** A minimum letter of "B" is required for successful completion of FOED 3800. Any candidate earning less than a "B" will be required to repeat FOED 3800.

### Content Block Instructors:

Dr. Melissa Comer [mcomer@tntech.edu](mailto:mcomer@tntech.edu) Language Arts/Writing

Dr. Leslie Suters [lsuters@tntech.edu](mailto:lsuters@tntech.edu) Math & Science

Dr. James Martin [jmartin@tntech.edu](mailto:jmartin@tntech.edu) Social Studies

### Proposed Practicum Schedule

Monday, November 7 – Tuesday, November 22

Attend school placement for entire school day – arrive early and stay after school as needed.

### Required Texts and References:

Tennessee State Department of Education Curriculum Standards

<http://www.state.tn.us/education/curriculum.shtml>


Common Core State Standards

<http://www.tn.gov/firsttothetop/programs-standards.html>

TAP Evaluation Rubric (pdf file)

<http://www.tn.gov/firsttothetop/programs-committee.html>

### TTU Conceptual Framework:

	<p>The graduate of the teacher education at TTU will be a competent, caring professional who can work effectively in a diverse, technological society.</p> <p>Candidates will demonstrate:</p> <ul style="list-style-type: none"> <li>• An appropriate level of scholarship</li> <li>• Effective communication</li> <li>• A level of responsibility consistent with professional behavior</li> <li>• Skills of reflection that promote self evaluation and growth, respect for diversity, and</li> <li>• Skills of collaboration with other professionals, families, and community.</li> </ul>
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**University Supervisor:**

- Will provide support prior to, during, and at the conclusion of the field experience.
- Will maintain high expectations for all candidates, challenging and encouraging each to plan effectively and implement appropriate instructional strategies.
- Will offer consistent written and verbal feedback through direct observation and conferences on a weekly basis.
- Will be available and accessible to all candidates and mentoring teachers.

**General Rules and Regulations for all Candidates:**

- Dress professionally—you are now the adult leader. What is appropriate attire on campus may not be appropriate for your placement. Principals will give you more details. No visible tattoos or body piercing (except ears). Make sure your midriff is covered when you move, sit, or write on the board.
- Professional behaviors include maintaining confidentiality, speaking appropriately, **punctuality, and exemplary attendance**. The use of cell phones is prohibited. Plan ahead and make arrangements to accommodate sick family members, car troubles, and other events that may impact your attendance.
- Be in the classroom at the designated starting time, NOT just getting to the parking lot. Even if your first period is planning, you are expected to be there on time **and stay for the entirety of the school day**.
- Sign in/out of the office daily (or as suggested by school). Sign in/out of log sheet in classroom and ask mentor teacher to initial log daily (or weekly).
- Wear your name badge at all times.
- If you must miss a day it is *your responsibility to notify your cooperating teacher and university supervisor*. It will be necessary to make-up time for absences. Part of your evaluation is attendance. Regular attendance is an indication of responsibility and is one of the identified dispositions reflected in the TTU Conceptual Framework.

**Plagiarism Policy:**

Plagiarism, the use of another's writing as one's own is prohibited. The student handbook, p. 28, item 2, explains the penalties of such an action.

**TTU Office of Disability Service:**

Students with a disability requiring special accommodations should contact the Office of Disability Services (ODS). An Accommodation Request (AR) should be completed as soon as possible, preferable by the end of the first week of the course. The TTU Office of Disabilities is located in the Roaden University Center, Room 112, Phone 372-6119.

## **INTASC STANDARDS ADDRESSED**

**Copied from:**

<http://www.wresa.org/Pbl/The%20INTASC%20Standards%20overheads.htm>

### **STD 1: CONTENT PEDAGOGY**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

### **STD 2: STUDENT DEVELOPMENT**

The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.

### **STD 3: DIVERSE LEARNERS**

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

### **STD 4: MULTIPLE INSTRUCTIONAL STRATEGIES**

The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

### **STD 5: MOTIVATION AND MANAGEMENT**

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

### **STD 6: COMMUNICATION AND TECHNOLOGY**

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

### **STD 7: PLANNING**

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

### **STD 8: ASSESSMENT**

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

### **STD 9: REFLECTIVE PRACTICE: PROFESSIONAL DEVELOPMENT**

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

### **STD 10: SCHOOL AND COMMUNITY INVOLVEMENT**

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

## **Attendance Policy:**

Regular attendance is required. This practicum course, FOED 3800, provides opportunities for teacher education candidates to demonstrate the dispositions of effective teachers. Regular attendance is an indication of responsibility and is one of the identified dispositions reflected in the TTU Conceptual Framework. You are expected to be on time each day and make up any time that you miss. Made up time needs to be discussed with the mentoring teacher and the university supervisor. **Failure to maintain the attendance requirement will affect your grade and may result in an unsatisfactory grade, necessitating you to repeat the course.**

## **Experiences/Performance Expectations:**

Although specific assignments are listed, please do not view them as limiters. With the cooperation of your mentoring teacher, you may (and are encouraged) to extend beyond the requirements. Teach and provide support for all areas of the instructional program if possible. The field experience is your opportunity to apply strategies and methodologies learned in your coursework. It is easy to run out of time to complete the requirements due to illness, school closings, special events, or something similar, so allow yourself plenty of time to complete all of your activities. Evidence of your experiences will be showcased in an electronic portfolio.

*Dr. Suters will arrange to formally observe one of your lessons that you teach, preferably science or math. Your lesson plan for math or your description of your science box activity should be emailed to Dr. Suters and approved at least two days prior to your observation. You will receive feedback and suggestions prior to your lesson so give yourself time to make modifications if needed. This will be a challenge in a 2-week format so we will make changes to the 2-day requirement as needed.*

### **1. Electronic Portfolio**

Insert a "New Page" on your personal wiki, titled "Fall 2011 Practicum". You will use this page to document your time and work within your practicum placement. Include a brief description of your school, classroom demographics, and a link to your school's website. Upload the required artifacts for your four classes (Language Arts/Writing, Math, Science, and Social Studies) and organize in an attractive manner. Add pictures of the school, classroom, and your activities – use a Web 2.0 tool for your pictures and embed within your page. Suggestions for Web 2.0 tools for this purpose include Animoto, Photo Peach, Trip Advisor Slideshow, and more.

### **2. Reflections and Discussion**

You will be required to write four reflections of your experiences throughout your placement time. These should be thorough descriptions of school, classroom, mentor, and student observations as well as personal reflections of your performances as you complete your required activities for your professors and activities suggested by your mentor. These reflections should be in the format of a discussion post on your Fall 2011 Practicum wiki page. In addition, you will be assigned specific peers to read & reply to their discussion entries. Your personal discussion reflections are due on the following dates:

Monday, November 7

Friday, November 11

Wednesday, November 16

Tuesday, November 22

Replies to your assigned peers are due by the day following the original discussion post.

### 3. Language Arts/Writing

#### 4. Mathematics

Plan and implement a lesson plan that aligns with your mentor's schedule using the lesson plan format that will be provided to you by Dr. Suters. Incorporate activities we have been developing in our math methods course such as hands-on or virtual manipulatives, an instructional game, formative assessment strategies, and incorporating children's tradebooks. Please discuss the lesson topics with your mentoring teacher prior to writing and implementing the plan. Be sure that you plan lessons that will motivate and engage your students. Include at least one FACT (Formative Assessment Classroom Technique) in your lesson.

Link/embed the following items on your "Fall 2011 Practicum" wiki page:

- Lesson plan
- Accompanying documents such as worksheets (include a scan or picture of one that a student completed in class) and other documents that you create or use for your lesson. This includes documentation related to the FACT that you selected to incorporate within your lesson.
- Pictures of students completing the work (if possible)
- One page reflection of your performance during the lesson. What went well? What would you change next time? What stands out to you about the lesson?

#### 5. Science

Implement activities and associated assessments from your group's "Science in a Box" Inquiry and Problem-based Learning boxes. If possible, teach more than one lesson from the box and co-teach the lessons with your partners.

Link/embed the following items on your "Fall 2011 Practicum" wiki page:

- Link to your group's Science in a Box Wiki Page
- Description of the activities that you completed with the class(es) including the assessments used.
- Documentation of student work through pictures and/or their completed assignments.
- One page reflection of your performance during the lesson(s). What went well? What would you change next time? What stands out to you about the lesson?

Note: If you are unable to use your "Science in a Box" activities as part of your placement then you will need to plan and implement a lesson plan that aligns with your mentor's schedule. This will follow the same requirements as included for the math lesson described above. You can use a formative assessment probe in addition to or instead of the FACT for science.

#### 6. Social Studies



**Practicum and Portfolio Assessment Sheet**

**Name** \_\_\_\_\_

**I. WIKISPACES ELECTRONIC PORTFOLIO (12 points total)**

Technical

Links work and all documents can be opened. \_\_\_\_/4 pts.

Design/layout

Each page is attractively designed with use of graphics & tables. \_\_\_\_/4 pts.

Content

All practicum artifacts are included. \_\_\_\_/4 pts.

**II. ARTIFACTS POSTED ON WIKI (48 points total)**

Language Arts/Writing \_\_\_\_/12 pts

Math \_\_\_\_/12 pts

Science \_\_\_\_/12 pts

Social Studies \_\_\_\_/12 pts

**III. SUPERVISOR EVALUATION (40 points total)**

	Points Possible	Points Earned
Reflection – 4 discussion posts to Wiki and required responses to peers	10	
Formal Observation	10	
Attendance	10	
Disposition: collegiality, preparation, enthusiasm	10	

**Total Points Earned (100 pts.)** \_\_\_\_\_

**Practicum Letter Grade** \_\_\_\_\_

**Grading Scale**

A 93-100%

B 85-92%

C 77-84%

D 69-76%

F Below 69%