


<p>Instructor: Dr. Sarah Keller</p> <p>Office: HVH 105 Office Phone: (865) 694-2706 Email: skeller@tntech.edu Office Hours: TBA</p>	<p align="center">FOED 3800: Field Experience in Education</p> <p align="center">Credit – 2 hours</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> □ Full admission to the Teacher Education Program. <p>Co-requisites: ELED 3152, ELED 4140, and ELED 3140</p> <p>Reminder: A minimum of “B” is required for successful completion of FOED 3800. Any candidate earning less than a “B” will be required to repeat FOED 3800.</p>
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	<p><u>Conceptual Framework Graphic/Statement</u> The graduate of the teacher education program 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"> • an appropriate level of scholarship, • effective communication, • a level of responsibility consistent with professional behavior, • skills of reflection that promote self-evaluation and growth, • respect for diversity, and • skills of collaboration with other professionals, families, and community.
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Conceptual Framework Statement

- The **knowledge element** enables professionals to
1. use strong understanding of subject matter and general knowledge to enable students to learn and communicate effectively with others, and
 2. use technological knowledge and collaborative techniques to foster active inquiry, problem solving, and performance skills among learners.

The **performance element** enables professionals to

1. understand and establish an effective learning environment that possess the skills, techniques, and strategies to do so, including those that provide opportunities for student intellectual, social, and personal development, and
2. use reflection continually and improve outcomes assessment, resulting in improved learning experiences.

The **disposition element** enables professionals to

1. create a climate of openness, inquiry, and support by practicing strategies that foster relationships of acceptance, appreciation, and value for diverse individuals and groups in the larger community, and
2. recognize ethical, professional standards and strive for continual personal improvement.

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

Required and Recommended Texts None

Required Special Instructional Materials None

Topics Covered

Each candidate's requirements will be negotiated with the mentoring teacher and the school of placement: however, a suggested range of experiences includes: exploring the Context for Learning (edTPA Task 1), planning and teaching math, science, and/or social studies according to the diverse needs of the classroom in a variety of settings including small group and whole group (edTPA Task 2), assessing and analyzing student learning (edTPA Task 3), and reflecting on professional practices.

Objective 1	Candidates know, understand, and use the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create learning experiences that develop student competence in the subject matter.
Standard	TPES 1.1-1.5;INTASC 4 a-r; NCATE 1a and e; TTU Conceptual Framework K1, K2, P1, P2, P5, D1 a and c, D2 a-c, D5a, D6a; TN Licensure Standards Reading 1, 3, 4
Assignment(s)	Context for Learning, Formal Lesson Plan
Assessment	Context for Learning Rubric, Formal Lesson Plan Rubric
Praxis test/topic	CIA II, III, IV Mathematics, Science, and Social Studies Curriculum, Instruction, and Assessment, PLT I Students as Learners, II Instructional Process, III Assessment; Content Knowledge II, III, and IV (Math, Social Studies, and Science); Reading Across the Curriculum II Reading Materials and Instruction and III Reading Comprehension

Objective 2	Candidates understand how children learn and develop and provide learning opportunities that support their intellectual, social, and personal development.
Standard	TPES 1.1-1.5;INTASC 4 a-r; NCATE 1a and e; TTU Conceptual Framework K1, K2, P1, P2, P5, D1 a and c, D2 a-c, D5a, D6a; TN Licensure Standards Reading 1, 3, 4
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	and Assessment, PLT I Students as Learners, II Instructional Process, III Assessment; Content Knowledge II, III, and IV (Math, Social Studies, and Science); Reading Across the Curriculum II Reading Materials and Instruction and III Reading Comprehension
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Objective 3	The candidate understands how students differ in the approaches to learning and creates instructional opportunities that are adapted to diverse learners.
Standard	TPES 1.1-1.5;INTASC 4 a-r; NCATE 1a and e; TTU Conceptual Framework K1, K2, P1, P2, P5, D1 a and c, D2 a-c, D5a, D6a; TN Licensure Standards Reading 1, 3, 4
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Objective 4	The candidate understands and uses a variety of instructional strategies to encourage development of critical thinking, problem solving and performance skills in students.
Standard	TPES 1.1-1.5;INTASC 4 a-r; NCATE 1a and e; TTU Conceptual Framework K1, K2, P1, P2, P5, D1 a and c, D2 a-c, D5a, D6a; TN Licensure Standards Reading 1, 3, 4
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Objective 5	The candidate understands individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
Standard	TPES 1.1-1.5;INTASC 4 a-r; NCATE 1a and e; TTU Conceptual Framework K1, K2, P1, P2, P5, D1 a and c, D2 a-c, D5a, D6a; TN Licensure Standards Reading 1, 3, 4
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Objective 6	Candidates use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.
Standard	TPES 1.1-1.5;INTASC 4 a-r; NCATE 1a and e; TTU Conceptual Framework K1, K2, P1, P2, P5, D1 a and c, D2 a-c, D5a, D6a; TN Licensure Standards Reading 1, 3, 4
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	Science); Reading Across the Curriculum II Reading Materials and Instruction and III Reading Comprehension
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Objective 7	Candidates plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
Standard	TPES 1.1-1.5;INTASC 4 a-r; NCATE 1a and e; TTU Conceptual Framework K1, K2, P1, P2, P5, D1 a and c, D2 a-c, D5a, D6a; TN Licensure Standards Reading 1, 3, 4
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Objective 8	Candidates know, understand, and use formal and informal assessment strategies to evaluate and ensure the continuing intellectual, social and physical development of the learner.
Standard	TPES 1.1-1.5;INTASC 4 a-r; NCATE 1a and e; TTU Conceptual Framework K1, K2, P1, P2, P5, D1 a and c, D2 a-c, D5a, D6a; TN Licensure Standards Reading 1, 3, 4
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Objective 9	Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents, and other professionals in the learning community) who actively seek out opportunities to grow professionally.
Standard	TPES 1.1-1.5;INTASC 4 a-r; NCATE 1a and e; TTU Conceptual Framework K1, K2, P1, P2, P5, D1 a and c, D2 a-c, D5a, D6a; TN Licensure Standards Reading 1, 3, 4
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Objective 10:	The candidate will foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
Standard	TPES 1.1-1.5;INTASC 4 a-r; NCATE 1a and e; TTU Conceptual Framework K1, K2, P1, P2, P5, D1 a and c, D2 a-c, D5a, D6a; TN Licensure Standards Reading 1, 3, 4
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Objective 11:	The candidates will use technology and technology-based resources to facilitate developmentally appropriate student learning and enhance their professional growth and productivity.
Standard	TPES 1.1-1.5;INTASC 4 a-r; NCATE 1a and e; TTU Conceptual Framework K1, K2, P1, P2, P5, D1 a and c, D2 a-c, D5a, D6a; TN Licensure Standards Reading 1, 3, 4
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Major Teaching Methods

Discussion, modeling, workshop approach, research, peer and teacher conferences, and seminars

TTU Library Online Access

The Tennessee Tech Library is available to all candidates enrolled at TTU. Links to the library materials (such as electronic journals, databases, interlibrary loans, digital reserves, dictionaries, encyclopedias, maps, and librarian support) and Internet resources are available to complete assignments. To access the online databases, use your TTU PC Lab username and password. If you do not know your TTU username and password see the following:

<https://www.tntech.edu/its/password.htm>.

More information on electronic media is available at the TTU Library

<http://www.tntech.edu/library/>.

Copyright and Fair Use

All projects created in this course should follow appropriate copyright and fair use guidelines. Additional information is available at:

<http://www.utsystem.edu/ogc/intellectualproperty/cprtindx.htm>

Please note: TTU personnel may display your work created during the scope of this course during accreditation, conference presentations, workshops, and/or future classes.

TTU Office of Disability Service

Candidates 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, preferably by the end of the first week of the course. The TTU Office of Disabilities is located in the Roaden University Center (RUC), Room 112; Phone 931-372-6119. For additional information see <http://www.tntech.edu/disability/>

Pandemic Plan

Should normal classroom activities at your placement be disrupted by a pandemic outbreak, the format for this course may be modified to enable completion. In that event, new instructions for the continuation of the course will be provided (Source: TTU University Faculty Meeting, August 25, 2009).

TTU Plagiarism Policy

When you use (for example, quote or even summarize or paraphrase) someone else's media, words, data, ideas, or other works, you must cite your source. You should be especially careful to avoid plagiarizing Internet sources (for example, e-mail, chat rooms, Web sites, or discussion groups). It does not matter whether you borrow material from print sources, from the Internet, from on-line databases, or from interviews. Failure to cite your source is plagiarism. Candidates who plagiarize may receive an "F" or a "0" for the assignment, or an "F" for the course.

<http://www.tntech.edu/ttustudenthandbook/academic-regulations/>

Tk20 at TTU

In efforts to improve our processes, manage candidate transition points, and track key assessments in program coursework, TTU's College of Education utilizes Tk20, a comprehensive data and reporting system. All College of Ed students are required to purchase and maintain a Tk20 account. The one-time system cost is \$133.33 at the university bookstore, and your account is valid for seven years. You will access Tk20 for a variety of tasks, including coursework, advisement, clinical experiences, Residency, portfolio-building edTPA tasks, and key program assessments. All professional education courses will include assessments within Tk20. Check your syllabi and consult your instructors for assessments that must be submitted to Tk20. Failure to purchase Tk20 can result in a "0" for Tk20 assignments and/or final course grade reduced a full letter. See our website for more details: <https://tntech.tk20.com>

Grading and Evaluation

<u>GRADING SCALE</u> 210 points possible	A: 90 – 100%	225– 250
	B: 80-89%	200 – 224
	C: 70-79%	175 – 199
	D: 60-69%	150 – 174
	F: Below 60%	Below 150

Attendance Policy

1. **Regular attendance on the assigned days is required. FOED 3810** provides opportunities for teacher education candidates to demonstrate the dispositions of effective teachers. Regular attendance **every scheduled day** is an indication of responsibility and is one of the identified dispositions reflected in the TTU Conceptual Framework. **Absences should only be in cases of extreme emergency and the school office, your mentor, and your professor must be notified in advance of the absence.** You are 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. Plans for making up time must be discussed with the mentoring teacher and the university supervisor. **Failure to contact the mentoring teacher as well as the professor prior to the absence will result in a loss of one letter grade per incidence.**
2. If, due to inclement weather, all participating elementary schools are closed on a Monday, Wednesday, Thursday, or Friday, TTU candidates will meet at Pellissippi (unless the Pellissippi campus is closed).
3. Even if the TTU main campus is closed due to inclement weather, class will be held, as scheduled, if the Pellissippi campus is open.
4. If the professor deems necessary, additional classes may occur during field placement.

Professional Dress and Behavior:

You are to consider yourself a professional when you begin your Field Experience. Dress appropriately in your Field Experience placement. This includes covering your shoulders, wearing knee-length skirts and dresses, no flip-flops, completely covering your stomach, not displaying piercings, etc. (If you hesitate as to whether or not your outfit is appropriate, it probably isn't.) Follow school code for teacher behavior (example: Gum is not allowed during class time.)

University Supervisors:

- ❑ will provide support prior to, during, and at the conclusion of the field experience;
- ❑ will maintain high expectations for all candidates and will challenge and encourage each to effectively plan and implement appropriate instructional strategies;
- ❑ will offer consistent written and verbal feedback through direct observation, conferences, or videotaping on a weekly basis;
- ❑ will be able and accessible to all candidate and mentoring teachers.

Practicum Participants/Teacher Candidates:

- ❑ will sign in the assigned school before time arranged with Mentor Teacher
- ❑ are scheduled for 60 hours of Field Experience

Schedule

The schedule of hours/days will be provided in class. Candidates will complete a minimum of 60 hours field experience in their assigned schools on the days assigned. If candidates remain for longer than the time assigned on any given day, this time is very beneficial, but the time does not count toward the total hours required for the field experience.

Suggested Range of Experiences/Performance Expectations

1. Only suggested dates are given for when some assignments are due because you need to plan in collaboration with your mentoring teacher in the classroom setting. 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. Plan so that you do not need to undertake an observation during your last days of practicum. Evidence of your experiences will be showcased in a culminating Wiki portfolio.
2. All assignments must be typed and free from spelling and grammatical errors to receive full credit.
3. All candidates are required to arrive at least 15 minutes prior to the start of their scheduled field experience time each day and sign in the main office. Candidates are required to log *themselves* in and out each day. If for any reason you need to leave the classroom during your classroom arrival and dismissal time, please consult with your teacher. **If candidates are absent for any reason, they must notify the mentoring teacher and the professor prior to the beginning of the school day.** All time missed must be made up **with the consent of the mentoring teacher and the professor.** It is up to the candidate to record all made-up time and secure a signature from the teacher verifying his/her time sheet.
4. Before leaving on the first day, make sure that you know how to contact your mentoring teacher and front office in case of an emergency.
5. At the request of principals, personal copies may not be made on school copiers.
6. During the field placement, all field placement candidates are expected to be active participants. Field Experience candidates may not work on class assignments while their students are present. In other words, as long as elementary students are present in the classroom, field placement candidates should be engaged with students.

The instructor reserves the right to adjust the Syllabus and schedule of assignments as needed.

Other daily assignments will be required as part of your overall learning experiences

