

**Field Experience in Education
Essential Curriculum
2009**

Unit I: Orientation to the Classroom

Goal 1: Students will examine and formulate a definition of what makes an effective teacher.

Objectives-The student will:

- a. Through observation, identify and analyze teaching and classroom management practices used by effective teachers.
- b. Through observation and interviews with mentor school administration and staff, compare and contrast different definitions of effective teaching.
- c. During observation, take field notes documenting the teacher's helping behaviors and affect.
- d. During observation over several days, take field notes documenting instructional variety and student engagement.

Goal 2: Students will examine the importance of family and caregivers in the learning process.

Objectives-The student will:

- a. Use a variety of data and information resources to create a demographic profile of the field experience school, grade level, and class.
- b. Examine the family-school communication tools and practices used by the field experience school.

Goal 3: Students will examine lesson plans and observe instructional practices that address diverse student needs and learning styles.

Objectives-The student will:

- a. Through observation and interviews, identify teacher strategies for getting to know the learners.

- b. Interview the mentor teacher to discuss how student learning styles influence his or her instructional strategies.
- c. With the mentor teacher, discuss the methods used to ascertain students' learning styles, strengths, and prior knowledge and describe how this data is used to adapt instruction.
- d. Through observation and interviews, determine how students are grouped during the instructional day.

Goal 4: The students will examine methods for creating and maintaining an effective learning environment.

Objectives-The student will:

- a. Examine the class rules and procedures and the process used to establish and communicate rules and procedures with students and parents.
- b. Document the mentor teacher strategies to value and respect the contributions of every student.
- c. Diagram the physical layout of the classroom with an emphasis on those features that support a positive and effective learning environment.

Unit II: Observing and Assisting in the Classroom

Goal 1: The students will observe and critique classroom teachers for appropriate instructional practices.

Objectives-The student will:

- a. Through observation, identify one or more teaching practices aligned with each of the ten INTASC principles.
- b. Evaluate the consistency with which classroom rules and procedures are applied.
- c. Document examples of positive, negative, and intermittent reinforcements used in the classroom.

- d. Identify those classroom management approaches which they would feel comfortable implementing in their own classroom.

Goal 2: The students will examine teacher planning required to meet instructional goals.

Objectives-The student will:

- a. Describe how the mentor teacher develops instructional goals and daily lesson plans.
- b. Study the curriculum and the mentor teacher's daily lesson plans to identify the three parts of every behavioral objective: the learning outcome, the established conditions, and the level which must be met.
- c. Analyze mentor teacher or district model lesson plans to compare time spent teaching/practicing lower cognitive skills versus higher cognitive skills.
- d. Locate and organize the materials and resources required for teaching a lesson.
- e. Observe the mentor teacher during full-group and small-group discussions and take field notes documenting management techniques used.
- f. With permission of the mentor teacher, work individually with one student on meeting daily instructional goals.

Goal 3: The students will analyze the important role of the family and caregivers in the learning process.

Objectives-The student will:

- a. Attend and take field notes documenting the interactions at a family-school event such as a PTA meeting, Back to School Night, new family orientation, etc.
- b. With the mentor teacher, discuss how to prepare for a parent conference and assist in gathering the information and materials used to conduct parent-teacher conferences.

Goal 4: The students will examine the use of assessment to improve teaching and foster learning.

Objectives-The student will:

- a. While assisting the mentor teacher with grading tests, outline students' level of mastery and patterns in errors made.
- b. Examine the mentor teacher's system for grading and discuss with the mentor teacher how this system works to guide instruction.
- c. Discuss with the mentor teacher how the results of assessments given early in the school year assist with placing the students in reading and math groups.
- d. Categorize rubrics developed by the mentor teacher as either analytic or holistic and practice using these rubrics to grade student work.

Unit III: Collaborating and working with Children

Goal 1: The students will collaborate with the mentor teacher to develop lessons and instructional resources.

Objectives-The student will:

- a. Design a lesson incorporating methods of direct and indirect instruction.
- b. Assist the mentor teacher during segments of guided and independent practice.
- c. Following the sequence of steps in direct instruction, re-teach a concept or concepts to a small group of students who have not achieved mastery on a topic.
- d. Research and develop an advance organizer for use in a lesson to be taught by the mentor teacher.
- e. Given a lesson topic, write a series of content and process questions which could be asked during instruction.

Goal 2: The students will explore how instructional technology is used to meet student and professional needs.

Objectives-The student will:

- a. Locate websites that provide desktop simulations and games to support instructional goals.
- b. Develop a Webquest or multimedia presentation to support a topic to be taught by the mentor teacher.
- c. Use Rubistar or another rubric creation website to develop a holistic or analytic rubric to be used with a student project.
- d. Locate and participate in an online community for new or student teachers.

Goal 3: The students will collaborate with the mentor teacher to implement lessons that address diverse student needs and learning styles and incorporate theories of motivation and learning.

Objectives-The student will:

- a. Design a bulletin board or other means to display student work.
- b. Develop an inter-disciplinary project and serve as a project coach for one of the small groups completing the project.
- c. Create a learning center that allows students to choose from a variety of activities to demonstrate understanding of a concept.
- d. Design and assist in using instructional tool for activating and measuring students' prior knowledge.
- e. With permission and assistance of the mentor teacher, work one-on-one to provide learning support to a student with an I.E.P.

Unit IV: Preparing for Teaching

Goal 1: The students will demonstrate teacher planning to meet instructional goals.

Objectives-The student will:

- a. Use a curriculum guide and unit plan provided by the mentor teacher to develop a series of sequential lesson plans.

- b. Using a lesson plan either you or the mentor teacher developed, formulate discussion questions at varying levels of complexity.
- c. Design and conduct a review activity or full lesson which will actively involve all students in the classroom.
- d. Design and conduct a cooperative learning activity.

Goal 2: The students will demonstrate teaching skills the support learners and the development of subject matter knowledge.

Objectives-The student will:

- a. Assist the teacher in constructing an objective test.
- b. With the mentor teacher's guidance, develop an essay question using content and skills the students are learning.
- c. Review a lesson that you have taught and assess whether the instructional strategies you used matched the outcomes you expected.
- d. Design a lesson closure to keep students more actively engaged through review, summary, and highlighting new learning.
- e. Design a homework assignment which provides an opportunity for students to engage in independent practice of knowledge and skills recently taught.

Goal 3: The students will create and maintain an effective learning environment.

Objectives-The student will:

- a. Set up and implement at least one component of a rewards system appropriate to the age group you are assigned.
- b. Using the mentor teacher's plan as a guide, develop a classroom management plan to include rules and procedures as well as teacher responses and consequences appropriate to the age level.
- c. Diagram the ideal classroom layout to establish an effective learning environment.

- d. Analyze their social power with the students in their mentor classroom, and brainstorm strategies to gain or increase expert and referent powers.

Goal 4: The students will assemble a beginning pre-service portfolio including reflections on growth during the field experience and artifacts documenting understanding of the INTASC principles.

Objectives-The student will:

- a. Select a lesson plan and write a reflection describing how the lesson demonstrates effective planning to meet instructional goals.
- b. Select a lesson plan or activity and write a reflection describing how the lesson or activity demonstrates teaching strategies to address diverse student needs and learning styles.
- c. Select a lesson plan or activity and write a reflection describing how the lesson or activity demonstrates creation of an effective learning environment.
- d. Select a lesson plan or activity and write a reflection describing how the lesson or activity demonstrates the use of technology to meet student needs.