

Bergen Community College
Division of Business, Arts, and Social Sciences
Department of Social Sciences

Course Syllabus

EDU 226 Supervised Field Work Experience

Fall 2015

EDU-226 HY-001

1 Lab, 2 lecture 3 Credits

Prerequisites: EDU-120 and EDU-220

Meeting Times:

Location: Online and in a field site classroom/3 On-Campus Meetings

Instructor:

Office Location:

Office Hours:

Course Description:

This course features weekly participation in field site classrooms in order to give students an authentic teaching experience. Coursework focuses on creating developmentally appropriate lessons for young learners in preschool through third grade, with an emphasis on presenting mathematics and advancing literacy skills of these young students. All students enrolled in this course will develop a professional teaching portfolio. Lecture [1.00], Laboratory [4.00].

Prerequisites: EDU-120 and EDU- 220

Student Learning Outcomes:

As a result of meeting the requirements in this course, students will be able to:

1. Evaluate developmentally appropriate instructional, assessment and management theories and apply in field experience classrooms
2. Demonstrate an understanding of NJ Curriculum Standards
3. Demonstrate professional behaviors during weekly field work participation and an ability to collaborate with cooperating teachers, supervisors and college instructors
4. Evaluate theoretical teaching perspectives with practical classroom experiences
5. Develop self-awareness of weaknesses and strengths and the ability to informally assess their students' performance during weekly lesson presentations in the field
6. Locate instructional resources, integrate technology and identify essentials of research-based curriculum planning and classroom management

7. Develop effective mathematics and literacy activities and integrate various skills and concepts with the thematic unit of the field classroom
8. Demonstrate the cultural sensitivity necessary for working with diverse student populations
9. Synthesize developmental and educational theory by creating lesson plans that are effective and engaging for preschool through third grade students
10. Demonstrate improvement in writing, presentation and critical thinking skills through weekly reflection essays

Means of Assessment:

A formal evaluation of your fieldwork performance by your faculty supervisor and your cooperating teacher and a record of your fieldwork hours are required. The additional means of assessment types utilized in this course are writing reflection essays, development of written lessons and activities and demonstration of these lessons in the field, creation of a professional teaching portfolio to include a resume, written lesson plans and teaching artifacts, and participation in various presentation activities related to coursework.

Course Content:

Supervised Field Work Experience is an academic course that integrates classroom learning with practical work experience directly related to a students' program and career goals. Students will spend a semester working in an early childhood education classroom for children between 2 and 8 years of age. The lecture topics are designed to support students in their academic development and promote their professional success in the workplace.

Course Requirements:

For further clarification please refer to Field Work handbook

- All students must complete writing and reading assignments and participate fully online, on-campus and in the field.
- All students must have approved fieldwork sites by the 3rd week of the semester.
- All students must attend on-campus lectures which will take place in the first three weeks of the semester.
- Students will spend a minimum of three hours weekly at their field placements.
- All students will write essays to reflect on their field experience and performance.
- Integrate classroom theory with field site experience.
- Describe developmentally appropriate practice and how it relates to curriculum development in early childhood classrooms.

- Identify their age level preference so that they can pursue the appropriate teacher credential
- Justify and explain their career choice and work professionally with their cooperating teacher
- Create personal individual professional development goals.
- Demonstrate an understanding of the formal competency based evaluative instruments that measure field site performance
- Locate resources and identify essentials of good curriculum planning and classroom management

Means of Assessment:

A formal evaluation of your overall field work performance by your faculty supervisor and your cooperating teacher and a record of your fieldwork hours are required. The additional means of assessment types utilized in this course are: evaluation of lesson plans/lesson demonstrations and, using rubrics, the evaluation of written assignments including a teaching philosophy essay, reflection essays, written lesson plans and professional teaching portfolio.

Suggested Reading:

Cohen, Dorothy. *Observing & Reading the Behavior of Young Children*. Teachers College Prep, 2008.

Kriete, Roxann. *The Morning Meeting Book*. Northeast Foundation for Children, Inc., 2002.

Charlesworth, Rosalind and Lind, Karen K. *Math and Science for Young Children*. 7th ed. Cengage Learning. 2012.

State of New Jersey Department of Education, (2006). Licensure and Credentials, <http://www.state.nj.us/education/educators/license>

***In addition to the above suggestions, an online textbook is posted on Moodle.**

Grading Policy:

You will receive a final grade in this course based on consistent fieldwork performance/participation, online participation and final teaching portfolio. Grade determination is as follows:

Assignments, Essays and Online Participation	30%
On-campus Attendance and Assignments (3 class meetings)	10%
Final Teaching Portfolio	30%

Weekly Fieldwork Participation/Lesson Evaluation Forms

30%

All work is due on the date assigned. Work submitted after the due date will be deducted by one letter grade. No past due work will be accepted in the last two weeks of the semester.

Grading Scale:

A 90-100

B+ 85-89

B 80-84

C+ 75-79

C 70-74

D 60-69

F below 60

Attendance and Participation Policy:

In addition to the on-campus assignments that are due during the 3 on-campus meetings, (the first 3 Tuesdays of the semester), being absent for these meeting will result in the following grade deductions: Missing 1 mandatory meeting will result in a 4 point deduction to your final grade. Missing 2 mandatory meetings will cause a 7 point deduction to your final grade. Missing all 3 meetings will result in a 10 point deduction to your final grade.

As this is a hybrid course, your weekly participation on Moodle is mandatory as is your participation in your field classroom, as described in this syllabus and during on-campus class meetings.

Each student is held responsible for all material presented and must incorporate the instructional strategies and best practices for teaching, which are presented on-campus and online. Written lesson plans must be approved by cooperating teachers before demonstrated in the field, which requires additional time spent communicating with cooperating teachers, during the lesson planning stage and the post lesson discussion. Though two hours a week are spent in the classroom, additional communication between cooperating teachers and students, via email, face to face, or via telephone is necessary so you are fully prepared for your 8 lesson demonstrations.

Bergen Community College Academic Policies:

Bergen Community College is committed to academic integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception. Please review the college catalogue or student handbook for further information on this topic.

Bergen Community College has adopted an internal grievance procedure to provide for prompt and equitable resolution of complaints alleging any action prohibited by federal regulation implementation Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990. (ADA.) Please review the college catalogue for further information on this topic.

Bergen Community College is committed to providing its students and employees with an academic and work environment free from sexual harassment or discrimination. Please review the policy prohibiting sexual harassment in the college catalog.

Please review the statement on acceptable use of BCC technology in the college catalog.

Statement on Americans with Disabilities Act (ADA)

Bergen Community College has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by federal regulations implementing section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990 (ADA). Section 504 and ADA state, in part, that “no qualified individual with a disability, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity.”

Discrimination and Harassment Policy

Bergen Community College is committed to providing its students and employees with an academic and work environment free from sexual harassment or discrimination.

1. Discrimination, harassment or disrespect on the basis of age, race, creed, color, national origin, ancestry, religion, gender, (including gender identity or expression or disability), marital status, affection or sexual orientation, military service, political affiliation, veteran status, genetic information, atypical hereditary cellular or blood trait or any other legally protected classification.
2. Sexual harassment in any form constitutes prohibited, unprofessional, and unacceptable conduct and is a violation of Title VII of the Civil Rights Acts of 1964 and 1990, as amended, Title IX of the Education Amendments of 1972, the New Jersey Law Against Discrimination, established case law and State policies. The policy applies to all persons. Administrators, faculty, staff, and students are all covered.

Acceptable Use of BCC Technology Resources

Bergen Community College reserves the right to monitor its information technology resources and telecommunications network to protect the integrity of its computing systems, workstations,

and lab facilities, and to ensure compliance with all acceptable use and related policies and procedures. To this end, the College reserves the right to inspect any and all computer systems or data that reside on its telecommunications network for violations of any acceptable use and related policies and procedures. (See BCC Catalog for details). The College's entire Acceptable Use policy, administrative guidelines, and procedures may be found at the College website.

Expectations for Supervised Field Work Experience:

Students are expected to develop and demonstrate a lesson each week for a total of 8 weeks for their field site classrooms. All lessons will facilitate phonemic awareness development and/or mathematical thinking. Every lesson integrates language arts learning with other curriculum areas. The other curriculum areas will relate to the theme/topic of the field classroom.

Alternating passive and active learning experiences is supported by current research on how young children learn and build a strong academic foundation for future learning and school readiness, so please make sure to integrate movement, physical activity, interactive games and other active learning strategies.

Lessons and learning experiences must be developmentally appropriate and reflect the philosophy of the Early Childhood Program at Bergen Community College and at approved field sites. You must plan each weekly lesson to relate to the current theme in the your classroom. Lesson plans must be discussed with your cooperating teacher, in order to ensure that all lessons are approved and appropriate for the children in the field classroom. All written lessons must state the NJ curriculum/learning standards for the age level you teach. You will refer to NJ Preschool Learning Standards, Early Learning Standards for birth through age 3 or curriculum standards for K-3, dependent on the grade level you teach.

****Cooperating teachers must receive lesson plans one week prior to your lesson demonstrations in order to provide feedback on your lesson prior to your lesson demonstration.**

Summary:

The guidelines for the field experience have been intentionally developed with the possibility for a high-level of flexibility and individualization for students enrolled in this course.

Evaluation of Students in the Field:

Each cooperating teacher will complete a weekly lesson evaluation form rating your written lesson and lesson demonstration, providing you with information to reflect on. Reflecting on your performance each week will be a valuable practice that will help you improve from one week to the next, advancing your understanding of course topics. Please see the student handbook for more information about how your weekly lessons will be evaluated by your cooperating teacher.

The end of semester written field experience evaluation form will rate your overall performance and will focus on the following topics:

- Student's interactions/rapport with the children
- Student's interactions with cooperating teachers, assistants, and other school personnel
- Strengths of student's teaching demonstration
- Areas for improvement

Course Outline

Please note that the first three meetings of the semester are on campus.

****Please read through the student handbook distributed to you during the first on-campus meeting and prepare any questions you may have for your instructor for the second class meeting.**

<p>Week 1</p>	<p style="text-align: center;">1st On-Campus Meeting:</p> <ul style="list-style-type: none"> • Preview course and field work requirements • Review Fundamentals of Lesson Planning • Explore the Online Moodle Classroom <p style="text-align: center;"><u>Online Module 1</u></p> <ol style="list-style-type: none"> 1. Post Practice Lesson Plan 1 on Moodle: The Read Aloud 2. For our 2nd on-campus meeting, bring the book you chose for your Read Aloud practice lesson plan. 3. Return your signed Student Responsibilities form
<p>Week 2</p>	<p style="text-align: center;">2nd On-Campus Meeting:</p> <ul style="list-style-type: none"> • Developing Phonemic Awareness Skills and Fostering Emergent Literacy <ul style="list-style-type: none"> • Creating Instructional Materials <p style="text-align: center;"><u>Online Module 2</u></p> <ol style="list-style-type: none"> 1. Revise your Practice Lesson Plan 1 to include instruction related to developing phonemic awareness skills. Post your revised practice lesson plan on Moodle. 2. Select the school where you are interested in completing your field work and seek director/teacher approval. Schedule an appointment with your cooperating teacher and meet with him or her during the fourth week of the semester.
<p>Week 3</p>	<p style="text-align: center;">3rd On-Campus Meeting:</p> <ul style="list-style-type: none"> • Incorporating Mathematical Thinking and Presenting Mathematics Topics <p style="text-align: center;"><u>Online Module 3</u></p> <ol style="list-style-type: none"> 1. Post your Practice Lesson Plan 2 and pictures of the accompanying instructional materials you would use to present math instruction.
<p>Week 4</p>	<ul style="list-style-type: none"> • Plan to observe in your field work classroom. • Meet with your cooperating teacher and provide him/her with the course syllabus

- Encourage your cooperating teacher to preview your student handbook, particularly the lesson plan format and lesson evaluation format.
- If you are completing your fieldwork off-campus, please have your cooperating teacher provide his or her contact information on the form provided in the student handbook.
- Plan your first lesson with your cooperating teacher. Find out the topic/theme for your first lesson in the field, which will take place next week.
- Make sure to get your first lesson plan to your cooperating teacher for him or her to preview and provide you with feedback. Preview and feedback should happen for each of your 8 lessons in the field.

Online Module 4

1. If you are completing your fieldwork off-campus, take a picture of the contact information form completed by your cooperating teacher, which includes the day and time that your weekly field work will take place.

2. If you are completing your field experience at the on-campus Child Development Center, please post a Word document stating the time and day that your field work will take place and the name of your cooperating teacher.

Week 5	<p>Circle Time</p> <p><u>Online Module 5</u></p> <p>Post Lesson 1 Evaluation Form</p>
Week 6	<p>Developing Social and Emotional Skills</p> <p><u>Online Module 6</u></p> <p>Post Lesson 2 Evaluation Form</p>
Week 7	<p>Classroom Management Techniques</p> <p><u>Online Module 7</u></p> <p>Post Lesson 3 Evaluation Form</p>

Week 8	<p>Incorporating Music and Movement</p> <p><u>Online Module 8</u></p> <p>Post Lesson 4 Evaluation Form</p>
Week 9	<p>Attention to Physical Development</p> <p><u>Online Module 9</u></p> <p>Post Lesson 5 Midterm Evaluation Form</p>
Week 10	<p>Addressing the Needs of Diverse Learners</p> <p><u>Online Module 10</u></p> <p>Post Lesson 6 Evaluation Form</p>
Week 11	<p>Classroom Transitions</p> <p><u>Online Module 11</u></p> <p>Post Lesson 7 Evaluation Form</p>
Week 12	<p>Integrating the Curriculum</p> <p><u>Online Module 12</u></p> <p>Post Lesson 8 Evaluation Form</p>
Week 13	<p><u>Online Module 13</u></p> <p>Reflection Essay</p>
Week 14	<p><u>Online Module 14</u></p> <p>First Draft Teaching Philosophy/Resume</p>

Week 15	<p style="text-align: center;"><u>Online Module 15</u> Final Teaching Philosophy</p>
Week 16	<p style="text-align: center;"><u>Online Module 16</u> Course Conclusion/Reflect on Your Experiences/Plan Your Next Steps</p>