

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

**Course Syllabus**

**EDU 226 Supervised Fieldwork Experience**

**EDU-226**

**3 credits**

**Prerequisite: EDU-220**

**Meeting Times:**

**Location: Online and in a field site classroom**

**Instructor:**

**Office Location:**

**Office Hours:**

**Course Description:**

This course was designed to expand and challenge personal and professional attitudes while providing supervised growth opportunities for prospective teachers. As the capstone course of the Early Childhood course sequence, this fieldwork course features guided experiences with professionals in classrooms that serve students in preschool through third grade. Students will create and demonstrate developmentally-appropriate lessons, as they develop pedagogical skills and the dispositions necessary for effective teaching. Students will create a professional teaching portfolio. Lecture [2.00], Laboratory [3.00].

**Prerequisites: EDU- 220**

**Student Learning Outcomes:**

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

1. Evaluate and apply educational and developmental theories to provide appropriate instructional, assessment and management in lessons and activities for the field classroom.
2. Demonstrate an understanding of NJ Curriculum Content Standards and NJ Early Learning Standards and align these standards within written lesson plans.
3. Demonstrate professional behaviors during weekly fieldwork participation.
4. Locate instructional resources, integrate technology and identify essentials of research-based curriculum planning and classroom management.
5. Develop effective mathematics and literacy instructional strategies, while supporting social and emotional development.
6. Demonstrate improvement of academic writing and critical thinking skills.

7. Review and reflect on the historical, political, societal, developmental and cultural perspectives related to students and their families.

### **Course Content:**

Supervised Fieldwork Experience is an academic course that integrates the major theories of education and current best practices or teaching young students, with practical work experience directly related to a students' academic and career goals. Students will spend one semester working in an early childhood education classroom for children between 2 and 8 years of age. Course topics, assignments, reflection activities, and assigned readings are designed to support students in the achievement of all stated student learning outcomes, while providing the opportunity to practically apply developing knowledge and skills. Current issues that influence our public education system, the changing needs of our society, and the dispositions of our democratic society are supported in readings and assignments.

### **Course Requirements:**

*For further clarification please refer to Student Fieldwork handbook.*

All students should:

- complete writing and reading assignments and participate fully online, on-campus and in the field.
- have approved fieldwork sites by the 3<sup>rd</sup> week of the semester.
- attend on-campus lectures which will take place in the first three weeks of the semester.
- identify their age level and content area preference in preparation for transfer to teacher certification programs or to enter the workplace.
- write essays to reflect on their field experience, the development of their cultural awareness and weaknesses and strengths in planning instruction.
- integrate major educational and developmental theory within practical applications for the field classroom.
- locate resources and identify essentials of good curriculum planning and classroom management in preparation for weekly lessons.
- spend one to three hours a week in the field classrooms and up to two hours a week preparing for the time in the field.
- spend up to two hours to prepare written lessons, activities and materials for weekly field experience.
- demonstrate an understanding of the formal competency based evaluative instruments that measure field site performance.

### **Means of Assessment:**

A formal evaluation of your fieldwork performance by your cooperating teacher and course instructor, along with a record of your fieldwork hours are required. The additional means of assessment types utilized in this course are reflection assignments, discussions, development of written lesson plans, and the demonstration of these lessons in the field, creation of a professional teaching portfolio which will include a resume, written lesson plans and teaching artifacts.

**Required Reading:**

Online readings are posted on Moodle.

**Suggested Reading:**

Charlesworth, Rosalind and Lind, Karen K. (2012). *Math and science for young children*. 7<sup>th</sup> ed. Cengage Learning.

Cohen, Dorothy. (2013). *Observing & reading the behavior of young children*. (6<sup>th</sup> ed.) Teachers College Prep.

Davis, Bonnie M. (2012). *How to teach students who don't look like you*. Sage.

Isik-Ercan, Z. *Culturally appropriate positive guidance with young children*. (March 2017). NAEYCE publication.

Kriete, Roxann. (2014). *The Morning Meeting Book*. (3<sup>rd</sup> ed.). Northeast Foundation for Children, Inc.

Ladon-Billings, G. (2013). *The Dreamkeepers: Successful Teachers of African-American Children*. Jossey-Bass.

**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:

<b>Assignments, Essays and Field Participation</b>	<b>30%</b>
<b>On-campus Attendance and Assignments</b>	<b>10%</b>
<b>Final Teaching Portfolio</b>	<b>30%</b>
<b>Weekly Written Lesson Plans and Demonstration</b>	<b>30%</b>

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 and field assignments that are due during the on-campus meetings, being absent for these meetings 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.

**Expectations for Supervised Fieldwork 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 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 work with.

**\*\*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

### **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.

Week 1	<p style="text-align: center;"><b>1<sup>st</sup> On-Campus Meeting: Sept. 10</b></p> <p>Preview course and fieldwork requirements</p>
--------	---

	<p>Review Fundamentals of Lesson Planning</p> <p>Explore the Online Moodle Classroom</p> <p style="text-align: center;"><b><u>Online Module 1</u></b></p> <ol style="list-style-type: none"> <li>1. Post Rough Draft Practice Lesson Plan 1 on Moodle: The Read Aloud</li> <li>2. Create instructional materials for Practice Lesson Plan 1 to demonstrate at our next class.</li> <li>3. Review Student Handbook and complete and sign required forms.</li> </ol>
Week 2	<p style="text-align: center;"><b>2<sup>nd</sup> On-Campus Meeting: Sept. 17</b></p> <p>Develop Phonemic Awareness Skills and Foster Emergent Literacy</p> <p>Bring Instructional Materials for your Practice Lesson 1 to class this evening</p> <p style="text-align: center;"><b><u>Online Module 2</u></b></p> <ol style="list-style-type: none"> <li>1. Revise your Rough Draft Practice Lesson Plan 1 to include instruction related to developing phonemic awareness skills. Post your revised Final Practice Lesson Plan 1 on Moodle.</li> <li>2. Create instructional materials to accompany Final Practice Lesson Plan 1 and post a picture(s) of these materials on Moodle.</li> <li>3. 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 to provide them with your syllabus and student handbook. Schedule a time to come and observe* in the classroom. <u>Encourage your cooperating teacher to preview your student handbook and course syllabus, so they are familiar with your responsibilities and their expectations.</u> 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. This information is due during our next on-campus meeting.</li> <li>4. Schedule classroom observation time for the fourth week of the semester.</li> </ol>
Week 3	<p style="text-align: center;"><b>On-Campus Meeting: Sept. 24</b></p> <p>Integrating Mathematical Concepts with Language Arts/Literacy</p> <p>Bring all required student handwork paperwork to class tonight, with the field work form filled out and signed by your cooperating teacher if you are completing your fieldwork off-campus.</p> <p style="text-align: center;"><b><u>Due during Module 3</u></b></p> <ol style="list-style-type: none"> <li>1. Post your Practice Lesson Plan 2 on Moodle</li> </ol>



	<p>2. Create then post a picture of your mathematical instructional materials for Practice Lesson 2 on Moodle.</p> <p>3. Student handbook paperwork due on-campus at the beginning of our class meeting.</p>
Week 4	<p style="text-align: center;"><b>Circle Time/Classroom Management</b></p> <p>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.</p> <p style="text-align: center;"><b><u>Due during Module 4</u></b></p> <ol style="list-style-type: none"> <li>1. Plan to observe in your field work classroom next week.</li> <li>2. Meet with your cooperating teacher and provide him/her with the course syllabus and student handbook.</li> <li>3. 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.</li> <li>4. Participate in the online discussion forum this week.</li> </ol> <p><b>* Make sure you have submitted your correct Fieldwork School and cooperating teacher information. Verification of this information will take place next week. If you do not provide the instructor with correct school/cooperating teacher information and the information cannot be confirmed by next week, you will not receive credit for fieldwork. 10 point deducted from final grade if submitted after this week.</b></p>
Week 5	<p style="text-align: center;"><b>Teaching Mathematics and Advancing Literacy Skills</b></p> <p style="text-align: center;"><b><u>Online Module 5</u></b></p> <p style="text-align: center;">Post Lesson 1 Evaluation Form</p> <p style="text-align: center;"><b>*If Fieldwork School and cooperating teacher information cannot be verified by your instructor by the end of this week, no credit will be given for fieldwork this semester. If provided after this week, there will be a 10 point grade deduction.</b></p>
Week 6	<p style="text-align: center;"><b>Social and Emotional Skills Development</b></p> <p style="text-align: center;"><b><u>Online Module 6</u></b></p> <p style="text-align: center;">Post Lesson 2 Evaluation Form</p>

Week 7	<p style="text-align: center;"><b>Incorporating Music and Movement/Creative Arts</b></p> <p>* If you are completing your fieldwork at the CDC, please schedule Lesson 5: Midterm Lesson demonstration with the course instructor. Make sure to confirm the day and time via email by Friday of this week.</p> <p style="text-align: center;"><b><u>Online Module 7</u></b></p> <p style="text-align: center;">Post Lesson 3 Evaluation Form</p> <p style="text-align: center;">Begin working on your Professional Teaching Portfolio.</p>
Week 8	<p style="text-align: center;"><b>Classroom Management Techniques</b></p> <p style="text-align: center;"><b><u>Online Module 8</u></b></p> <p style="text-align: center;">Post Lesson 4 Evaluation Form</p> <p>*Students completing fieldwork off-campus will have midterm lesson 5 evaluated by their cooperating teacher. It is not necessary to contact your instructor-simply post your Midterm Lesson Evaluation Form and Lesson Plan 5 on Moodle, by the last day of next week's Module 9.</p> <p>*For students completing their fieldwork at the CDC-on the morning of your scheduled midterm, make sure to email your instructor to confirm that you will demonstrate your midterm on the scheduled day. Make sure to complete your Midterm Lesson 5 during Module 9.</p>
Week 9	<p style="text-align: center;"><b>The Integrated Curriculum</b></p> <p style="text-align: center;"><b><u>Online Module 9</u></b></p> <p style="text-align: center;">Post Lesson 5 Written Plan and Evaluation Form</p>
Week 10	<p style="text-align: center;"><b>Addressing the Learning Needs of Diverse Students</b></p> <p style="text-align: center;"><b><u>Online Module 10</u></b></p> <p style="text-align: center;">Post Lesson 6 Evaluation Form</p>
Week 11	<p style="text-align: center;"><b>Modifying Curriculum to Accommodate Learners</b></p> <p style="text-align: center;"><b><u>Online Module 11</u></b></p> <p style="text-align: center;">Post Lesson 7 Evaluation Form</p> <p style="text-align: center;">Last Lesson in the Field is next week</p>

Week 12	<p style="text-align: center;"><b>Developing a Professional Resume and Teaching Philosophy Essay</b></p> <p style="text-align: center;"><b><u>Online Module 12</u></b></p> <p style="text-align: center;">Post your Rough Draft Resume and Teaching Philosophy</p> <p style="text-align: center;">Post Lesson 8 Evaluation Form</p>
Week 13	<p style="text-align: center;"><b>Professional Teaching Portfolio</b></p> <p style="text-align: center;"><b><u>Online Module 13</u></b></p> <p style="text-align: center;">Post your final Professional Teaching Portfolio</p> <p style="text-align: center;">(save all documents as a PDF and submit on Moodle using the free compression website)</p>
Week 14	<p style="text-align: center;"><b><u>Online Module 14</u></b></p> <p style="text-align: center;">Post your Reflection Essay</p>
Week 15	<p style="text-align: center;">Course Conclusion</p> <p style="text-align: center;"><b><u>Online Module 15</u></b></p>