Southeast Missouri State University
Department: College of Education, Departments of Elementary, Early, Special Education
Course No. EL 430
Title of Course: Advanced Field Experience
Date: College Council Approval Dec. 9, 2014
Please check: X New Revision

Semester:
Class Meeting Time and Location:
Instructor Name and Contact Information:
Office Hours:

Catalog Description (3 Credit Hours of Course): Field experience for implementing advanced competencies: differentiation, using assessment data, addressing diversity, developing collaborations, managing classrooms and professional development. (3)

Prerequisites: EL 314 Literacy Field Experience, EL 350 Content Field Experience OR CE 364 Methods of Teaching Math, Science and Social Studies in Early Childhood and Elementary Education / CE 366 Curriculum, Theory, and Program Management in Early Childhood

Co-Requisites: EL 410 Differentiated Instruction, EL 354 Struggling Readers
Current cleared FBI Background Check (through the Office of Field and Clinical Experiences)

Purposes or Objectives of the Course:

1) Use appropriate strategies for addressing individual student needs in meeting curriculum objectives.
2) Design instruction that is connected to students’ prior experiences and family, culture, and community.
3) Apply the concept of differentiated instruction and short- and long-term instructional goal planning to address student needs in meeting curriculum objectives.
4) Demonstrate competence in managing time, space, transitions, and activities to create an effective learning environment.
5) Demonstrate the ability to use effective verbal and nonverbal communication techniques with diverse learners.
6) Administer, analyze and interpret a variety of assessment data to determine the effect of class instruction on individual and whole class learning.
7) Describe and analyze strategies to communicate student progress to students, families, colleagues or administrators.
8) Engage in a collaborative classroom/department/school data analysis process.
9) Reflect on teaching practices to refine instructional process in order to promote the growth and learning of students.
10) Use professional learning opportunities including those offered by educator preparation programs, school districts, professional associations, and/or other opportunities for improving student learning.
11) Demonstrate professional, ethical behavior and can describe the influence of district policies and school procedures on classroom structure.
12) Participate in collaborative curriculum and staff development meetings.
13) Collaborate with the cooperating teacher and supervisor to develop relationships within the school, district, families, or community.
14) Work with the cooperating teacher/supervisor to identify school based systems to provide needed services to support individual learners.

**Student Learning Outcomes (Minimum of 3):**

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<thead>
<tr>
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<tbody>
<tr>
<td><strong>1)</strong> Students will design an instructional plan with appropriate standards and assessment tools for gathering data and effective teaching in a field classroom.</td>
<td>Measurement: Satisfactory completion of Missouri Preservice Teaching Assessment (MO PTA Task 2)</td>
</tr>
<tr>
<td><strong>2)</strong> Students will reflect on their field experience and refine their instructional process to promote the growth and learning of students.</td>
<td>Measurement: Satisfactory completion of Cooperating Teacher Evaluation. (MEES)</td>
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<tr>
<td><strong>3)</strong> Students will use appropriate teaching strategies for individual student needs in meeting curriculum objectives/standards.</td>
<td>Measurement: Satisfactory completion of Missouri Preservice Teaching Assessment (MO PTA Task 3)</td>
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</table>

**Class Concerns**
Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to the Department Chair of the Elementary, Early, and Special Education Dept.

**Accessibility**
Southeast Missouri State University and Disability Support Services remain committed to making every reasonable educational accommodation for students with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various types of disabilities. It is the student’s responsibility to contact Disability Support Services to become registered as a student with a disability in order to have accommodations implemented.
**Civility**
Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty and integrity and abide by the University's Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system.

**Academic honesty**
Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one’s scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the “University Statement of Student Rights” found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

**Plagiarism.** In speaking or writing, plagiarism is the act of passing someone else’s work off as one’s own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one’s own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
2. Using another student’s computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

**Cheating.** Cheating includes using or relying on the work of someone else in an inappropriate manner.

It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination’s contents prior to the time of that examination.
2. Copies another student’s work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another.

Policy for Candidate Removal from the Field: Any teacher candidate who is asked to leave a field or clinical experience by a partner school district before the end of the semester, due to performance or dispositional issues, will not be given a new placement for that semester. The teacher candidate will also receive a failing grade for the field experience course. The teacher candidate must repeat the field or clinical course, and if a grade of C or higher is not received in the second attempt, the teacher candidate will be removed from the College of Education program. This policy does not pertain to any teacher candidate whose field placement termination is due to circumstances unrelated to teaching performance or dispositions, such as a cooperating teacher illness.

Grading scale and policies:

90% - 100%  A
80% - 89%   B
70% - 79%   C
60% - 69%   D
Below 60%   F

Students must obtain a C or better in this course for graduation requirements. Teacher candidates must earn a cumulative 3.0 GPA in professional education courses for teacher certification.

Text:

Class content—outline or schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>time</th>
<th>Assignments</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Orientation to Advanced Field and Coordinating Courses</td>
<td>2 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Preparing for Field</td>
<td>2 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Coordinating assignments</td>
<td>2 hours</td>
<td>Begin MoPTA task 1: Emphasize prior experience, family, culture and community. Note needs for differentiation. Also describe/reflect on the influence of district policies and procedures on classroom structure.</td>
<td>11</td>
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<tr>
<td></td>
<td>Field + seminar</td>
<td>10 hours + 1 hour</td>
<td>Start case study of one student, documenting goals, interventions and assessments, including identifying school-based systems to provided needed services for individual students.</td>
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<td></td>
<td>14</td>
</tr>
<tr>
<td>5</td>
<td>Field + seminar</td>
<td>10 hours + 1 hour</td>
<td>Begin working on applying differentiated instruction and goal planning to address student needs. (MoPTA task 4) Demonstrate ethical and professional behavior</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Field + seminar</td>
<td>10 hours + 1 hour</td>
<td>Begin MoPTA task 3: Develop lessons connected to students prior experiences, family, culture and community and MoPTA task 2: plan, administer and interpret a variety of assessments to determine effect of instruction on learners.</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Field + seminar</td>
<td>10 hours + 1 hour</td>
<td>Include planning for managing time, space, transitions and activities</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>Field + seminar</td>
<td>10 hours + 1 hour</td>
<td>Reflect on how you use effective verbal and nonverbal communication techniques with diverse learners</td>
<td>5, 6</td>
</tr>
<tr>
<td>9</td>
<td>Field + seminar</td>
<td>10 hours + 1 hour</td>
<td>Prepare a sample, example or reflection on how you communicate student progress to students, families, colleagues or administrators</td>
<td>7</td>
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<tr>
<td>10</td>
<td>Field + seminar</td>
<td>10 hours + 1 hour</td>
<td>Reflect on collaboration with others in school to analyze data on student learning, as well as collaboration for curriculum and staff development.</td>
<td>8</td>
</tr>
<tr>
<td>11</td>
<td>Field + seminar</td>
<td>10 hours + 1 hour</td>
<td>Reflect on teaching practices in order to refine instruction to promote growth and learning of students. Reflect on collaborations to develop relationships within the school district, families or community.</td>
<td>9</td>
</tr>
<tr>
<td>12</td>
<td>Field + seminar</td>
<td>10 hours + 1 hour</td>
<td>Document your participation in professional learning opportunities, Reflection on influences of school policies and procedures on classroom structure</td>
<td>10</td>
</tr>
<tr>
<td>13</td>
<td>Class time</td>
<td>2.5 hours</td>
<td>Completion and refinement of assignments and MoPTA, with peer review</td>
<td>11</td>
</tr>
<tr>
<td>14</td>
<td>Class time</td>
<td>2.5 hours</td>
<td>Completion and refinement of assignments and MoPTA, with peer review</td>
<td>12</td>
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</table>
### Review

<table>
<thead>
<tr>
<th>15</th>
<th>Class time</th>
<th>2.5 hours</th>
<th>Completion and refinement of assignments and MoPTA, with peer review</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Total</td>
<td>112.5 hours</td>
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</table>

### Potential Readings and Resources


Knight, J. (2014). What you learn... when you see yourself teach. *Educational Leadership. 71*(8), 18-23.


