THE TEACHER AS PROFESSIONAL EDUCATOR

Department of Middle and Secondary Education

Course Title: Secondary Block II Field Experience

I. Catalog Description and Credit Hours: Integration of appropriately designed field experiences corresponding with achievement of the state standards specified in Middle and Secondary Block II coursework. (2)

- Prerequisite(s): Successful completion of Block I and admission to the teacher education program

Co-requisites: Secondary:
EF304 School and Society
SE306 Theories of Learning & Management
SE307 Reading & Writing in Secondary Education
SE308 Fundamentals of High School Education
SE275 Diversity in America’s Schools

Co-requisites: Middle:
SE301 Fundamentals of Middle School Education
SE302 Reading & Writing in Middle School Education
EF304 School and Society
SE306 Theories of Learning & Management
SE307 Reading & Writing in Secondary Education
SE275 Diversity in America’s Schools

III. Purposes or Objectives of the Course:

A. To provide a supervised experiential field placement so that teacher candidates can observe and work with students in an appropriate classroom setting while completing co-requisite Block II assignments.

B. To provide opportunities for the teacher candidate to observe the role of a professional educator in an appropriate classroom setting.

C. To provide the teacher candidate the opportunity to learn and apply state standards to course expectations.

D. To expect teacher candidates to provide a written reflection of observations and learning experiences in the classroom.
Alignment Matrix

<table>
<thead>
<tr>
<th>Objective</th>
<th>COE (Conceptual Framework) Standard Met</th>
<th>INTASC Standard</th>
<th>DESE (MOSTEP) Standard</th>
<th>Assessment Ensuring that the Objective has been met</th>
<th>Number of Hours Allocated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of the course the student will have be provided:</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1</td>
<td>A supervised experiential field placement so that teacher candidates can observe and work with students in an appropriate classroom setting while completing co-requisite Block II assignments.</td>
<td>3.2 4.3</td>
<td>3.5</td>
<td>1.2.7.2 1.2.8.3 1.2.10.4</td>
<td>Reflections on field observations</td>
</tr>
<tr>
<td>2</td>
<td>Opportunities for the teacher candidate to observe the role of a professional educator in an appropriate classroom setting.</td>
<td>3.2 3.3 3.4 3.5 4.3</td>
<td></td>
<td>1.2.7.2 1.2.8.3 1.2.10.4</td>
<td>Reflections on field observations</td>
</tr>
<tr>
<td>3</td>
<td>The opportunity to learn and apply state standards to course expectations.</td>
<td>1.1 1.2 1.3</td>
<td></td>
<td>1.2.1.1</td>
<td>Lesson plan</td>
</tr>
<tr>
<td>4</td>
<td>The opportunity to reflect on observations and learning experiences in the classroom.</td>
<td>3.2 3.3 3.4 3.5 4.3</td>
<td></td>
<td>1.2.7.2 1.2.8.3 1.2.10.4</td>
<td>Reflections on field observations</td>
</tr>
</tbody>
</table>

Relationship of the Conceptual Framework to Standards
Southeast Missouri State University’s Conceptual Framework is predicated on the belief that all students can learn and every child deserves dedicated teachers who have a firm grasp of content, are effectively trained, and know how to teach to high standards. An increasing emphasis on professional standards for educators reinforces the relevance of the College of Education’s vision of a competent, reflective, and caring professional as the grounding tenet of our conceptual framework as well as a commitment to proficiency in literacy, diversity and technology. As the lists of expected achievement indicators, competencies, and dispositions issued by government and professional groups become more extensive, only a competent professional who actively reflects on his/her teaching, while maintaining a caring attitude, is and/or will be capable of meeting the intent of those standards.

IV. Student Learning Out Comes

The students will:

A. Observe at least 45 hours and present 3 lessons appropriate to the grade level and subjects they will teach.

B. Document their reflections of their experiences and observations on various aspects of their field experiences in a middle or high school.
C. Interact in a professional, effective manner with peers, school personnel, students, parents, and other community members to support students' learning and well-being.

V. Expectations of Teacher Candidates:

A. Complete supervised experiential field placement and observe and work with students in an appropriate classroom setting while completing co-requisite Block II assignments.

B. Observe the role of a professional educator in an appropriate classroom setting.

C. Learn and apply state standards to course expectations.

D. Provide a written reflection of observations and learning experiences in the classroom.

E. Demonstrate professional dispositions (dress, manners, attitudes, etc.) while working within the school setting.

VI. Course Outline or Content:

A. Orientation to the Field

B. Field-based observations, participation and activities

VII. Textbook(s) and/or Other Required Materials or Equipment:


VIII. Basis for Teacher Candidate’s Evaluation

A. Active participation in field orientation

B. Active participation in the assigned field experience;

C. Written reflections related to weekly field experiences;

IX. Grading Scale

A  100% to 90%
B  89% to 80%
C  79% to 70%
D  70% to 60%
F  Below 60%
X. **Academic Policy Statement:**
Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. 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 and Cheating.

XI. **Student with Disabilities:**
Southeast Missouri State University and Disability Support Services remain committed to making every possible 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. Accommodations are implemented on a case by case basis. For more information visit the following site: [http://www6.semo.edu/lapdss/index.htm](http://www6.semo.edu/lapdss/index.htm)

XII. **Civility and Harassment**
The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, discriminate among values, and make relevant judgments. A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Mutual respect for all as well as a no tolerance policy on harassment of any kind is expected. 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 well as to respect private and public property.

XIII. **Professional Dispositions for Teacher Education**
The Dispositions, as assessed within Teacher Education are guided by the central core of the Conceptual Framework. The beliefs and attitudes related to the areas of competence, reflection and caring, were the guiding force in establishing the 11 current dispositions assessed beginning in Block II within the initial teacher preparation program and the clinical experiences at the graduate level. These dispositions continue to be validated by P-12 personnel, faculty and the candidates themselves as the evaluation process evolves. In 2007, an Improvement Disposition Plan (IDP) form was created to inform and remediate the candidates who did not meet or exceed the expectations of the unit. The IDP form is available for faculty to utilize during supervision of field experiences, as well as in the classroom setting.
The following assessed *dispositions* are listed under the applicable Conceptual Framework Term.

**Competent:**
- Self-initiative/Independence
- Reliability/Dependability
- Attendance/Punctuality

**Reflective:**
- Response to feedback
- Desire to improve teaching performance

**Caring:**
- Tact judgment (with peers and/or instructors)
- Interaction with students, peers, teachers and others
- Collegiality
- Attitudes towards learners/Fairness
- Attitudes towards cultural, ethnic and socioeconomic diversity
- Commitment to the profession

DEPARTMENTAL APPROVAL DATE: 4-7-10, 4-25-12

COLLEGE COUNCIL APPROVAL DATE: 05-13-10, 5-8-12