
Course: ED252 O Field Experience I
Credit: 1 credit hour
Semester: Spring 2022 (Cycles 4 & 5)
Date & Time: Thursday, 1:00 to 2:00 p.m.
Additional time will be required for observations
Location: East Education Building, Room 125
Instructor: Mrs. Karen Hange
Contact Info: Office phone: 816-425-6186
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I. DESCRIPTION

This course consists of observation and participation in the ongoing teaching/learning situations in classrooms. Field experiences will be arranged based on the current requirements of the Missouri Department of Elementary and Secondary Education. (Prerequisites: ED190 or permission of the Education Department Chair).

II. DEPARTMENTAL THEME STATEMENT

The Educator Preparation program at Calvary promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each teacher candidate. Students should graduate with a desire to be lifelong learners and servant-leaders.

III. OBJECTIVES

A. General Competencies to be Achieved: The student will:

1. Investigate the **role of the classroom teacher** in the total school context.
 - a. PLO-1, 2, 4, 5; MTS-2, 5, 6, 8
 - b. Assignments: B1, B2
2. Observe and successfully participate in specific **classroom experiences**.
 - a. PLO-4, 6; MTS-5, 8, 9
 - b. Assignments: B2

B. Specific Competencies to be Achieved: The student will:

1. Identify specific **characteristics of a master teacher** as he/she fulfills his/her daily tasks and routines.
 - a. PLO-3, 6; MTS-5, 6, 7
 - b. Assignments: A1, B1
2. Gain insight into the **daily operations** of a classroom.
 - a. PLO-3, 6; MTS-2, 4, 5
 - b. Assignments: B2
3. Begin to formulate a **classroom management** policy for the future.
 - a. PLO-1, 3, 4; MTS-5, 6, 9
 - b. Assignments: A1, B2
4. Recognize **diversity in students** and teaching strategies used to meet their needs.
 - a. PLO-1, 3, 4; MTS-2, 6
 - b. Assignments: A1, B2
5. Understand the role and significance of education and instruction relative to different **types of school environments**.
 - a. PLO-1, 2, 4, 6; MTS-1, 2, 3, 5
 - b. Assignments: A1, B1, B2

IV. **MATERIALS:**

- A. Bible (Please refer to Course Policies.)
- B. There will be no textbook for this course.

V. **REQUIREMENTS**

A. **Reading Assignments:**

Articles and handouts will be distributed by the instructor to align with weekly topics. Students may also be asked to research and provide access to articles based on the weekly topics.

B. Activity Assignments:

1. ***Participation in Discussion Sessions:*** All students must attend the arranged university class sessions. During these sessions, students will receive information regarding the arrangements of field experiences. In addition to receiving information, students are expected to participate in class activities which may include sharing their Reflective Journal observations, leading a group discussion, or sharing a case study related to their observations.
2. ***Observations:*** Students will complete 30 clock hours of observation. The course instructor will arrange for some group visits. Students will be responsible to independently complete the remainder of the observations. All classroom observations must comply with the current requirements of the Missouri Department of Elementary and Secondary Education.

Before beginning classroom observations, students must complete: 1) a background and fingerprint check, and 2) the Application for ED-252 Field Experience I Form.

C. Written Assignments:

Journal of Observed Experiences for ED252 Field Experience I: Reflective practice is an important concept and an expectation by DESE for all Missouri certified teachers. As you spend time in the classroom, use the concepts introduced in this course to record systematic observations of the various educational settings that you visit.

Reflection Summary of Field Experience I: After completing the 30 hours of observational experience, students will have visited several different schools and seen many different teaching styles and classroom dynamics. As a culminating activity, students will write a reflection paper of 3-4 pages that discusses their thoughts on the different school environments that they have observed.

VI. METHODS

A. Teaching and Learning

1. Reading
2. Observations
3. Journal
4. Practicing skills
5. Discussions

B. Grading

1. Weight given to assignments:

Assignments:	Points:
Reading assignments	20
30 Hours of Observation & Summary Reports	30
Reflection Summary of Overall Experience	30
Participation in Discussion Sessions	20 (2 x 10 sessions)
Total:	100 points

2. Late Assignments

Late assignments may be penalized at the discretion of the instructor.

1. Letter / Numerical Grade Scale

The grading scale listed in the current University Catalog will be used for this course.

VII. COURSE POLICIES

Students in the Teacher Education Department at Calvary University are also to abide by the policies listed in the Educator Preparation Program Handbook.

A. Grade Requirements

Education majors must maintain a high standard for GPAs to successfully complete their program. Education majors must maintain a 3.0 GPA in Professional Education and Content Area coursework. ***This course must be passed with a grade of “C” or higher depending on the student’s GPA in Professional and Content Area courses. Receiving a grade lower than a “C” will mean that this course must be repeated.***

B. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

C. Academic Honesty

Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person’s ideas and presenting them as your

own. All papers must be submitted in APA format and submitted to Turnitin prior to uploading onto Canvas.

D. Academic Activity & Participation

Students learn best when they take an active part in the learning process. Students will be expected to engage in the material presented weekly and be able to summarize the content to meet learning objectives. During field experiences, emergency absences are restricted to serious illnesses or crisis situations. Days missed for any emergency absence must be made up. When an absence is necessary, the student observer must notify the university supervisor in advance (i.e., no less than two hours before the school day is scheduled to begin).

E. Technology

Using technology to enhance the learning experience is an integral part of this course. However, technology can also cause distraction and inattentiveness. Cell phones should be set to silent and placed on the table or in a backpack/purse. ***Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.***

Field experience participation is a privilege, not a right. Student observers should turn off their cell phone and store it in a bag or purse. Students may not use the Internet or send text messages during a field experience unless specifically assigned to do so by the cooperating teacher. Working on other assignments during a field experience is strictly prohibited. Students should make the most of the wonderful opportunity they have been given to learn from master teachers.

F. Accommodations Statement

G. Students with disabilities have the responsibility of informing the Accommodations Support Officer (aso@calvary.edu) of any condition that may require support.

H. Style Guide

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

I. The Clark Academic Center

The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all Calvary University students. CAC assists with all facets of the writing process, tutors in various subject areas, prepares students for exams, facilitates with time management options and proctors tests. Please take advantage of this service.

About Changes to this Syllabus: *The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*