Course Syllabus
EDUC 650: Reflective Teaching Field Experience
Winter & Spring 2015
Meeting Day and Time: Fridays, from 1:30 – 3:00

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Office Hours: By appointment

Course Description
Field experience is a significant part of your professional development as prospective teachers. Beginning in January, you will gradually ramp up your skills to begin full-time student teaching. You will work with your mentor and field instructor to hone those skills so when you leave the program in June you will be ready to teach in your own classroom. Throughout this period, you will have the opportunity to work on your practice and reflect on the growth that will take place. Studies of teacher learning suggest that teachers who study and reflect on their work and connect it to research and theory are better able to identify areas for improvement, consider alternative strategies, and solve problems of practice (Freese, 1999; Laboskey, 1992). EDUC 650 is a seminar designed to enhance your learning in the field by encouraging such studies, reflection, connections, and applications. During the seminars, you will be engaged in discussions about teaching, learning, and other issues relevant to your field experience. Through your work in the representations of practice, classroom observations, lesson planning, teaching practice, conversations with teachers and students, seminar discussions, and other coursework, EDUC 650 will challenge you to:

- critically reflect on teaching moves – your own and your mentor
- develop awareness of assumptions (your own and others) about teaching/students
- identify problems of practice, articulate them, and solve/manage them
- develop a discourse for talking about/improving teaching
- engage in reflection-in-action and reflection-on-action
- differentiate instruction
- collect and assess evidence of student learning
- become members of a professional community

EDU 650 Seminar & Field Expectations

Course Assessment
You will demonstrate your success in the seminar course in the following ways:

1) by attending and actively participating in the seminar course;
2) by completing seminar assignments and tasks, including the compiling artifacts and records of practice from the field to bring to seminar discussion, lesson plans, and others as requested
3) by attending your field placement in the designated days outlined in the section below, ‘Expectations about Field Work Attendance’; and
4) by achieving a rating of “ready for hire” in a majority of the five outcomes (and a majority of the competencies within each of those) by the end of the winter and spring terms, and no rating below “developing” by the end of winter term.

This is a “Y” course and will be graded “Satisfactory” or “Unsatisfactory” at the end of the spring term. Please understand that you will receive a grade of “Unsatisfactory” if you do not achieve the required rankings on the outcomes. This will impact your ability to move into the spring semester of the program. You may also receive a grade of “Unsatisfactory” for not meeting a combination of the goals.
**Grading**

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<th>FIELD</th>
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<td>• Attainment of competencies</td>
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<td>• Assignment/Task Completion</td>
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**Late Work**

I expect that all assignments for this course will be turned in on time. If extenuating circumstances prevent you from turning in an assignment on time, please contact me via email prior to the submission deadline.

**Expectations about Field Work Attendance**

As a professional, it is expected that you will be at your teaching site all day and on time (at the time agreed upon at our Getting Started Meeting) every morning and that you will be there all day on Monday and Tuesday, from January 5 until March 27. Then, from March 30 until the end of the host school calendar, in June, it is expected that you will be at your teaching site all day, from Monday to Friday, each week. In the event that you need to miss a day due to illness, emergency, religious holiday, or any other reason, it is imperative that you let your mentor teacher know as soon as you are aware of the absence. When contacting your mentor teacher, please make sure you have communicated with a person, sending an email is not enough. Check with your mentor teacher about who to contact. For example, you might call your mentor’s cell phone, the main office or another teacher at your placement. Additionally, if you were responsible for any part of the lesson, you should send appropriate plans to your mentor teacher in your absence. Second, you must notify your field instructor before the absence via phone or email. Please note that regardless of your mentor teacher’s attitude toward absences, the School of Education requires you to attend your placement every day you are scheduled to be there and does not excuse absences for sport events, vacations, or family functions. Please review the Program and Policy Handbook (p.14-15) for further information about SOE absence policies while student teaching and plan your life accordingly so that you do not miss field placement time. Interns will follow the host school calendar for this time period, following the breaks and professional development days in their placement school.

In accordance with the Program and Policy Handbook you are permitted one personal day in each term of your field placement for a non-specified reason for absence from the field. However, this absence must be arranged well in advance with your field instructor and mentor teacher.

**Professionalism and Preparedness Expectations**

Another aspect of professionalism is preparedness. It is expected that you will thoughtfully prepare for all field-based work in this course. For our field-based assignments, being able to work with students is contingent upon submitting acceptable plans on time. As described below, all lesson plans and other teaching materials should be submitted at least 48 hours prior to teaching.

Another aspect of professionalism in a school setting is professional dress. As you did last term, take your cues from the teachers at your school site regarding dress and ask about what is appropriate. In the past, interns have been surprised to find that people in the school setting considered their clothing to be “revealing” or too informal. When in doubt, go for the more formal clothing choice. As an adult in the classroom, school faculty administrators, parents and community members, and students should be able to identify you as a responsible adult given charge of children’s learning, care, safety and security. Continuous wearing of unprofessional attire to your school site after being warned may be grounds for removal from your placement.
Personal Technology Use
Appropriate use of electronic devices is a part of your professional participation in our class. Using laptops or cell phones as tools for your learning is acceptable, as long as it is not distracting to you, your colleagues or your instructor. Examples of acceptable use of electronic devices include making records of your practice and consulting resources for work in class. Non-instructional texting, phone calls, social networking, shopping, and other non-instructional use of these devices during class is unacceptable, and will result in a reduction in your participation grade. If you are concerned about your ability to meet this professional expectation, please discuss your concern with me. Please let me know if there is an emergency that affects your need for using a phone during class time.

Accommodations for Students with Disabilities
If you are registered with the Office for Services for Students with Disabilities, please share your VISA (Verified Individualize Services and Accommodations) form with me at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress.

If you think you may need an accommodation to complete the requirements of this course, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate academic accommodations. SSD (734-763-3000; http://ssd.umich.edu) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

Part 1: Field Experiences
Be sure to read the Program and Policy Handbook for University of Michigan-Ann Arbor Teacher Education Programs found on site-maker http://sitemaker.umich.edu/education.ct/teaching_interns. We will adhere to the policies in that document.

Field Experience Goals
The goal of your student teaching experience is to demonstrate that you have become an effective and influential novice teacher who is prepared to enact high leverage practices for teaching in a secondary school. Effective teachers can demonstrate, through evidence, that student learning has occurred in relation to instructional goals. Influential teachers (Ruddell, 1995) are characterized as:

● using highly motivating and effective teaching strategies to create excitement about subject matter content,
● exhibiting a strong sense of personal caring about students, and
● demonstrating the ability to design and adjust instruction to meet student needs.

Throughout the semester, your seminar work will support you with achieving these goals. In your clinical fieldwork, you will be gaining practice-based experience with and knowledge about the Secondary MAC Outcomes, as you plan for and enact your teaching. Your field instructor and mentor teacher will work with you to help you reach the seminar goals. During your student teaching we will ask you to demonstrate:

● **Your knowledge of the practices associated with the Secondary MAC Outcomes.** During seminar and lesson planning we will expect you to use professional language when describing the practices that successfully advance student learning or represent that you are an influential teacher.

● **Your capability to justify your selection of these practices to reach your instructional goals.** During seminar discussions, in pre- and post-observation memos as well as your lesson plans, and through observation debriefs, we will ask you to use program outcomes, readings from the program, or professional experiences and knowledge you have gained from working with mentor teachers or schools to explain your choice of practices and why you think these practices support student learning.

● **Your successful use of these practices to support student learning.** You will be asked to provide evidence through artifacts, records of practice, or data from field instructor or mentor teacher observations to show your use of high leverage practices. In addition, you will be asked to document how these practices advanced student learning to meet your instructional goals (e.g., in pre- and post-observation memos). If your instructional goals are not met, we will ask you to describe how you will improve your practice for future teaching.
You will demonstrate success with these goals in the following ways;

1) By successfully completing and documenting all of the Field Experience Tasks during your student teaching (described below)
2) A successful rating expectation on the teaching practices final assessment in spring that includes receiving a ranking of “ready for hire” on a majority of the outcomes and no ranking below “appropriate for student teaching”.

I. Student Teaching Stages

Stage 1. Co-Planning and Co Teaching – Apprentice Teaching

Interns will be expected to be in the classroom with their mentor teacher every morning and two full days starting when the host school returns from winter break in January. This modified full/half day schedule runs through March 27th. When it is most appropriate in your school, you should take on responsibility for teaching classes in the morning, supported by the mentor through modeling, co-planning and co-teaching. The scheduled time in school should match the schedule of the mentor teacher- a general guideline is starting 30 minutes before the start of the school and ending at least 30 minutes after classes have ended at the school. It is possible to stay after to work with your mentor teacher based on your mentor teacher’s after school responsibilities.

During this time, you will participate in two levels of co-teaching:

Level 1, Jan 5- Jan 23: You will assist the mentor teacher with teaching to help end the quarter/semester and review lessons in preparation for the mid-year assessments (if appropriate). You should be involved with daily routines and activities such as starting class with bell work, working with groups during seatwork, and end of class activities. During this time you will do his/her co-planning with his/her mentor teacher for their student teaching.

Level 2, Jan 26 – Feb 27 or after the start of the new quarter: you will participate in a variety of teaching activities where you take on co-teaching with the mentor present to co-instruct or to provide support for one to two classes of one “course prep”. Support can consist of having you collaboratively teach with the mentor teacher where each person carries out a lesson activity in the same class period and/or parallel teach where you copies the work of the mentor teacher by duplicating the work of the mentor teacher (e.g., the mentor teaches first hour, you teach the same lesson second hour.) All lessons taught by you should be co-planned or reviewed by the mentor teacher prior to teaching. During this time, the mentor teacher and you will work to transition classroom authority for management of behavior to you, including agreeing on which classroom management issues will be handled by you and which by the mentor teacher.

Stage 2. Novice Teaching

March 2 through March 27: two full days, three half days in the placement school.

March 30 through June 12 or the last day of school in your placement district: five full days in the placement school.

During Novice Teaching, you will be expected to take on more individual responsibility for planning, teaching and assessing students. Interns will follow the host school calendar for this time period following the breaks and professional development days in schools.

During Novice Teaching, you will plan a teaching sequence that lasts for several weeks. During this time you will be co-planning and co-teaching with the mentor teacher, but you will take the primary instructional role. For the later part of Novice Teaching, you will take the lead for one or two class preparations for several periods a day, and operate on an assistive, collaborative, or parallel teaching co-teaching model for the other periods, different subjects or AP classes. You need to experience what it is like to plan and teach for a full day of instruction for multiple days.

II. Field Instructor Observations and Conferences

An important part of the seminar is to provide a hub where you will connect with your field instructor and peers, make plans for field visits, and handle issues that arise during fieldwork.
Formal Observations and conferences:
From the start of student teaching in January until April 24, you will be observed formally by your field instructor four times and will debrief about those observations with your field instructor each time. You will be formally observed once during the last six weeks of the MAC program in May/June. Observations are to be spaced out appropriately over the course of the semester and scheduled at least a week in advance.

To schedule our observations and conferences, please use the “Scheduling classroom observations“ Google spreadsheet. As you did last term, to schedule an observation or conference, enter the date and time of the event in the row associated with your name and the column associated with the given or conference that you are scheduling (e.g., getting started meeting, 1st teaching experience). Please also e-mail both when you add something to the spreadsheet and if you need to reschedule an observation or conference.

In addition to scheduled observations and conferences, I may stop by unannounced. Please inform me of any dates where there will not be instruction happening in the classroom so that I do not show up on these days.

Observation Lesson Plans and Video Documentation
At least 48 hours prior to the observation, submit a pre-observation memo, including a lesson plan and any supporting materials (i.e. handouts, worksheets, PowerPoint presentation) to should to your Dropbox on the EDUC 650 CTools site. Following your observation, you and your field instructor will debrief your lesson (mentor teachers are welcome to participate). Finally, no more than 48 hours after this post-observation meeting, you must submit your post-observation memo, reflecting on the lesson and your post-observation meeting, and include goals for your next lesson. This memo should be also be submitted to your Ctools Dropbox.

You are required to video-record all of your observed lessons (arranging for video equipment is your responsibility), so that you may review the video following your observation and debrief with your field instructor. Videos should be submitted via M+Box. Please create an M+Box folder using the naming format: LastName_FirstIntial_ED650W14_Observations. Then, add me (nboilea@umich.edu) as a Viewer. Label each video with your name, observation number, and date of observation, using the following format: Last Name_First Name_Observation#X_MM-DD-YY.

Outcome Conference
Over the course of the winter and spring semesters, you will have three outcome conferences with your Field Instructor (field instructor) and Mentor Teacher (mentor teacher). The first conference will be a mid-term conference in winter term and then, an end-of term conference at the end of the winter term. The final competency conference will be at the end of the spring term. At each of these meetings, we will use the outcome evaluation document to discuss your progress. It is expected that for each of these conferences, you, your field instructor, and your mentor teacher will complete the outcome evaluation document prior to attending the conference. The goal of these meetings is to review what progress you have made, and identify what areas of difficulty need to be addressed in your teaching. After each of these meetings, your field instructor will provide a summary document of the discussion that identifies areas to be addressed before the next conference. It is our expectation that you will demonstrate growth between each conference.

Drop-in Observations
In addition, your field instructor may be in your classroom doing informal observations or check in visits. No documentation is required to be submitted before these visits.

Observations & Conference Timeline:
1. Getting Started – Goal Setting Meeting (w/ mentor teacher and field instructor): should be completed no later than week of January 12
2. Observation 1: January 19 – February 13
3. Observation 2 and Midterm Conference (w/ mentor teacher and field instructor) These can be scheduled together or separately: February 16-March 6
4. Observation 3 March 9-March 27
5. Observation 4 March 30-April 17
6. Certification Confirmation/Final Winter Conference (w/mentor teacher and field instructor)This must be completed before April 24*
7. Observation 5 May 4-May 29
8. End of Program Competency Conference (w/mentor teacher and field instructor). This must be completed before June 5

**NOTE:** Though a recommendation to certify an intern will likely be made at the Final Winter Conference meeting, actual recommendation for certification will not be done until the end of May. If an intern does not continue to meet the expectations of student teaching after this meeting, the decision to certify can be rescinded.

### III. Field Experience Tasks

To help you demonstrate that you have met these clinical goals, we ask that you engage in a set of specific teaching tasks during your student teaching and gather artifacts of these tasks that may be used as you compile your master’s thesis portfolio.

Teaching requires routine goal setting, determining assessment practices to measure if students have met these goals, and designing instructional tasks to help students learn. To document your competency with the Secondary MAC Outcomes, we have identified a set of key field experience tasks that will be integrated into your student teaching experience. For each task, you will need to document your successful completion of it. All documentation (with the exception of videos) should be brought to seminar class on the dates indicated, as they will be used as a part of our seminar discussion.

For each task, documentation will include:
- your lesson plan/or a description of the action (this may also include annotation and reflection)
- a “record of practice” or artifact to demonstrate your participation in the task. This might include handouts, 3-5 examples of student work, or video of you teaching.

1. Establish and Maintain Productive Instructional Routines - Classroom Management Plan

Interns will provide a short description of a classroom management plan for when s/he is taking the lead for classroom instruction. This plan should build off of the plan already in place by the mentor teacher. This description will include:
- A description for how key management problems will be addressed. This includes the expectations, rules, or norms that you have for student behavior, the practices for communicating these expectations, rules, or norms to students, and the consequences for students if these expectations, rules, or norms are not met. Consequences should go from least to greatest form of intervention and match the school practices for behavior management.
- A description of the routines and practices for preventing management problems in a target class summarizing the routines for launching a lesson, the routines for transition between lessons, and the routines for student organization and arrangement. The description should include how student attention is achieved (100%, Strong Voice), how directions are presented to students (Signaling “What to do” and “Do it again”) and what actions are taken if students do and do not comply with the routines.

The plan should include considerations for managing people, space, time, information in the secondary classroom, including:
- Procedural considerations (attendance, material distribution, seating arrangement, calling on students, classroom interruptions)
- Student work and grading
- Entering and leaving the classroom
- Classroom guidelines/rules
- General student behavior
- Communicating with families

2. Communicate with Parents & Build Relationships - Final Documentation

- By 2/6 – Observe mentor teacher making a call or work with mentor to compose an email
- By 2/13 – Contact 4 different parents, two via e-mail and two via phone. You should give both positive and corrective feedback using each mode of communication. You can also talk with parents face to face instead.
- By 2/20 – Attend an after school event and talk to parents informally at this event to learn more about your students.

Copies of parent correspondence and log of your contacts and events that you attend could serve as an artifact for this task.
3. Design a Formative Assessment Task
You will co-design an “informal” formative assessment task with your mentor teacher. Examples include having students draw a model of a process, completing a KWL chart, or completing an exit slip at the end of class. This should not be a quiz. Your mentor teacher will teach the class and you will give the assessment. Together, you will determine how well the task a) provides information about what the students have learned and b) how to use this information to plan the next steps in instruction.

4. Probe and Use Student Thinking Before, During, and After Instruction: Provide Feedback to Students
You will co-design an assessment task with your mentor teacher that gathers evidence of student learning on a specific topic for a lesson taught by your mentor teacher. This assessment should have students working out a problem or explaining something. This assessment might be a short quiz, constructed response, or written assessment. You will be responsible for reviewing the student’s work and providing feedback to the student on the expressed ideas. Together with your mentor, you will review the practices for providing feedback that support student learning.

5. Design a Summative Assessment
You will co-design a summative assessment task with the mentor teacher that gathers evidence of student learning on a specific topic and competencies for a set of lessons co-taught by you and your mentor. This assessment might be a larger quiz, test, or project. You will be responsible for reviewing the student’s work and providing feedback on the assessment. Together you and your mentor will review the practices for providing feedback that support student learning.

6. Complete all Exceptionalities Assignments and Expectations

Part 2: Seminar

Assignments
In addition to documenting the tasks above, there might be a few other assignments for seminar.

Resources:
Program and Policy Handbook
https://drive.google.com/a/umich.edu/file/d/0B-9IR8DuVHHrNmw4N3RxV3ZOW1E/edit

State of Michigan High School Content Expectations:

NCTM:
http://www.nctm.org/standards/content.aspx?id=16909
http://www.nctm.org/resources/content.aspx?menu_id=598&id=7634

http://www.fayar.net/east/teacher.web/math/Standards/index.htm

CCSSMP:
http://illustrativemathematics.org/standards/practice

Inside Mathematics Teaching Videos:
http://www.insidemathematics.org/