Ed 650 Reflective Teaching: Field Experience
Section: 008, Science
Friday 1:30-3:00 p.m.
Room: SEB 2241

Instructor: Andrew Kwok
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314-651-7598

SEB Room 3003
Office Hours: Friday 3:00-4:30 p.m. or more preferably by appointment

Description
EDUC 650 is a seminar designed to enhance your learning in the field by encouraging study, reflection, connection, and application of teaching practice. During the weekly seminars, you will be engaged in discussions about teaching, learning, and other issues relevant to your field experience. Field experience is a significant part of your professional development as prospective teachers. During the Winter term, you will continue to build your skills as a beginning teacher to eventually facilitate your own classroom. You will practice a set of essential teaching practices by micro-teaching and rehearsing during your seminar and in the field with the support of your mentor teacher. In doing so, you will be engaged in reflection on your teaching, your growth throughout the program, and establish goals for subsequent terms in the program, as well as for your first year of teaching. 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).

Field Experiences
Be sure to read the Program and Policy Handbook for University of Michigan-Ann Arbor Teacher Education Programs found on sitemaker.umich.edu/education.ct. We will be adhering to the policies in that document.

Field Experience Goals
The goal of your practicum and student teaching experience is to begin to instill the capacity to demonstrate that you can 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 K-12 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 this semester, your seminar work will support you with enacting these practices and reflecting on your progress towards these goals. In your clinical fieldwork, you will continue to gain practice-based experience with and knowledge about MAC competencies as you enact your teaching. Your field instructor and mentor teacher will work with you to help you reach the seminar goals. During this term, you will be able to:

1. explore and reflect on teaching moves – your own and your mentor’s
2. develop awareness of assumptions (your own and others) about teaching/students
3. identify problems of practice, articulate them, and solve/manage them
4. develop a discourse for talking about/improving teaching
5. collect and assess evidence of student learning
6. learn to become members of a professional community
7. reference program competencies, readings from the program, or professional experiences and knowledge you have gained from co-observing and co-planning with your mentor teacher, and his/her choice practices and why you think these practices support student learning;
8. observe modeled instruction and use professional language to discuss teaching practice using evidence that you collect of your mentor teacher’s practice through artifacts, records, and/or field notes from field.
9. co-plan and independently plan and teach portions of lessons
10. enact a few essential teaching practices (e.g. launching a lesson, working with small groups, questioning, etc.)
Course Assessment
You will demonstrate success with these goals in the following ways:
1) by attending and actively participating in the seminar course;
2) by completing seminar assignments and tasks, including the compiling records of practice from the field to bring to seminar discussion, lesson plans,
3) by attending your field placement in the designated days outlined in the section below, ‘Expectations about Field Work Attendance’; and
4) by achieving successful ratings on the teaching practices competency final assessment that include receiving a ranking of “appropriate for student teaching” on the majority of competencies by the end of the Winter term, and no ranking below “developing” by the end of Winter term.

This course is graded “Satisfactory” or “Unsatisfactory”. 80%+ is needed to attain “Satisfactory”. Please understand that you will receive a grade of “Unsatisfactory” if you do not achieve the required rankings on the competencies, which will impact your ability to move into the next semester of the program. You may also receive a grade of “Unsatisfactory” for not meeting a combination of the goals.

Grading

<table>
<thead>
<tr>
<th>FIELD</th>
<th>75%</th>
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<tbody>
<tr>
<td>● Attainment of competencies</td>
<td>80%</td>
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<tr>
<td>● Attendance</td>
<td>20%</td>
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<table>
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<tr>
<th>SEMINAR</th>
<th>25%</th>
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<tbody>
<tr>
<td>● Assignment/Task Completion</td>
<td>80%</td>
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<tr>
<td>● Preparedness &amp; Participation</td>
<td>20%</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. Unexcused late work will be deducted 10% for each day that it is late.

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) on Tuesdays and Thursdays. 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 Tuesday and Thursday 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 practicum 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 throughout all three terms 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. Failure to submit plans in a timely manner (typically at least 24 hours prior to teaching) will result in not being able to engage in the field-based work and you will receive a 0 for the assignment.

Another aspect of professionalism in a school setting is professional dress. 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.

**Schedule Updating & Communication**
One area that will be crucial in effective field instruction is proper communication between you, the field instructor, and the mentor teacher. A Google Calendar will remain as the primary source of field observation visits. Please make sure you check the calendar once a week to verify visits. Please communicate to your mentor teacher of the field instructor visits, though they should have access as well.

**Assessments**
Throughout the winter semester, you will work on three types of assessments to build your practice. These assessments should not be too far removed from your daily workload and should help you to think more critically and explicitly about developing as a professional.

**Classroom Management**
Classroom seating chart- a seating chart will be created at the beginning of your field semester to help you think about how to design your class and how to work with student dynamics. You will want to think about how you will want to set up desks and where specific students should be placed. In order to make your thinking explicit, you will categorize students accordingly (i.e. academic, behavioral) and give some context to your decisions. Additionally, you will identify recognizable portions of your class. This includes placing items such as a teacher’s desk, projector, student work, trashcan, supplies etc. You do not need to implement the design into your class but you should try to negotiate with your mentor teacher trying the seating chart at least for once class period (i.e., if you have a specific group activity). Utilize all materials in your current field class as if it were your own class. Due 1/24.

Classroom management plan- using a template of various procedures and consequences, begin charting out what you would want to do for your own class. You should draw from your current field experience and update this throughout the semester as you see fit. Feel free to format and adjust the template accordingly; drastic changes should be discussed with the instructor first. Ideally, you will implement different portions of the management plan as you get more integrated into your field placement. Due 3/14.

**Unit & Assessment Planning**

Unit plans- you are currently scheduled to create three different unit plans at the end of each month, hopefully something that is already happening in your field placement. You will use the unit plan template (adjusted accordingly) and create lesson plans as necessary. You may use pre-existing curriculum that your mentor teacher provides but make sure that you make modifications to meet the criteria for each unit. Make sure to also notate what is pre-existing and what is created (possibly by using different color font). Unit plans must be a minimum of one week, with no cap for maximum length. The three unit assignments are:

1. Unit plan with **three** activity features, with 2 full lesson plans required. Due 1/31.
2. Unit plan with **all** activity features, with 3 full lesson plans required. Due 2/28.

Activity features include: demonstration, engaging presentation, laboratory, small group instruction, whole group discussion, and literacy-based instruction (reading, writing, vocabulary). One unit is required to be created prior to implementation; two units are recommended.

Diagnostic assessment- to aid and inform your unit planning, diagnostics are tools to gather what students know about a particular topic. For a unit, you will create a diagnostic assessment that will measure student baseline. You will implement the diagnostic and create a 1-page (single-spaced) appendix to one of your units detailing what information was gained from the diagnostics and how that information informed future instruction and planning. Include your diagnostic in the appendix as well. Note: use evidence for why you made changes. Due 2/14.

Mastery learning assessment- you will create a brief mastery assessment to measure student learning. Each question will be very intentional, focusing on quality instead of quantity of questions. Each scaffolded question will be of increasing difficulty, forcing you and the students to critically think and apply content. Turn in the assessment, one example of student work achieving each level of mastery (if applicable), and a 1-page reflection on your experience using this type of assessment. Due 3/28.

**“Extra-credit” Opportunities**

For any missed day in the field or at a seminar, you can do one of the following activities to make up the absence. Two notes: 1) make sure each absence follows protocol and 2) a missed seminar must be discussed by individual with the instructor:

1. Attend a student extracurricular event. Provide some sort of proof and write a brief ½ page narrative of your experience.
2. Create an additional lesson for a unit. Make sure it is clear so it is given credit.
<table>
<thead>
<tr>
<th>January</th>
<th>Preparing Your Practice</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Topic: Searching for your teaching personality</strong></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
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<tr>
<td>• Creating expectations for the coming semester</td>
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<tr>
<td>• Understand the difference between preparation and pedagogy</td>
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<td>• Understand the different factors that influence your teaching style</td>
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<td><strong>Week 2</strong></td>
<td><strong>Topic: Checking for understanding</strong></td>
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<td><strong>Objectives:</strong></td>
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<tr>
<td>• Differentiate between direction and content CFU</td>
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<tr>
<td>• Practice CFU in small group and whole group instruction</td>
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<td>• Prepare CFU’s as part of preparation</td>
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<td><strong>Week 3</strong></td>
<td><strong>Topic: Building routines and procedures</strong></td>
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<td><strong>Objectives:</strong></td>
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<tr>
<td>• Building in class participation</td>
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<td>• Having a culture of 100 percent compliance</td>
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<td>• Building class and individual goals</td>
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<td>• Dealing with uncomfortable situations (consequences, cheating)</td>
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<td><strong>Week 4</strong></td>
<td><strong>Topic: Noticing and transitioning between small and whole groups</strong></td>
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<tr>
<td><strong>Objectives:</strong></td>
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<tr>
<td>• Verbalizing and writing clear directions</td>
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<tr>
<td>• Positioning and noticing</td>
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<tr>
<td>• Organizing the students and the classroom</td>
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<tr>
<td>• Rehearsing with a lesson</td>
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<tr>
<td>• Practicing with a laboratory</td>
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<td><strong>February</strong></td>
<td>Developing Pedagogy Through Practice</td>
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<tr>
<td><strong>Week 5</strong></td>
<td><strong>Topic: Troubleshooting lessons and reflecting for the future</strong></td>
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<tr>
<td><strong>Objectives:</strong></td>
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<tr>
<td>• Adjusting using time management</td>
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<tr>
<td>• Perfect and imperfect planning</td>
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<td>• Using data to inform effective changes</td>
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<td><strong>Week 6</strong></td>
<td><strong>Topic: Questioning misconceptions</strong></td>
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<tr>
<td><strong>Objectives:</strong></td>
<td></td>
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</tbody>
</table>
- Diagnostic about diagnostics
- Plan for misconceptions within your content
- Practice questioning techniques that find student misunderstandings
- Choose solutions that effectively address misconceptions

### Week 7
**Topic: Utilizing content area literacy**

**Objectives:**
- Breaking down vocabulary
- Promoting writing
- Reading through the content
- Using models and representations

### Week 8
**Topic: Developing critical thinking**

**Objectives:**
- Developing open-ended questioning techniques
- Creating assignments for mastery and understanding
- Preparing lessons that challenge all students

<table>
<thead>
<tr>
<th>March</th>
<th>Using Your Context For Planning</th>
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<tbody>
<tr>
<td>Week 9</td>
<td>No Class</td>
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### Week 10
**Topic: Motivating students**

**Objectives:**
- Understand preparatory techniques to engage students with
- Relating content to relevant student ideas
- Utilizing prior knowledge and prior experiences

### Week 11
**Reschedule Class**

**Topic: Flipping Instruction**

**Objectives:**
- Understanding options for student learning
- Building preparatory techniques for un-traditional learning
- Identifying upcoming lessons or content that can be flipped

### Week 12
**Topic: Finalizing Teaching**

**Objectives:**
- Tie up loose ends on final teaching topics before lead teaching
- Identify areas of strength and development
- Compile a teaching portfolio