ED 737  
The Practice and Study of Field Instruction  

Winter Term 2014

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<tr>
<th>Instructors:</th>
<th>Matthew Ronfeldt &amp; R. Charles Dershimer</th>
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<tbody>
<tr>
<td>Seminar:</td>
<td>Monday, 9am-Noon (2229 SEB)</td>
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<tr>
<td>Contact:</td>
<td><a href="mailto:ronfeldt@umich.edu">ronfeldt@umich.edu</a> ; <a href="mailto:dersh@umich.edu">dersh@umich.edu</a></td>
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<td>Credits:</td>
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<td>Office hours:</td>
<td>By appointment</td>
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OVERVIEW

This course will investigate the “practice of field instruction” from practitioner and researcher perspectives. By “field instruction” we mean the work of teacher education that occurs in the “field,” i.e. in K-12 school settings. Our focus will be on field instruction of pre-service student teachers during initial teacher preparation. The practices involved in this kind of work are typically carried out by university field supervisors and cooperating teachers. However, we will also examine the field instruction of early-career teachers during the process of induction, commonly referred to as “coaching.” This focus of induction will be valuable to current and future school leaders who have an interest in working with and coaching early career teachers, or policy makers interested in advising on educational practices. The course is primarily intended for individuals who are (or plan to be) engaged in doing the work of field instruction, as well as students interested in field instruction as an area of scholarship.

Though field instruction is a core dimension of many teacher education and induction programs throughout the country, field instructors typically get very little, if any, training. They often learn to do their work “on the job” or through informal collaborations with other individuals engaged in the work. Despite getting very little training, field instructors are charged with a critical responsibility—mentoring individuals during their early efforts to do the work of teaching, as pre-service student teachers and early-career teachers of record.

Part of the reason why field instructors have been left to learn to do their work “on the job” is because there has not been much deliberate scholarship on the practice of field instruction. We know little about what field instructors “do” and even less about which practices promote (student) teacher learning. This is not to suggest that field instructors are failing or doing poor quality work. To the contrary, field instructors, past and present, have developed innovative strategies despite having historically little support for their work.

This course is designed around the recognition that there exists a substantial amount of “wisdom of [field instruction] practice” already within our school. The course will leverage this local wisdom a few different ways. First, a number of individuals who lead field instruction efforts in various program contexts across our school will share their approaches to field instruction. Second, the course includes a “field” component. More specifically, each course participant will select, or be assigned, a field site for studying how the work is done in that context. Current and prospective field instructors will be encouraged to study the particular settings in which they are working or will work.
Each participant will become the “resident expert” of her particular site, and will be responsible for presenting on the specific field instruction innovations and challenges present in that site. Third, the main assignment for the course will be an investigation of specific field instruction practices observed in one’s assigned field site. Finally, we will invite SOE Field Instructors from our teacher certification programs as course participants for a four-week unit (“mini course within our course”; Sessions 3-6). This mini course will provide a rich opportunity for us to investigate various forms of field instruction across our school alongside a group of teacher educators who are currently engaging in the work of field instruction. The mini-course sessions will coincide with featured speakers in EDUC 737 who are presenting on core field instruction practices or strategies that are used in their field instruction programs.

In addition, we will examine the existing literature on field instruction of both pre-service and in-service teachers (e.g., coaching). To compliment our inquiry into practice settings, weekly readings will focus on theory and research related to field instruction. A range of literature will address different models of field instruction, how field instruction is situated in both university and K-12 settings, common challenges faced by field instructors, and what we know about its impact on pre-service/in-service teachers and K-12 students.
TENTATIVE SCHEDULE OF READINGS, ACTIVITIES, AND DISCUSSIONS

Class 1 (Jan 13): Defining our “field of study”
In this session, we will define what we mean by “field instruction” and “practice.” Beyond these substantive topics, we will discuss the multiple goals, expectations, structures, and constituencies related to this course.

Reading Due:

January 20 – NO CLASS (MLK Jr. DAY)

Class 2 (Jan. 27): The landscape of field instruction practices
In this session we consider the variety of roles and responsibilities of field instructors and coaches. What do the various components of field instruction look like? What macro structures and micro practices make up the work of field instruction? Who is involved in field instruction? In what settings does it occur? In this session we survey the broad landscape of field instruction practice; in subsequent sessions we will drill down on three specific field instruction activity structures.

Reading Due:


Our Mini Course Within the Course Begins
SOE Field Instructors, Faculty and Staff Invited to Participate for a Four Class Sequence

Class 3 (Feb. 3): Planning for and doing structured field observations
In this section we will examine the work involved in planning for and conducting field observations. What are the various ways that field instructors prepare for and conduct observations? What are the structure and purpose of planning conferences? How are lesson plans used in preparing for an observation? During an observation, what do field instructors look for and why? What factors influence what they notice or attend to (include focus on observational instruments)? How do they document or represent what they observe, and why?
Featured Presenter:
Catherine Reischl (Clinical Assistant Professor) to discuss three core practices of field instruction—co-planning, co-observation, and post-observation feedback

Readings Due:


Class 4 (Feb. 10): The post-observation conference
How does the observation inform how field instructors facilitate the conference? Upon which aspects of the observation do they focus and why? What forms of discourse are present during post-observation conferences (content, valence/tenor, degree of specificity)? How much do field instructors lead and follow these conversations? During these conferences, how do field instructors negotiate their dual (supportive and evaluative) roles?

Featured Presenter:
Kristi Holmstrom (Lecturer and SOE Research Investigator) to discuss the Cognitive Coaching model for field instruction

Readings Due:


**Only Chapter 2 “Coaching Basics” is required; pp. 33-54

Class 5 (Feb. 17): The field seminar
What are field seminars? What are the goals and purposes of field seminars? What do they offer that other instructional activities do not? What structures and pedagogies are characteristic of field seminars? What are alternative structures/pedagogies? How are field seminars related to other aspects of field instruction and preparation?
Featured Presenter:
Bob Bain, Chair of Secondary Teacher Education & Rounds Project Co-Director to speak about field instruction models in the Rounds Project

Readings Due:


Select reading on either lesson study or professional learning communities

Class 6 (Feb. 24): Field instruction in context K-12 schools
Field instruction focuses on teaching that is situated in K-12 school settings. How is the work of field instruction related to K-12 schools? In what ways do the settings of K-12 schools influence the practice of field instruction? What do K-12 schools and their inhabitants give to and get back from the practice of field instruction?

Featured Presenter:
Debi Khasnabis (Clinical Assistant Professor of Education) to speak about “distributed mentorship” and her work with the Scarlett-Mitchell partnership

Readings Due:


Mini Course Within the Course Ends

SPRING BREAK – NO CLASS (Mar. 3)

Class 7 (Mar. 10): Field instruction in context of preparation programs
“The schools that succeed in changing practice are those that start with the practice and modify school structures to accommodate to it, often making more modest changes in structure than the advocates of school reform would recommend...what our research seems to be saying was that it is pointless to work on structures until you know specifically what kind of practice you are trying to engender” (Elmore, 2005; pg. 4).

Field instruction is only one component of teacher preparation so must be considered within the context of other components. How is the work of field instruction related to other dimensions of
teacher education (preparation or induction)? How do other dimensions of preparation afford and constrain the work of field instructors? How do program structures/requirements related to field instruction inform this work?

Featured Presenter:
Timothy Boerst (Clinical Professor, Co-Chair of Elementary Teacher Education) and Meri Tenney-Muirhead (Elementary Teacher Education Clinical Experiences Coordinator) will discuss their efforts to redesign field instruction (instruments and routines) around high leverage practices.

Required Readings:


Class 8 (Mar. 17): Assessing while Assisting
Field supervisors are typically responsible for evaluating novice teachers while they work to mentor them. In this session we will investigate these dual roles, the tensions and opportunities they present, and their impacts on both field supervisors and novice teachers.

Readings Due:


Class 9 (Mar. 24): The cooperating teacher as field supervisor
In this class session, we will discuss the affordances and constraints of having cooperating teachers take responsibility for field supervision of pre-service student teachers.

Featured Presenter:
Beth Grzelak, Director of the Teacher Education Program

Readings Due:

Class 10 (Mar. 31): Coaching (in-service)

What is (instructional) coaching? How is it similar and different from teaching? What forms does it take? What practices make it up? What are its effects? How is it similar and different from field instruction?

In Class:
View and discuss Gawande’s presentation on difference between teaching and coaching

Readings Due:


Class 11 (Apr. 7): Coaching and Observational Evaluation

During this session we will discuss the intersection of coaching and observational evaluation systems that are becoming increasingly common in districts throughout the U.S. We will investigate the various ways that field instructors are making use of observational evaluations and how these efforts impact the learning of teachers and their students. As part of this session, we will revisit the role that evaluation does and should play in coaching relationships.

Featured Presenter: TBD

Readings Due:


Recommended (NOT Required):
Class 12 (Apr. 14): The outcomes of field instruction

*What are the intended and realized outcomes of field instruction and coaching?*

**Featured Speaker:** Kavita Kapadia Matsko -- Director of Teacher Preparation at the University of Chicago Urban Teacher Education Program (UChicago UTEP). Kavita will discuss field instruction in the context of her program (UTEP) but also her research on teacher induction in Chicago.

**Reading Due:**


**Recommended (NOT Required):**

Class 13 (April 21): Imagining a curriculum and pedagogy for training field instructors

**Based upon what we learned from our course how might we imagine a course/module for training field instructors? What would its curriculum be? What pedagogy would we use to construct it? What principles would guide its development? How might this training program vary by setting?**
ASSIGNMENTS

(1) INQUIRY PROJECT

Assignment Goal
A goal of the course is to build our collective capacity to do the work of field instruction by providing a deliberate forum for inquiring into how the work of field instruction is carried out in different contexts within our school. To do this, we will study the practice of field instruction in our Teacher Education program, thus becoming “learners in and around practice” (Ball and Cohen, 1999). The practice of field instruction becomes the key “content” for our course, with a focus on how the work of field instruction creates, or does not create, opportunities for students learning to teach. In this assignment you will investigate: “How do field instructors support interns in learning to teach? What practices do they use? What learning opportunities do these practices afford and constrain?”

The study of field instruction practice requires more than amassing “strategies and activities” for your future professional work. We don’t want this to be a course where your instructors guide you through a prescribed program that is based on what we feel are the best practices in field instruction. Instead, by having you participate in a study of practice to learn about practice, we are working to develop your personal knowledge, skills, and your capacity to address the complexity of your future work as teacher educator/field instructor. We want to model for you how the inquiry process can be used to engage in learning about teaching by using “practice as a site for professional learning” (Ball and Cohen, 1999 p 6). In this assignment, the personal inquiry process you participate in becomes a means to examine how the practices of field instruction support an intern’s capacity to manage and learn from the complexities of teaching during the clinical work of a teacher education program. Our discussions of what is being learned during your inquiry projects will provide rich opportunities to develop our professional judgment about professional education, particularly how to design effective field instruction (Ball and Cohen, 1999).

This assignment is organized into three parts across the entire semester. Part one includes the documentation of the practices of field instruction used in the various teacher education programs. This process allows each member of the course to become a resident expert on field instruction in one program context in our school. The second part includes an inquiry into how field instructors are engaged in the practices of field instruction as they work to support interns with complex learning of effective teaching. Drawing on what you learned during the documentation stage, each of you will be responsible for constructing a research question related to your interests that will guide your investigation. The final part of the assignment is a personal reflection on what you learned about the practices of field instruction and how it relates to your future professional work.

Overview
Each member of the course will document the work of field instruction in one of the four programs here at UM to allow him or her to become the “resident expert” in this area. The four programs are: i) Undergraduate Elementary, ii) Undergraduate Secondary (specifically the Rounds Project), iii) Graduate Master’s and Certification (MAC), Elementary or Secondary, or iv) Teach For America. Within these programs, we would like you to focus on the following “field instruction activities” (FIA): a) planning for and doing structured field observations, b) facilitating post-observation conferences, and c) leading field “seminars” in connection with field experiences. You will be
assigned to a program, and a field instructor within this program, based upon your interests and our need to evenly distribute students across the different structures and programs.

Here is a chronological overview of the major stages of the assignment and the products you will generate along the way.

Documentation

1. **By Class 3 (Feb. 3):** Collect documentation about expectations/requirements for and descriptions of field instruction in your assigned program. Documentation may include field instruction handbooks, syllabi for field seminars, website information on field instruction requirements and expectations.

2. **By Class 4 (Feb. 10):** Complete an observation of a field seminar and interview (part 1) the field instructor who led the seminar. If possible, try to organize your interview on the day you observe the seminar, perhaps immediately before or following. You will need to take extensive field notes and interview notes. You will also want to collect any artifacts you can during your visit (e.g., handouts, seminar lesson plans and syllabi). Submit an analytic memo on this observation (1 to 2 pages, single-spaced).

3. **By Class 6 (Feb. 24):** Prior to class, fill in the GoogleDocs template for summarizing what you learned about field instruction in the program you are studying. You will complete this task in collaboration with other peers who are assigned to the same program as you. This shared information will inform our class discussions and your work on the design project.

4. **By Class 7 (Mar. 10):** Complete an observation of a “field observation cycle,” which includes: a) observing a field instructor conducting a field observation of one of her mentees’ instruction (and any pre-observation conferences, should they exist) and b) observing the subsequent post-observation conference.² Submit an analytic memo on this observation (1 to 2 pages, single-spaced).

Inquiry

5. **By Class 7 (Mar. 10):** Based upon your documentation this far, you will construct a DRAFT of an inquiry question that you’d like to investigate about one of the field instruction activities you have observed (leading field seminar, preparing for and doing an observation, or facilitating post-observation conference). You will also submit a brief description about how you came to this question (based upon your observations and interviews) and why you think this is a generative question to pursue. You will receive feedback on the DRAFT question during and after class.

6. **By Class 8 (Mar. 17):** Submit a revised inquiry question, a brief methodology summary (no more than 1 page, single-spaced) of your data collection and analysis plan which must include, at minimum, one observation, an interview with the field instructor, and an interview with the teacher learner. We also ask that you submit a draft of the interview questions. Your interview protocol and field observation plan should reflect your inquiry question.

7. **By Class 11 (Apr. 7):** You will complete your collection of data described in your methodology summary.

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² We are hoping you will observe cases where the post-observation conference follows the observation immediately. If it does not then you can either visit again for the post-observation conference or ask that the field instructor audio record the conference for your. If at all possible, though, we strongly encourage you to observe in person.
8. **Class 12 (Apr. 14):** Prepare a short 5-10 minute presentation on preliminary findings from your Inquiry Project investigation.

9. **By Class 13 (Apr. 21):** Your final inquiry report (1 to 2 pages, single-spaced) is due.

**Reflection**

10. **By Scheduled Exam Date (Apr. 28):** Complete a personal reflection (no more than 2-pages, single-spaced) on what you have learned about the practices of field instruction in relation to your future professional work in teacher education.

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**(2) DESIGN PROJECT**

The goal of the Design Project is to create a proposal for a curriculum and pedagogy for a professional development module that prepares field instructors across our school of education to do the work of field instruction. Each of you will be assigned a team that will collaboratively take the lead on designing professional development for one of our three focal field instruction activities: i) planning for and doing observations, (ii) post-observation conference, or (iii) field seminars. However, you will be involved in the design of training modules for all of the field instruction activities.

For a number of years, our school leadership has been concerned with whether we are providing our field instructors enough training and support to do their important and complex work. We intend our collective work on this Design Project to inform future efforts to reform how we prepare field instructors for their practice. In addition, we feel that work on this project will provide professional preparation for your current or future work in field instruction, or work you may do coaching or supervising practicing teachers.

A challenge of designing such a professional development module is that the expectations for and practices of field instruction vary from program to program across our school. Thus, a first step in our collective work is to compare field instruction across programs, and to take stock of what observed similarities and differences may mean for the training of field instructors in each of these settings. Our work on the Inquiry Projects will serve this end, as will the information we gather from the Featured Presenters who will visit our class. Finally, we will draw on our readings and conversations in class to inform and justify our design efforts.

We are putting aside regular blocks of class time to work collaboratively on the Design Project in class. We have planned many iterative stages to the Project that will be completed in class. We will provide additional information each week about the various products we’d like you to craft. It is our intention that ALL work on this project will be completed during class time.
COURSE AND ASSIGNMENT EXPECTATIONS

ASSIGNMENT FORMAT
All papers should be in the following format: single-spaced, 1-inch margins, and 12-point font. Proofread your papers for spelling, grammar, mechanics, flow, and clarity. Follow the writing and citation guidelines of the American Psychological Association (APA).

FILE NAMING
In general we will ask you to name your files to include the assignment name and year, artifact name, and your unique name, (e.g. “IP2014_OBS1_UniqueName”). As we will be collecting a variety of artifacts and collaboratively sharing our work, it will make all of our lives easier if we follow the same naming convention. Please see the detailed assignment descriptions for the specifics on how to name the files associated with that assignment.

ASSIGNMENT LATE POLICY
You are expected to submit all assignments by the listed dates/times. An assignment that comes in late will be marked down a grade level (e.g., A- to B+) for each day that it is late. If it is absolutely necessary for you to turn an assignment in late, please request permission from the instructor by email, at least 24 hours in advance of its due date, giving your reasons.

PARTICIPATION
This 3-credit course is organized primarily in a seminar format, in which the essential feature will be the in-class discussion of the weekly readings or texts and active participation in other instructional tasks by all the attendees. Supportive, productive, and critical inquiry into the study of teaching is both an aim and a means for the course. The quality of this course will largely depend upon the quality of your participation. Thus you are expected to contribute thoughtfully, actively, and regularly across class sessions and across participation structures (whole-group discussion, small-group conversations, pairwork, etc.) within a given class session.

Participation begins long before you sit down in class. Reading is a critical component of the course, and as an advanced graduate-level course, the reading load is substantial. It is expected that students will come to class having read the assigned material thoroughly and thoughtfully and that they be willing to share their understandings of the readings in order to contribute to the learning of all class members.

In class, the quality of discussion hinges on participants’ formulation of thoughtful arguments. This involves both making conjectures and providing justification for those conjectures. Sometimes justification comes from the texts -- specific references to an argument that an author has made well. At other times, justification is based on the logical analysis of a term or set of ideas. Unpacking ideas is difficult work, requiring you to draw upon previous experience, your own ideas, and current thinking that the class is doing. Sometimes you may choose to connect the texts we are studying to ideas that have been raised in your other classes. We encourage you to do this, examining the interrelationships, complementarity, or contradictions of issues and ideas that you encounter in your doctoral work.

ATTENDANCE EXPECTATIONS
Because attendance is a prerequisite for participation, it is expected that you attend ALL class sessions. If it is absolutely necessary for you to miss a class, please request permission from the
instructor by email, in advance, giving the reasons. You are also expected to arrive to class on time and to stay in class until the session ends. Each unexcused absence will result in a markdown of one grade for “participation” (e.g., A- to B+).

**GRADING**
As your teachers, we prefer to focus on your learning and growth as a scholar. We expect you to do your best work, to challenge yourself, and to respond to feedback. Grading can distract from these goals; therefore, we will focus on giving you feedback to help you improve your thinking and writing. For your assignments we will review i) how well you meet the logistical requirements of the assignment, ii) how well you execute a thoughtful and coherent methodological approach to your inquiry into and design of practice, iii) how well you integrate and apply the course themes, readings, and conceptual ideas into the design of and writing about your projects, and iv) how clearly and succinctly you express these ideas in class discussions, presentations, and your written work. We will assume your grade is an A- and if your grade departs from that we will let you know. Exceptional work will receive an A. Please let us know if you have any questions about the grading process.

***Grade Breakdown: Inquiry Project (50%); Design Project (25%); Participation (25%)***

**ACADEMIC AND PROFESSIONAL INTEGRITY**
It is expected that all members of this learning community will conduct themselves with integrity related to all aspects of our academic and professional lives. This includes making certain that plagiarism never occurs. If you are unsure about how to correctly attribute ideas, words, work, etc. to others, please ask. Please refer to the following website for specific policies and procedures related to academic and professional integrity (undergraduate and graduate):
http://www.soe.umich.edu/file/academic_integrity/

**ACCESSIBILITY / ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**
Every member of this learning community has the right to full participation. If you are registered with the Office for Services for Students with Disabilities, please share your VISA (Verified Individualize Services and Accommodations) form with us 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.

**DISCRIMINATION/HARASSMENT**
No member of this learning community should be subject to discrimination of any kind and/or harassment, as these practices have no place in a just society. Please refer to the following websites for University policies related to discrimination and harassment:
http://urespect.umich.edu/report/what/#Report3
http://www.rackham.umich.edu/policies/discrimination_harassment/

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2 Substantial portions of this section were adapted from syllabi by Donald Freeman and Chauncey Monte-Sano.
3 Adapted from L. Bricker, 2012 and Faculty Handbook from the Office of Services for Students with Disabilities, 2012.
# Reading and Assignment Overview Table

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<th>Date</th>
<th>Topic</th>
<th>Reading Due</th>
<th>Inquiry Project</th>
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<tr>
<td>Jan. 20</td>
<td>BREAK</td>
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<tr>
<td>Jan. 27</td>
<td>Landscape of Field Instruction</td>
<td>Glickman &amp; Bey (1990); Feiman-Nemser (2001); Bolin (1987)</td>
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<td>Feb. 3</td>
<td>Planning for &amp; Doing Field Observation</td>
<td>Feiman-Nemser &amp; Beasley (1997); Ch. 7 &amp; 9 of Acheson &amp; Gall (2003); Ch. 9 of Frank (1999)</td>
<td>Collect documentation about your assigned program: expectations/requirements for the program and descriptions of the program field instruction.</td>
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<td>Feb., 10</td>
<td>Post-observation Conference</td>
<td>Zeichner et al. (1988); Ch. 8 of Acheson &amp; Gall (2003); Ch. 2 of Costa &amp; Garmston (2002)</td>
<td>Complete an observation of a field seminar and interview (part 1) the field instructor who led the seminar. Submit an analytic memo on this observation (1 to 2 single-spaced pages).</td>
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<td>Feb. 17</td>
<td>Field Seminar</td>
<td>Goodman (1983); Zeichner (1981)</td>
<td>Work with classmates assigned to the same program to complete and submit the GoogleDocs template summarizing the program documentation you gathered.</td>
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<td>Feb. 24</td>
<td>Field Instruction in Context of K-12 Schools</td>
<td>Khasnabis et al. (2013); Zeichner (2010); Hoy &amp; Woolfolk (1990)</td>
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<td>Mar. 3</td>
<td>BREAK</td>
<td>BREAK</td>
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<tr>
<td>Mar. 10</td>
<td>Field Instruction in Context of Teacher Ed Programs</td>
<td>Grossman et al. (2008); Feiman-Nemser &amp; Buchmann (1985); Valencia et al. (2009)</td>
<td>Complete an observation of a “field observation cycle” (planning for &amp; doing observation with a post-observation conference). Submit an analytic memo on this observation (1 to 2 single-spaced pages). Bring a DRAFT of your inquiry question and a one-paragraph rationale for why you believe this is an important question to investigate further to class for an in-class review of your ideas.</td>
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<td>Mar. 17</td>
<td>Assessing while Assisting</td>
<td>Slick (1997); Ch. 4 of Acheson &amp; Gall (2003)</td>
<td>Submit a revised inquiry question, a brief summary (no more than 1 page, single-spaced) of your data collection and analysis plan, and a draft of interview questions for: a) your interviews with your field instructor (part 2) and b) with an intern.</td>
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<td>Apr. 7</td>
<td>Coaching &amp; Observational Evaluation</td>
<td>Taylor &amp; Tyler (2011); Allen et al. (2011); Sartain et al. (2011)</td>
<td>Come to class prepared to give a 5-10 minute presentation on preliminary findings from your Inquiry Project investigation.</td>
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<tr>
<td>Apr. 21</td>
<td>Imagining a Training Module for Field Instructors</td>
<td>No readings planned; class time for Design Project Presentation</td>
<td>Submit your final inquiry report (1 to 2 single-spaced pages).</td>
</tr>
<tr>
<td>April 28</td>
<td>No Class</td>
<td>No Class</td>
<td>Submit your personal reflection (no more than 2-pages, single-spaced) on what you have learned about the practices of field instruction in relation to your future professional work in teacher education.</td>
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*Practice Study Field Instruction Syllabus Mar2014.docx*