Syllabus **CSI Teacher Education Program**

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| Course Title | **Field Experience**  |
| Course No. & Section | **EDUC 202 SYLLABUS C20W Web Course/No Class meetings** |
| Semester & Year | Spring 2023 | Credit Hours | 1 |
| Course Location/Delivery | Completely *On-line Web class* |
| Office and Student Hours | **MWRF 9-10 pm; T 4-5 pm /Zoom/ e-mail me to make other arrangements** |
| Canvas LMS System | This course uses Canvas to post course materials and is entirely on-line: [csi.edu/canvas](http://www.csi.edu/canvas/) |

# Instructor Information

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| Instructor Name | **Dr. Egbert,** Distinguished Professor of Education: Ph.D.; Education Specialist; & SPED Dir. Certifications |
| Office Address | **OFFICE**: Hepworth, Rm. 123, **315 Falls Ave West, CSI, Twin Falls, Idaho 83303**  |
| Office Phone | **208-732-6890** |
| Email Address | legbert@csi.edu **/CSI Email:** CSI students use a college email account. |
| Communication Advice | I will answer all emails within 48 hours Monday-Friday. If you post a question after 5:00 p.m. on Friday, I may not answer it until Monday evening. |

# Textbook and Required/Optional Materials

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| **Required Text**  | ***Teaching Outside the Box****:* H*ow to Grab your Students by the Brain* |
| Author of Text | Johnson, LouAnne (2015); **located in the CSI Book store,** *(3rd ed.)* |
| ISBN No. | ISBN-13: 978-1119089278 |
| Submit Assignments | Canvas is the main reading source with additional information (2-3x per week minimum); Canvas Calendar; Syllabus Calendar; Modules; or Canvas Homepage. **Post assignment in grade book not in comment section, if you want it graded.** |
| On-line Web Course | All assignments, Quizzes, Discussion, & Lesson Plans will be submitted through the Canvas System.  |
| Reading Content | See Canvas for Weekly Homework Assignments; Canvas is the main reading source with additional information (2-3x per week minimum). |
| Required Materials | PC or Laptop Computer Access **Use Chrome Web browser or Mozilla Firefox** **Chrome Notebooks and other Tablets will not work well.***Background check completed through* ***Castlebranch.com***. Approximately $55.00  |
| Technology Support **(Helpdesk)** | Students needing assistance with CSI email or Canvas login are encouraged to contact the Helpdesk via email at helpdesk@csi.edu or via telephone at 208-732-6311. **Contact them for laptops loans free of charge.**  |
| **Pacing: 3-4 Hrs. Wkly.** | This course is the equivalent of 1 credit hour. Therefore, in this course you should expect **to spend 3-4 hours each week** in preparation & completion of course assignments.  |

### **Course Description**

**Description** This course provides students with a practical, field experience. Under the supervision of a Coordinating Teacher, students will perform a variety of activities, instructional methods, and communication techniques to positively influence a learning environment. Discussions prepare students to professionally demonstrate the knowledge, skills, and dispositions of a future teacher.

**Student Learning Outcomes**

* Complete 15 lecture hours with a CSI instructor face-to-face or online.
* Complete a background check before entering field experience in schools.
* Complete a minimum 30 hours with a certified teacher.
* Engage in any or all of the following activities: observe classroom instruction, individual instruction, small group instruction, class activity organization, and/or other duties that are normal in a teacher’s everyday activities.
* Understand critical standards of Professionalism and Ethics, basic lesson plan components, & conceptualize what "Effective Teachers do".

## **Purpose of the Course**:

This is “an up-close look at the world of teaching through the eyes of teacher practitioners.” Teacher Practitioners Exhibit Professional and Collegial Practices as Dictated by the State of Idaho Code of Ethic, Adopted from the National Education Association (NEA): 10 Principles**:** <http://sde.idaho.gov/cert-psc/psc/>

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| **EDUC 202 COURSE GOALS­­­­­­­­­­­­­­­­­/REQUIREMENTS:** This course requires you **“to participate”**; it is not an observation or shadow teaching. It is not student-teaching either. This is your first opportunity to experience what teachers do. |
| Complete **15 hours** **of course work** online, in which one will interact ***professionally and ethically*** through discussion forum and through homework assignments. |
| Complete **30 hours with a certified teacher (15 of these in the CSI LAB Schools, if possible)**.  |
| Utilize professional and community resources to promote understanding of "**how to prepare self**” for the ***teaching profession*** and professional ethics. |
| Engage in any of the **“supervised**” learning experiences: preparing classroom instruction; participating in individual instruction; working with small groups of students; organizing class activities; and/or performing other duties within a **teacher’s everyday activities and duties.** |
| Apply ***standards of Professionalism through*** critical thinking skills relating ***to*** cognitive, linguistic, social, emotional, and physical areas of development. |

Program Learning Outcome (PLO): Upon completion of this program student will:

Describe the roles and responsibilities of professionals and paraprofessionals.

1. Use technology to assist in teaching and learning activities.
2. Apply effective instructional elements to assist teaching and learning in a variety of settings.
3. Demonstrate knowledge of the impact of the educational environment on student learning, self-motivation, and positive social interaction to assist in creating a positive learning environment.
4. Apply knowledge concerning communicative techniques to ethical situations designed to assist them in their professional relationships, including colleagues, parents, students, and other members of the community to support student well-being.
5. Explore the integration of technology in instruction to support student learning. (EDUC 215)

Graduation Requirements for an Associate of Arts (AA) degree in Teacher Education**:** The Education-Associate of Arts degree is designed to prepare students to transfer to a bachelor’s degree teacher education program in Idaho. The degree prepares students who are interested in teaching. EDUC 290 Weebly Portfolio Requirement from the class is the final paperwork signed by me.

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| A: 90 points or above | B: 80 points to 89.9 points | C: 70 points to 79.9 points |
| D: 60 points to 69.9 points | F: below 59.9 points | Divide the number correct bythe total possible to get percentage |

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| **Online Assignments**(In and out of class activities such as writing, reading, experiments, works of art, multi-media production, case study, etc. to assist in learning skills and concepts.) | 25% |
| **Online Discussions** (A digital space that enables multiple users to engage in conversation or debate with each other online.) Responsibility (On-line Postings/Assignments) | 25% |
| **Team Participation on-line**Professionalism (Attendance, Participation, Punctuality) | 25% |
| **Team Discussions/Questions to Ponder**(Students working together to improve their understanding of skills and concepts.) | 25% |
| Total  | 100% |

Grading and Evaluation: Call in and make other arrangements prior to an emergency. Students will still be subject to a 15% reduction in grade due to a late penalty. If there is no emergency, there is no make-up. **Check your grade weekly and let me know immediately of any issues. Post grades in gradebook on Canvas and not in the comment section.** Grade Scale: Based on the 100% total listed, letter grades will be assigned as follows:

**ATTENDANCE POLICY\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Very Important**

All programs have an attendance requirement to establish your habit of professionalism. For “Online” students, it is done through weekly assignments. Critical-thinking questions provide opportunities for in-depth on-line discussions forums providing individual reflection.

**LATE POLICY\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Papers and assignments handed in after assigned due date are** late and will receive an automatic reduction of 10% the first day late and **will not** be accepted **two weeks** after due date. End of the term is the Friday before finals. **No assignments will be accepted during finals week**. Final’s Week is reserved for the final project only. Changes in course content may be made by the instructor which you will be responsible for, so make sure you check the on-line “Home Page” regularly.

# **Student Responsibilities for Learning**

Attend class regularly, arrive on time, and be ready to actively engage in the class. Turn in work reflecting your time, effort, and understanding. All work submitted is to be a representation of an individual’s own ideas, concepts, and understanding. Violations of academic integrity **will** result in failure of the assignment, failure in the class, and/or ***dismissal from the program***. Dishonesty practices will be reported to a department committee for consultation/review/disciplinary action. Classroom behavior is to be appropriate to a positive learning environment. You should treat all class members with respect and be thoughtful in your own contributions to the class. You will receive one warning concerning inappropriate behavior; if the behavior persists, the matter will be referred to student services for college discipline. If there is a problem in the class, please let me know: <http://www.csi.edu/StudentHandbook/pdf/StudentCodeOfConduct.pdf>.

# **Faculty Responsibilities for teaching**

If you are not there to receive your paper, have someone pick it up for you; I do not keep them.

All other papers will be returned **within four days**.

Course Details **Student Support:**

Final Exam Schedule: <http://www.csi.edu/currentStudents_/eagleInfo/finalExamSchedule.html>Tutoring: <http://www.csi.edu/ip/adc/lap/index.htm>

Testing Center: <http://www.csi.edu/ip/adc/testing/>

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**(1) BACKGROUND CHECK**\_\_\_ This is COMPLETED the first week of class or arranged to be compiled by the week three assignment posting; it may take time to complete.

**(2) FIELD EXPERIENCE**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Hello! Welcome to your EDUC 202 Field Experience. **Below are the steps you will follow** to secure a field placement at a local school to complete the 30-hour field experience requirement for this course. **Note: Your background check must be completed prior to working with students.**

1. Contact a school/secretary in your area and make an appointment with the principal/secretary in order to set up your field experience placement. Please remember to tell the principal what your major is so that he/she can find a placement that fits your teaching goals.
2. Meet with the school principal/secretary and fill out any forms that he/she needs you to fill out.

**Note:** For the Twin Falls School District, please have your supervising teacher fill out the Twin Falls School District Observation Agreement and remind the supervising teacher to return the form to the district office.

**Note:** **Note:** For Field Experience Options and Contact Information see the **Forms folder on your Canvas course.**

1. Meet with the supervising teacher the principal chooses for you. Introduce yourself and collaboratively design a schedule that will work for you both.
2. Before proceeding to Step 5, your **background check** must be fully processed.
3. Begin your field experience. Be sure to arrive early each time for your practicum experience and sign in at the main office. **You MUST** contact the supervising teacher if you cannot make it; do not wait until the last moment.

**EARLY CHILDHOOD CSI LAB SCHOOLS** arehighly suggested as 15 of the 30-hour field experience requirement.

**(3) STUDENT INFORMATION FORM**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Canvas the 2nd week of class. This can be changed, and you may choose more than one location, grade, and /or teacher. This Student Information Form (SIF) will indicate where you choose to do your field experience, which school, and with which teacher(s).

**(4) PORTFOLIO ENTRY/FORMS TO COMPLETE: Portfolio Entry Requirement: Students must submit a copy of their Student Evaluation Performance (LOR) form and specific Time Sheet as a requirement for their Education Electronic Portfolio (Weebly) before the semester ends**. See (CANVAS) for forms. **Complete all Canvas weekly requirements**

**(5) DISCUSSIONS:** DB’s are an important aspect to learning in that they allow you to challenge each other, think critically, question your own ideas, and learn something in the process. Every DB will come with a set of instructions on how to participate. Please read each DB carefully so you know what will be expected of you. **You may ONLY participate in that DB during the allotted time frame.** You cannot make up a DB; when assignments close, they will not be reopened. Participation in group discussions should contain proper grammar, complete sentences and posting should demonstrate thought and effort. Your grade on each discussion **will be reflective** of whether you met the rubric criteria.

It is important to keep in mind that even though you are interacting on a social level, this is still college and there are a few rules. How you interact with your peers and your instructor on Discussion Board will reflect who you are. Always **“put your best foot forward**” and consider the way your words could be interpreted (or misinterpreted). Impress me with your ability to think critically, analyze varied situations, and effective communication

**Library**

The CSI Library is located on the main floor of the Meyerhoeffer Building and offers a variety of information resources and services to CSI students (including distance learning students taking classes online or at the off-campus centers). A current CSI student identification card is required to check out materials from the library.

## The library has an open computer lab, study carrels, comfortable seating, study rooms, quiet study room, and the Eagles’ Perch (student lounge). The library collections include books, e-books, reference works, government documents, journals, and magazines (both printed and electronic formats), newspapers, DVDs, and CDs. The library also offers access to a variety of online information resources and services: journal databases, e-journals, e-books, online films, and downloadable audiobooks.

## All online resources are available to students on and off campus. The library’s online catalog which quickly identifies materials that the library owns, and all electronic resources are accessible from any computer with an Internet connection. The library also offers interlibrary loan services (where resources are borrowed from other libraries).

## Reference and research assistance is provided, as well as information literacy instruction. Library instruction is available to classes and student groups and is tailored to the students’ specific needs. “Your Guide to Research,” a self-paced Canvas course which provides information on all the libraries many resources and research strategies, is available for your personal use through self-enrollment. For more information and to access our online resources and services visit the CSI Library Web site at: [www.csi.edu/library](http://www.csi.edu/library).

**Learning & Tutoring Commons**

We are here to help you succeed! Come see us if you want a bright, open and interactive study area. We can provide you with an extra hand learning course concepts, working through assignments or developing additional learning strategies and technology skills.

**Student Resources**

Your College of Southern Idaho experience extends far beyond the classroom. Students have opportunities and support both on and off the campus. In addition to the course-specific content provided in this syllabus, there are a variety of college-wide policies, procedures, and support areas that are designed to help you be successful at CSI. You can find these at [Additional Syllabus Information and Student Services.docx](https://csi.instructure.com/courses/48787/assignments/syllabus-statements-for-students%20%281%29.pdf) along with additional resources for each area.

**See Course Calendar Schedule on Canvas Homepage\* EDUC 202W Field Experience: first 15 weeks online web course**

**Select course on the left and select month at the top of the screen.**

**See Calendar and Modules on Canvas for Homework Assignments.**

**Homepage is your landing page and will have the weeks assignment listed for a quick view of the week.**

* **Course Calendar Schedule** \*\*Due to unforeseen events, it may be necessary for the course calendar to be altered.
* **Dates Available** indicate that the assignments are open for submissions.
* **Date Due** indicates when the late policy occurs beyond that date and time; and
* **Close Date** implies that students **cannot** enter a late assignment beyond that day and time. Which is two weeks past the due date.
* *You will receive* ***TODO*** *Alerts when something is assigned, usually the reading for the week.*

College of Southern Idaho's Canvas Online Platform

* This course is included in CSI’s Canvas Program. This grants you access to your required course materials digitally by the first day of class at no cost. No further textbook purchase is necessary.