FAIRLEIGH DICKINSON UNIVERSITY
Peter Sammartino School of Education

EDUC 6828 Course Syllabus – Field Experience II

Instructor:
Phone:
Fax:
E-mail:

Office and office hours:

Readings:
Peer reviewed articles pertinent to the educational trends listed below

Course Description:
Second guided observation and clinical analysis in an educational setting. Program assessment and design. Supervised practical experiences in the classroom, increasing in intensity and duration. (Prerequisites: EDUC 6835 Effective Teaching; EDUC 6824 Teaching Laboratory and Field Experience I.)

School of Education Mission Statement
The mission of the School of Education at Fairleigh Dickinson University is to foster a diverse community of effective, professional educators who are caring, competent, reflective, ethical leaders committed to developing scholarship, advancing student learning and achievement, and promoting democratic ideals in our global society.

SOE Claims
We believe our candidates are:

1. Qualified to teach subject matter knowledge.

   We believe that our evidence will show that graduates of our programs understand the central concepts, tools of inquiry, and structure of their certification area and meet the New Jersey licensure requirements (NJPST 1—Subject Matter Knowledge).
2. **Competent in pedagogical knowledge.**

   We believe our graduates have acquired the pedagogical skills to meet the needs and differences of individual students through teaching strategies that address individual learning styles, Multiple Intelligences, and differentiate instruction and take into account the developmental levels of their students. (NJPST 2, 3, 4, 5, 6, 7, 8—Pedagogical Knowledge).

3. **Caring**

   We believe our graduates have acquired the skills to meet the needs of their students and to promote achievement for all students (NJPST 2, 3, 4, 5, 6, 9, 10).

**Cross-cutting Themes – Technology, Learning to Learn, Multicultural Perspectives**

**Course Objectives/outcomes:**

By the conclusion of the course, the student will:

1. teach lessons in a clinical setting in order to gain practical experiences in the classroom;
2. be prepared for apprenticeship teaching experience;
3. observe and analyze curriculum trends that impact the effectiveness of the classroom;
4. synthesize the research on curricular trends observed in a clinical setting into a research paper;
5. participate in an online community of learners so that the pre-service teacher learns how to share concerns, issues and opinions regarding learning and teaching in a clinical setting;
6. reflect and assess his/her field experience in an on-going process by collaborating with peers and mentors to give and receive help.
Course Objectives/Competencies:

Standards

All teaching candidates must be familiar with and use the Common Core State Standards in English Language Arts & Literacy in History/Social Studies, Science, Technical Subjects, and Mathematics and have a copy of these standards on their computer. They can be found at: http://www.corestandards.org. This course supports those standards and the NJ Core Curriculum Content Standards (NJCCCS) that can be found at http://www.state.nj.us/education/cccs/. This course also supports the New Jersey Professional Standards for Teachers (NJPST) which can be found at: http://www.state.nj.us/njded/profdev/profstand/standards.pdf

Professional Standards (Field Experience II - 6828)

Upon completion of this course, pre-service teachers will demonstrate competencies (knowledge, dispositions, skills, and performances) based on INTASC standards for beginning teachers.

The following Professional Standards (INTASC) for teachers are addressed in this course. For a complete list of the indicators please refer to: http://www.state.nj.us/njded/profdev/profstand/standards.pdf

Standard #1 (Content): Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students. [1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9]

Standard #2 (Human Growth and Development): Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development. [2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9]

Standard #3 (Diverse Learners): Teachers shall understand the practice of culturally responsive teaching. [3.1, 3.2, 3.4, 3.5]

Standard #4 (Instructional Planning and Strategies): Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners. 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12

Standard #5 (Assessment): Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students. [5.1, 5.3, 5.7]

Standard #6 (Learning Environment): Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation. [6.1, 6.2, 6.3, 6.4, 6.7, 6.8, 6.10, 6.11, 6.12]

Standard #7 (Special Needs): Teachers shall adapt and modify instruction to accommodate the special learning needs of all students. [7.1, 7.3, 7.8]

Standard #8 (Communication): Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions. [8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8]

Standard #9 (Collaboration and Partnerships): Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students’ learning and well-being. [9.3, 9.4, 9.5]

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Standard #10 (Professional Development): Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process. [10.1, 10.2, 10.3, 10.4, 10.5, 10.6]

Standard #11 (Professional Responsibility): Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students. [11.1, 11.2, 11.3]

Required Text:

There is no required text for this course. All materials needed are available online through Blackboard or other appropriate search engines or may be obtained from texts (such as Kaleidoscope) used in previous courses.

Required Novell and WebCampus (Blackboard) Accounts:

All students in this course are required to obtain an FDU student webmail account in order to access the Blackboard (on-line) components of this course.

In order to access WebCampus, you must have a Webmail account and be officially registered for classes.

If you have a FDU Webmail account, your username and password for WebCampus are identical to your Webmail username and password (e.g. einstein@student.fdu.edu). Please note, there will be a delay of up to 36 hours after creating a Webmail account before you can access WebCampus. Passwords must be 6-8 characters in length and are case-sensitive (i.e. capitalization counts).

If you do not have a Webmail account, you must first create your Webmail account at webmail.fdu.edu. Click on the "Create New Account" link and follow the online instructions. There will be a delay of up to 36 hours after creating a Webmail account before you can access WebCampus.

If you are having trouble creating your Webmail account or logging in to WebCampus, please contact the Fairleigh Dickinson University Technical Assistance Center (FDUTAC) at 973-443-8822 or email fdutac@fdu.edu. Assistance is available 24 hours a day for Webcampus users.

If you are using campus computers, you must have a Novell account. For additional information, please see the Students Resources section on the Office of Educational Technology website. Novell accounts must be created in a university lab. A valid FDU ID is required

To access Blackboard:

WEBSITE: http://webcampus.fdu.edu
Click on Login on the top left of the screen
At this point you will be asked for a user name and password
Once you log in, scroll down to the box called My Courses. Click on EDUC 6828
From then on, you will be able to access the various components of the course.

Please note: Common Core Standards in English Language Arts and Mathematics can be found at: http://www.corestandards.org/.
**Course Outline:**

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<th>Session/Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tr>
<td>1&lt;br&gt;Oriention session – 1&lt;sup&gt;st&lt;/sup&gt; meeting</td>
<td>• Introduction to course&lt;br&gt;• Requirements&lt;br&gt;• How to access and navigate Blackboard&lt;br&gt;• How to find background information needed for final assignment</td>
<td>• Obtain WebCampus account&lt;br&gt;• Begin research on educational currents and trends&lt;br&gt;• Download necessary forms for cooperating teacher</td>
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<td>2&lt;br&gt;2&lt;sup&gt;nd&lt;/sup&gt; meeting</td>
<td>• Discussion of selected trends in education.&lt;br&gt;• Discussion of specific issues of concern to students based on their field work.</td>
<td>• Collection of time sheets and cooperating teachers’ reports – if available&lt;br&gt;• Work on final paper&lt;br&gt;• 3 discussion boards in Blackboard</td>
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<td>3&lt;br&gt;3&lt;sup&gt;rd&lt;/sup&gt; meeting</td>
<td>• Continued discussion of selected trends in education.&lt;br&gt;• Preparing for apprenticeship teaching.</td>
<td>• Papers due&lt;br&gt;• All supervisory reports due&lt;br&gt;• All time sheets due&lt;br&gt;• All discussion boards due</td>
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**Evaluation:**

Your grade will be based upon the following criteria:

Your paper | 45 points
Your teacher’s evaluation<br>(20 point from the cooperating teacher and 20 from the field supervisor) | 40 points
Your attendance, and participation at 3 seminars | 6 points
Your participation in the online discussion forums | 9 points

Your total number of points will be converted into the following grade:


Any grade below C is considered unacceptable in graduate programs and considered failing.
Course Requirements:

- The student will have a field experience of a minimum of 30 hours in the classroom observing the classroom teacher and participating in the role of teacher.

- The student will teach at least 1 class (1 period or 1 lesson) which will be observed by an FDU field supervisor.

- The FDU supervisor should contact you by your first day of field work to set up an appointment for observation. If the supervisor does not reach you by this time, please call the FDU office immediately (Professor Martone - 201 692-2085) or contact your professor. Failure to be observed during this FEII may result in your not being placed for student teaching the following semester. All requests for Student Teaching for ______ must be filed by _______.

- The student will maintain a weekly log of observations relating to the specific curriculum trends being implemented in the classroom. The student will keep detailed records on five (5) of the curriculum trends observed in the classroom which are listed below:
  - Global Awareness
  - Culturally Responsive Teaching
  - Balanced literacy/ Literature-rich learning environments
  - NCTM standards/using manipulatives in mathematics
  - Moral and ethical teaching
  - Interdisciplinary efforts
  - Higher level thinking skills
  - Cooperative learning
  - Reading and writing across the curriculum
  - Multicultural education
  - Constructivist classroom
  - Integrating technology into the curriculum
  - Authentic/alternative assessment/Differentiated Assessment
  - Learning styles/Multiple Intelligences/Differentiated Instruction
  - Hands-on science

- During the observation period, the student will describe the curricular approaches being used in the classroom and:
  - Instructional strategies used by the teacher to support these approaches;
  - Curricular material used by the teacher;
  - Interactions that occurred.

- At the end of the field experience, the student will synthesize the log entries into a formal typed report of about 10 pages (maximum) in length. The student will consider five curricular approaches and include:
  - A description of each curricular approach you observed;
  - A comparison of what you observed in the classroom to what research says about the value of the approach;
o The effectiveness of the approaches as observed;

o How you might incorporate these approaches into your teaching.

o Please reference specific incidents in the classroom to support your statements. It is not recommended that you interview the teacher before the class begins, but rather see if you can observe which strategies this teacher is using.

• Links to research on curriculum trends are included. Please also consult the online journals via the FDU library website. Reference the articles you consult appropriately.

• It is recommended that you purchase the American Psychological Association’s Publication Manual which is available in the bookstore. It is expected that you will use the APA style to reference all research cited in your paper.

• Online participation

  o You will participate in all three online discussion forums that are available at this website.

  o You will use the website to enhance many of the skills you are observing/learning in Field II.

  o You can e-mail other students in the class and/or your instructor with any concerns, issues, and opinions. This may be done directly or through the “Issues in the Classroom” forum.

• The typed paper, time sheet, and all supervisory reports (cooperating teacher and field supervisor) should be mailed or handed in to your instructor but the due date indicated in the syllabus.

Please include a self addressed stamped envelope (of appropriate size) if you want your work returned by mail.

It is strongly recommended that you keep copies of all of your evaluations as artifacts in a professional development folder.
Ongoing Performance Tasks: Online Discussion Boards

You will use your FDU e-mail account to access Blackboard and respond to each of the 3 forums posted by your instructor. You may access these forums directly from the menu under “Discussion Board” or through “Communication”.

The following are questions posted on the Blackboard:

**Forum #1: Issues in the Classroom**

Based upon your experience in this clinical setting, comment on an issue of your choice. What have you observed that you find interesting, puzzling, or of concern? How does your reading on curricular trends relate to that issue? How have your EDUC classes addressed that issue?

**Forum #2: Caring Teachers**

A good teacher is competent, caring, and qualified. What does a caring teacher look like? What did you observe which indicates your cooperating teacher is caring? How will you demonstrate caring in your classroom?

**Forum #3: Being Observed**

After you are observed teaching a lesson in Field II, tell us about your experience. How was it beneficial? What concerns did you have? How did you handle them? What advice can you give to others? How might you teach that lesson if given another opportunity?
Assignment/Performance Task – 10 page paper for Field Experience II

Student: ________________________________

At the end of the field experience, the student will synthesize the log entries into a formal typed report of 10 pages in length. The student will consider five curricular approaches and include:

- A description of each curricular approach you chose to observe;
- A comparison of what you observed in the classroom to what the research says;
- The effectiveness of the approaches;
- How you might incorporate these into your teaching.

**Task is worth 45 points**

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<tr>
<th>The questions →</th>
<th>Description of each curricular approach</th>
<th>Comparison of what you observed and the research</th>
<th>Effectiveness of the approaches</th>
<th>How you might incorporate the approach into your teaching</th>
<th>Total for each approach</th>
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<td>Your choice of approaches ↓</td>
<td>2 points each</td>
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Your paper (45 points) _____

Attendance, participation (6 points) _____

Online participation (9 points) _____

Your teacher’s evaluation (40 points) _____

**Total:** _____
University, Department, and Instructor Policies

I. Attendance

A. Students are required to attend class, arrive on time and participate in all courses for which they are enrolled. Class attendance and participation are essential to academic progress. Individual instructors may include class participation in the determination of the final grade. Each instructor will announce his or her grading policies at the beginning of the semester in each course, making clear the weight to be given to participation in grade determination. (FDU, 2002, p.13)

B. The School of Education's Policy Committee met and established the following policy for attendance
   1. Attends are required in all our classes
   2. 3 absences, grade drops by a half a grade
   3. 4 absences, grade drops by one full grade
   4. 5 absences, the student fails or withdraws from the class

II. Academic integrity (detailed policy available upon request)

A. Fairleigh Dickinson University will not condone academic dishonesty in any form. To do so would be unfair to those students who perform honestly. Academic dishonesty undermines the confidence of the student in his or her ability to learn and perform and casts a shadow on the value of the academic process, past and future. (FDU, 1966, p. 5).

B. Students enrolled at Fairleigh Dickinson University are expected to maintain the highest standards of academic honesty. Students have the responsibility to each other to make known the existence of academic dishonesty to their course instructor, and then, if necessary, the department chairperson or the academic dean of their College. Course instructors have the added responsibility to state in advance in their syllabi any special policies and procedures concerning examinations and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor. (FDU, 2002, p. 15)

C. Students using online resources for their work are expected to provide appropriate citations and references. APA format should be used to cite sources. For a detailed discussion of FDU’s Academic Integrity Policy please refer to the following URLs: http://www.fdu.edu/faculty/academicintegrity.pdf; http://www.fdu.edu/academic/0911bulletin/academicregulations.pdf [and] http://view.fdu.edu/files/SOEhandbook.pdf

III. Grade equivalents

A. A = exemplary performance, excellent understanding and demonstration of the knowledge and skills addressed
B. B = competent performance, very good understanding and demonstration of the knowledge and skills addressed
C. C = adequate performance, good understanding and demonstration of the knowledge and skills addressed, some minor flaws
D. D = inadequate performance, lacks a demonstration of an understanding of the knowledge and skills addressed, serious flaws in substance and presentation of material
E. I - Incomplete - this designation is not a substitute for a letter grade. It merely describes a student’s temporary status in a course. It is to be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. Students have a responsibility to notify the instructor of circumstances preventing them from completing the requirements on time. Students will have up to the third week of the next full semester (excluding summer sessions) to complete the requirements. If the requirements have not been met within the prescribed period, the I automatically will become an F. The F is a letter grade and will count in the student’s CGPA. (FDU, 2002, p. 14)

F. Note: All graduate students are expected to maintain a GPA of 3.0 or better. The grade of “C-“ in a graduate course is considered a failing grade.

IV. Grading policies

A. Graduate Programs – Grading and similar policies
   1. Grades:
      a) Weighted grades: A, A-, B+, B, B-, C+, C, and F. (Grades of C- or D are not acceptable grades in graduate programs.) The minimum passing grade for the graduate programs is a C.
      b) Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students

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will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.

c) Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

2. Repeat Courses: If a graduate student repeats a course, both grades remain on the transcript and are averaged in the cumulative grade-point-ratio (GPA). The student will earn credit for one course.

3. Degree Requirements and Academic Probation
   a) The School of Education requires a minimum grade-point-ratio of 2.75 (3.25 for the MA in Learning Disabilities) for graduation.
   
   b) Students who receive two or more grades of C in graduate coursework will be warned, and if they do not demonstrate improvement in their academic performance they will be asked to withdraw.
   
   c) Retention in the MAT program is contingent on maintaining a minimum grade-point-ratio of 3.00 (3.25 for the MA in Learning Disabilities).
   
   d) A graduate program of study must be completed within a period of five years from the time the student first registers for graduate study.

B. Undergraduate Programs – Grading and similar policies

1. Grades
   a) Weighted grades: A, A-, B+, B, B-, C+, C, C-, D, and F. The minimum passing grade for the undergraduate programs is a D.
   
   b) Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.
   
   c) Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.
   
2. Repeated Courses: If an undergraduate student repeats a course, both grades remain on the transcript but only the last earned grade will be computed in the cumulative grade-point-ratio. The student will earn the credit associated with the grade received in the last repeated course.

3. Degree Requirements and Academic Probation:
   a) In general, a student must earn a minimum 2.00 GPR (GPA) for graduation. The School of Education, however, requires a minimum undergraduate grade-point-ratio of 3.00 for acceptance and retention in the QUEST program. If a full-time student’s semester GPR (or part-time student in blocks of twelve credits) is between 2.75 and 3.00, the student will be continued in the QUEST program for one additional semester. Students will not be retained in the QUEST program if their CGPR falls below 2.75.
   
   b) QUEST students who receive two or more grades of C in MAT courses will be placed on probation. If they do not demonstrate improvement in their MAT coursework they will be removed from the program.
   
   c) An undergraduate program of study must be completed within a period of ten years.

V. Student academic services

A. The University attempts to meet the needs of all students with special needs. The Office of the Dean of Students coordinates, through appropriate campus offices, services that would provide reasonable accommodations for students with special needs.

B. If special accommodations are required, contact the dean of students as early in the semester as possible to that appropriate arrangements can be made. (FDU, 2002, p.5)
VI. **Policy on course completion**

A. In order to maintain matriculation status, students must register consecutively for the fall and spring semesters. If consecutive registration is not maintained, students must reapply to the Admissions Office. (FDU, 2002, p. 14)

B. A leave of absence allows students to interrupt their graduate studies if necessary. (FDU, 2002, p. 14) Please see the Student Handbook for specific details.

VII. **Student responsibilities regarding fulfilling course requirements**

The following represents the MAT committee's policy regarding student responsibility in fulfilling course requirements:

It is expected that students enrolled in courses and programs in the FDU School of Education (SOE) take a proactive stance in assuring that they meet the requirements to fulfill all courses necessary for certification and/or their respective program in the correct sequence and in a timely fashion. This means that it is the student’s responsibility to meet regularly with his or her advisor, to line up a sequence of courses and a time frame for completion, to make sure that all check sheets are updated regularly and are current, and to make sure that all documentation such as resumes, transcripts, and Praxis reports are on file. While the SOE faculty will make every effort to smooth the path for the student and to keep accurate records, it is ultimately the responsibility of the student to ensure that he or she has completed the necessary paperwork and courses for certification and/or graduation.

VIII. **Picking up grades papers**

Students are requested to pick up all of their papers from their professors (or the Quest office in Madison) within the first 3 weeks of the new semester. All work not retrieved by the end of these 3 weeks will be discarded.

IX. **Instructor Specific Policies**

A. Please type and double-space all assignments. All papers must be submitted with cover page indicating title of assignment, course name and section, instructor’s name, your name, and date of submission. In addition to fulfilling the content requirements of each assignment, it is expected that each paper will be written using correct English, spelling, and grammar. Both content and mechanics will be considered in the grading. Remember to cite sources for ideas that are not your own using APA format. Citations are necessary for both conceptual issues and direct quotations. It is expected that all papers will be submitted by the due date unless prior approval is given for a good reason.

B. Student assessment and evaluation is performance based. Criteria for assessment include, but are not limited to:

1. Demonstration of an understanding of the theory and concepts related to the topics of the course
2. Demonstration of critical thinking
3. Sufficient and appropriate evidence to support one’s position
4. Creativity and development of strategies and procedures which reflect an understanding of the teaching/learning process
5. Effective written and verbal communication skills which includes correct usage and expression

X. **Disclaimer**

A. This syllabus is subject to change as the needs arises. Students will be given ample notice of any changes in assignments and due dates.

B. Certification laws are subject to change. FDU is not responsible for changes made in New Jersey State requirements which might not grandfather students.

XI. **References**


C. FDU. (August 2011). University College, Office of the Dean, Academic Integrity Policy.