Indiana University Northwest  
School of Education  
M500/M301.....Secondary Education Field Experience

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1. COURSE DESCRIPTION

Bulletin Description: Laboratory or field experience for sophomores and juniors. This field experience course provides students with the opportunity to observe and participate in teaching in a middle school classroom.

Expanded Description: Students will be exposed to actual classroom situations where they will be expected to observe lessons being taught and actually demonstrate teaching. They will experience the rigors of classroom management as well as be exposed to the tools needed to maintain an effective classroom management program.

II. SCHOOL OF EDUCATION MODEL

This field experience course is a part of an IUN School of Education’s Teacher Education Program. This program is based upon a research-based framework that incorporates nine themes, all of which are designed to prepare a “Reflective Professional.”

INITIAL PROGRAM OUTCOMES            COURSE OBJECTIVES

1. Communication Skill                  1,5  
2. Higher Order Thinking Skills         1,3  
3. Instructional Technology             3  
4. Learning and Development             1,2  
5. Culture and Diversity                2,5  
6. Design and Delivery*                 1,2,3,4,7  
7. Classroom Management*                2,3,4  
8. Assessment Evaluation*               7  
9. Professional Development             5,6  

Areas marked with an * are those principles that are stressed in this course

This course also reflects the principles of the Interstate New Teacher Assessment and Support Consortium (INTASC) and the principles of the Indiana Department of Education through the Division of Professional Services and Assessment.
Course Objectives

1. Students will be able to demonstrate sufficient core knowledge.

2. Students will be able to demonstrate an awareness of the developmental stages of their students and create learning activities conducive to their needs.

3. Students will be able to demonstrate the effective use of multiple educational strategies.

4. Students will be able to demonstrate knowledge and understanding of several effective classroom management strategies/procedures and prepare a plan for implementation.

5. Students will be able to demonstrate the effective ability to communicate with peers, community and students.

6. Students will be able to demonstrate a professional commitment to the teaching profession and school community partnership.

7. Students will be able to demonstrate delivery and appropriate instructional/planning methods and matching of effective assessment for their students.

Initial Program Dispositions

The SOE is committees to the values of the academic integrity in the teacher preparation. You are expected to consign yourself to each of the following dispositions throughout this semester in your classroom participation, projects, and assessment activities:

III. MATERIALS

Access to an e-mail account in mandatory. IU Northwest uses as LIST SERV for sending out e-mails to education students. It is your responsibility to check this account regularly or to have mail in this account forward to an account you check regularly.

IV. ASSIGNMENT/COURSE ACTIVITIES
First and foremost, it is expected that your attendance, punctuality, preparation and participation are of the utmost importance. As a future educator of children, you will be looked at as a role model. You must set an exemplary standard for your students. Since this course is in preparation for the setting, I will expect no less from you than your future employer. In case of an emergency absence, all interested individuals should be notified. Therefore, you should call your school, and your cooperating teacher. Attendance expectations and points apply to all field class.

V. GRADING

This is a Pass/Fail class. The passing work is 150 points out of a possible 200. Less than 75 points fails.

Assessment

Midterm Exam – Over Wong & Albert.................................................50 points
Classroom Management.................................................................30 points
Observed Lesson............................................................................30 points
Teacher Observations (3).................................................................75 points
Participation....................................................................................15 points

*All Required* 200 points

7 points will be deducted for each absence; 5 points will be deducted for each tardy.

Classroom Management

The Classroom Management Plan contains your thoughts about how a classroom is to be run. You will answer issues such as: how do you set up classroom for success? What do
you expect from your students? What behavior do you find acceptable vs. non/acceptable. When do you seek Administrative intervention? What is your discipline plan?

The teacher observations will lead to three reflections – Teacher’s Management Plan, Discipline Plan and Planning/Assessment.

I will observe your teaching lesson. If for whatever reason, the observation cannot take place, be prepared to tape the lesson. That plan will address a PL 221 indicator. Plan your teaching lesson plan soon after you receive your placement.

The Class Schedule

I am hesitant to present a class schedule that confines us to discussions with limits. My experience has taught me that this more problematic than facilitating. Therefore, our first sessions will be introductory with an overview and expectations.

Participation

They are not the same. The class is topic-driven and interchange among us all is how the class succeeds. If you do not participate in discussion, you give nothing to the class. If you miss a class, you will lose much from the topic of the day.

VI. BIBLIOGRAPHY**


** Various other journal articles or readings may be shared and discussed.

## VII. INTASC PRINCIPLES

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