

**Ashland University
Dwight Schar College of Education
Department of Curriculum and Instruction
Course Syllabus**

**Graduate: Undergrad: X
Credit Hours: 2
Field/Clinical Hours: 150**

Course Number: EDCI 336

Course title for the catalog: Middle Grades Field Experience II

Catalog description:

Provides opportunities to make decisions relating to assessment, instruction, evaluation, and intervention in the student's content areas of concentration and in interdisciplinary activities. Focus will be on implementing effective instruction and assessment with middle grades students in small group, individual and whole-class settings.

The prerequisite (s) for this course is (are):

EDCI 234, 235, 236 (Block I)

Course and field/clinical experience objectives (including knowledge, skills, disposition):

Objectives	AU Tenet	NMSA Standard	Ohio Teacher Standards	Assessment Strategy
<p><u>Knowledge:</u> The teacher education student will have knowledge of:</p> <ul style="list-style-type: none"> • Current theory and research about diverse populations (multicultural, socioeconomic, at-risk, handicapped) from a local, national, and global perspective. 	1, 2, 3, 4, 8, 9, 10, 11	1, 2, 4, 5, 6, 7	1, 4, 5, 6, 7	<ul style="list-style-type: none"> • Supervisor Evaluations • Classroom Teacher Evaluations • Mid-Term Assessment • Reflections • Observations

Objectives	AU Tenet	NMSA Standard	Ohio Teacher Standards	Assessment Strategy
<ul style="list-style-type: none"> • Coping skills to deal with minor disruptive behavior. • The psychological and philosophical foundations for teaching strategies. • Current legal rulings related to student rights and teacher rights, exceptional learners, and minority students. • The advantages and limitations of punishment. • Modes of instruction and particular management concerns and implications. • The school as a micro-society and the ills of society that appear in school settings. • Communicating with parents that can improve student performance. • The necessity of knowing the role of human growth and development in classroom management. • The elements of effective communication including active listening as a part of classroom management. • Management strategies that pertain to at-risk and handicapped students and their circumstances. • Referral, intervention procedures for classroom management. • Building and school system procedures for classroom management. • The course of study/curriculum for the 330 placement. • Techniques for observing the cooperating teacher in action, the behavior of students in the classroom, and the reflective process (What happened? Did learning take place? Why?) • The structure for systematic observation for self-analysis effectiveness in the teaching situation. (Reflective process). • The role of participating as a member of a team: 				<ul style="list-style-type: none"> • Video-Taped Lesson

Objectives	AU Tenet	NMSA Standard	Ohio Teacher Standards	Assessment Strategy
<p>cooperating teachers, staff.</p> <ul style="list-style-type: none"> • The role of conferencing with the cooperating teacher and university supervisor about performance in the teaching situation as a means of self-evaluation. • The qualities of a professional educator (Ashland University Department of Teacher Education definition). • The referral and service provisions for exceptional learners (IAT, IEP, teaming for intervention). 				
<p>Skills: The teacher education student will have skills to:</p> <ul style="list-style-type: none"> • Establish and maintain an effective and safe classroom learning environment. • Use the reflective process to improve the teaching/learning process. • Demonstrate utilization of a sequenced set of coping skills. • Utilize techniques for group control in a particular grouping pattern, i.e., lecture group discussion, group work, media, lecture, recitation and individualized study. • Develop an instructional plan for classroom management. • Demonstrate acceptable and appropriate writing and verbal communication skills including active listening. • Use course of study (EDCI 330 School District placement and AOhio Model@) to plan and teach developmentally appropriate licensure area instruction taking into account such factors as student diversity and handicapping conditions. • Interact effectively in a multicultural setting with a diverse student population. 	<p>1, 2, 3, 4, 8, 9, 10, 11</p>	<p>1, 2, 4, 5, 6, 7</p>	<p>1, 4, 5, 6, 7</p>	<ul style="list-style-type: none"> • Supervisor Evaluations • Classroom Teacher Evaluations • Mid-Term Assessment • Reflections • Observations • Video-Taped Lesson

Objectives	AU Tenet	NMSA Standard	Ohio Teacher Standards	Assessment Strategy
<ul style="list-style-type: none"> • Participate effectively as a member of a team: cooperating teacher(s), university supervisors, students, principal, teachers, staff, IAT. • Identify school, student services available in the EDCI 330 placement. • Assist in supervisory duties: hall, restroom, cafeteria, custodial, secretarial, other. • Utilize techniques for communicating. • Use decision making skills without influence of bias. • Participate in adaptations and accommodations for exceptional learners. 				
<p>Disposition: The teacher education student will:</p> <ul style="list-style-type: none"> • Value student diversity , including cultural, gender, racial, economic, and ability differences. • Model teaching behavior that promotes a learning environment for all students. • Value classroom management as a means of keeping the learning act progressing. • Value parent impact on student performance. • Value different levels and rates of growth and development as they pertain to classroom management. • Value the necessity of maintaining knowledge of current research pertinent to particular licensure area, instruction and student diversity. • Understand the necessity of knowing motivation concepts and techniques for classroom management. • Value the need for community involvement and to be aware of diversity within the school community population. • Value the importance of law and judicial 	1, 2, 3, 4, 8, 9, 10, 11	1, 2, 4, 5, 6, 7	1, 4, 5, 6, 7	<ul style="list-style-type: none"> • Supervisor Evaluations • Classroom Teacher Evaluations • Mid-Term Assessment • Reflections • Observations • Video-Taped Lesson

Objectives	AU Tenet	NMSA Standard	Ohio Teacher Standards	Assessment Strategy
<p>proceedings as they impact classroom management.</p> <ul style="list-style-type: none"> • Value the importance of professional level communication skills including the necessity to accept the communication of individuals. • Value the rights of each individual student to confidentiality. • Value the reflective process and the practice of self-analysis of the teaching experience as a means of improving teaching ability. • Value the need to work effectively as part of a team. • Appreciate the qualities of a professional educator: (Ashland University Department of Teacher Education definition). • Display enthusiasm for learning/teaching the licensure area discipline(s). 				

Suggested texts and/or references:

Reading materials are provided by the instructor and cooperative teacher.

Suggested instructional strategies:

Lecture, role play, technology tools, discussions, writing, literature review, seminars, lesson plans, projects, field experience with individual small groups or class, reflection.

Description of field/clinical experiences:

FIELD EXPERIENCE

During EDCI 336 Field Placement the student will:

1. Spend 140 clock hours in a classroom in licensure field.
2. Apply effective classroom management skills.

3. Prepare and teach developmentally appropriate lessons taking into account such factors as student diversity and handicapping conditions.

Evaluation of students:

Group work, seminar assignments, cooperative teacher input and observation assessments.

Faculty who frequently teach the course:

Field experience supervisor

Licensure programs in which course is required:

Grades 4-9

Bibliography (Learned Societies, etc.)

Materials provided by the instructor and cooperative teacher.