Course Purpose and Objectives

EDU 395 provides you with the opportunity to apply what you are learning in your language arts methods courses to actual practice in the field. This course is composed of a **practical field experience AND a seminar** designed to support your teaching and learning experiences. Field experiences for preservice teachers are provided through positive collaboration between the teacher education program and community/school partners.

(The Professional Education Unit of the University of Montana has adopted a conceptual framework that places central value on learning as a collaborative endeavour characterized by a focus on: Integration of Ideas, Cooperative Endeavours, and Respect for Diversity and Individual Worth.)

This EDU 395 seminar is intended to facilitate the following:

**First**, to allow you the opportunity to observe and to participate, firsthand, in the integration of Language Arts theory and practice in Preschool and K-8 classroom settings and other related learning programs in the school community. You will engage in the observation of cooperating teachers/supervisors, integration of content from EDU 331/EDU 397 into field settings, and self-reflection regarding the two lessons you will deliver in each of your field settings this semester;

**Second**, to provide you opportunities to interact with professionals in the field to observe/learn methods of Language Arts instruction. As you will learn more about in EDU 331 and EDU 397, Language Arts focuses on developing skills in listening, reading, writing, communicating orally, as well as encouraging critical, creative thinking;

**Third**, to assist you in gaining more understanding about the developmental stages of language acquisition of students from preschool to early and upper elementary grade levels and the implementation of curriculum appropriate for each grade level;

**Fourth**, to begin to instil within each of you the professional value of legitimate, thoughtful, and critical observation of meaningful, effective Language Arts instruction at all grade levels of elementary education;

**Fifth**, to help you to begin to actually implement effective language arts instructional skills in your field experience settings, with accompanying reflective practices; and

**Sixth**, to continue to add to your professional knowledge more effective ways to facilitate positive, productive engagement of and management of students to promote their academic and social development.

Course Requirements

- 20 observation/participation hours in a selected field experience in the Missoula Flagship Program ([http://www.flagshipprogram.org/](http://www.flagshipprogram.org/)) in elementary/middle school setting.
- Completion of activities/assignments given by cooperating teachers/supervisors at your field experience site.
- Attendance/Participation at seven scheduled seminar meetings, includes finals week.
- Completion of assignments given by university seminar instructor in preparation for seminar participation.
- All paperwork contained in your EDU 395 Pre-Service Teacher Packet.
Articulation of Professional Goals that you will be working on before and during the next field experience, EDU 400 Block.

Final written paper/reflection on EDU 395 field experience.

**Evaluation**

EDU 395 is a Credit/No Credit course and the grade will be determined by meeting the above-listed course requirements. The 395 field experience component is provided in conjunction with EDU courses 331 and 397 and will have their own requirements, for which specific instructions and evaluation will be provided in those courses. **Throughout this field experience you will be encouraged to be actively engaged in observation, participation, and on-going reflection about your learning.**

**Attendance**

Attendance is expected at all seminar sessions. Some of the seminar sessions will focus on training provided by the field-experience-site teachers/supervisors and will be important to your successful participation in those hands-on experiences; other seminar sessions will provide you with opportunities to share with your EDU 395 colleagues your reflections and emerging understanding about Language Arts instruction and facilitation of the academic/social development of the grade level children with whom you will be working. Because situations of illness and/or emergency can arise, please email me should you expect to be absent from a session. More than one absence may jeopardize your credit for this course.

**Conduct in Seminar Meetings**

Because the seminar sessions rely heavily on the observations, reflections, and evaluations of the participants, strict rules of personal respect and confidentiality will be expected. As future education practitioners, it is expected that you will conduct yourself with the highest professionalism in the seminar. (It is equally important to be responsible, respectful, cooperative, and motivated in working with your field cooperative teachers/supervisors who are striving to assist you in your journey to become a skilled, effective, and confident educator.)

- Please turn cell phones off and refrain from external electronic communication not related to in-class seminar discussions.
- *Respect* that classmates’ interpretation of content, observations, or events in field settings might differ from your own.
- *Listen* to your peers’ questions, concerns, and comments. This will help immensely in contributing to your personal understanding of Literacy instruction and the perpetual formation of your own teaching philosophy and instructional style.

**Students with Disabilities**

Students with disabilities/special needs are encouraged to meet with the instructor at the beginning of the semester in order to discuss necessary accommodations/facilitating.

**Academic Misconduct**

All students are expected to demonstrate professional, academic honesty. Academic misconduct will place your credit for this course in jeopardy and open yourself to disciplinary action by the University of Montana. All students ought to be familiar with the Student Conduct Code. The Code is available for review online at [www.umt.edu/SA/VPSA/Index.cfm/page/1321](http://www.umt.edu/SA/VPSA/Index.cfm/page/1321).
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<th>Seminar</th>
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| 1       | August 29   | **Introduction to 395 Elementary Education Experience:** Philip Wittekind, Maygan Lenz, Kristin Horejsi, Karen Martin, and Nicole Mitchell (and Flagship Site Coordinators)  
- Overview EDU 395 Seminar, Preschool, and Flagship experience and requirements.  
- Professionalism of preservice teachers.  
- Fill out cards for the Flagship Program placement information.  
**Assignment:**  
- Go online and retrieve EDU 395 Field Experience Packet. Read and formulate questions.  
- Review course syllabus and formulate questions. |
| 2       | September 5 | **Lab School Training Session**  
**Assignment:**  
- Review all of the reading materials provided at the Lab School Training.  
- Visit the website for the local Flagship schools and formulate any questions you may have prior to the training.  
- **Prior to seminar on October 3,**  
  - Read article “The Six ‘T’s’ of Effective Elementary Literacy Instruction” by Richard Allington (2002). ([http://www.readingrockets.org/article/96/](http://www.readingrockets.org/article/96/)). List some of the basic understandings you gained from this article about effective literacy instruction?  
  - Read article “What is differentiated Instruction?” by Carol Ann Tomlinson (2000). ([http://www.readingrockets.org/article/263/](http://www.readingrockets.org/article/263/)). (Read one other article of your choice attached to each one of these sites.) |
| 3       | September 12| **Flagship Training Session**  
- Review all of the reading materials provided at the Flagship Training.  
**Assignment:**  
- Complete lesson plan assignment, utilizing information from your assigned reading and lesson plan format provided. **Bring your completed lesson plan to seminar on October 3.** (You most likely will be doing a different lesson plan for each of your field experiences, depending on the content and activity being addressed there.) |
| 4       | October 3   | **Lesson Plan Development and Using Your Journals**  
- Discuss the “Six T’s of Effective Elementary Literacy Instruction”  
- Go over lesson plan development.  
**Assignment:**  
- Start to use Journals and Journal Questions for your Flagship Experiences. |
Having now been introduced to your field experiences in this 300 block, use the provided Goal/Action Sheet (from the Preservice Teacher EDU 395 Field Experiences packet) to formulate professional development goals and action steps for this semester of 395 field experiences and bring to seminar.
- Review classroom management strategies addressed in assigned articles before November 7 seminar and be prepared to share classroom management strategies relative to your current field experiences.

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| November 7 | - Be prepared to share what behavioral management strategies you have observed/learned in the field that provide a safe and positive learning environment for children. --- Give specific examples citing from field experiences, EDU 345 reading and discussions, and assigned articles.  
  Assignment: Prior to next seminar, review article “The Six ‘T’s’ of Effective Elementary Literacy Instruction” by Richard Allington (2002). What understandings did you gain from this article about effective literacy instruction? Come prepared to share what instructional strategies you have acquired from your field experiences. Give specific examples. |

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| November 28| - Be prepared to share what instructional strategies you have observed/learned from your field experiences. - Give specific examples.  
  Assignment: Instructions will be given for Final Field Experience Paperwork: (1) Signed off hours, with a lesson plan that you taught, with attached supervisor evaluation from (1) Preschool Learning and Belong Lab and (1) Flagship Field Experiences; (2) Final Reflection Paper; (3) Goals and Action Plan that will follow you from EDU 395 to EDU 400 block, typed as part of your final paper. Bring all paperwork with you to December 5 final meeting. |

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<th>Seminar: What I have gained and what I want to continue to work on.</th>
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| December 5 | - Be prepared to share in small groups what you’ve learned overall from your field experiences. - Give specific examples:  
  What do you see as your teaching strengths? What area of teaching would you like to improve in your next field experience?  
  Collect Final Paperwork for 395 Field Experience. |