NEW JERSEY CENTER
FOR TEACHING & LEARNING

MET6103: Field Experience in P-3 Core Content Areas I

Instructors/Email: Dr. Debra McDonald   deb@njctl.org

Course Credit: 3.0 NJCTL credits

Dates & Times:

This is a 3-credit, self-paced course, covering 5 modules of content. You need to teach at least one course section of the content aligned with your endorsement program for a minimum of ten (10) consecutive weeks, at least 45 hours delivering instruction and 90 hours for lesson planning, grading, recording/editing video submissions, writing pre-submission and post-submission reflections, and a final reflection paper at the end.

LMS Link: https://moodle.njctl.org/course/view.php?id=336

COURSE DESCRIPTION:

In this field experience course candidates will teach at least one section of content—with NJCTL-provided virtual support—learned during phase I to students. This field experience simultaneously provides the setting for developing a deeper understanding of the phase I content and for practicing the PSI-PMI teaching methods. The main pedagogical components that will be assessed are the delivery of short, dynamic direct instruction, and the facilitation of anonymously polled formative assessment and classwork (or lab)—via a framework of social constructivism. The assignments culminate with a Final Reflection paper focusing on mastery-based grading.

In the case of candidates in the Special Education program, which does not include phases, the candidates will demonstrate their ability to apply what was learned in SPED coursework as a teacher of students with disabilities, using PSI-PMI teaching materials as it's applicable to their student population.

STUDENT LEARNING OUTCOMES:

Upon completion of the course, the student will be able to:

1. Create a classroom setup that is conducive to learning and developmentally appropriate to your grade level.
2. Demonstrate the use of effective protocols to support classroom processes.
3. Engage students in learning activities that support multiple developmental domains.
4. Integrate research-based practices for teaching mathematics.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Required Texts:
None

Required Technology Resources:
- Google Drive (or other "cloud") Account: You will use your account to create shareable links to a variety of materials, including release forms and video artifacts.
- Mobile Device with Camera: Likely, a smart phone, which you will use to capture video evidence of your mastery of PMI application.
- Bluetooth Microphone: A Bluetooth headset that is connected to your video recording device will capture quality audio of your teaching, and is required. You can purchase one from Amazon, BestBuy, etc. for about $20-$30, if you do not have one already.
- Mobile Device Bracket & Tripod: These are optional but may help you to gain better quality recording

COURSE REQUIREMENTS:

Consistent attendance in your online courses is essential for your success. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have assignments and participation requirements just like on-campus classes. Budget your time carefully. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

GRADE DISTRIBUTION AND SCALE:

In order to receive a Passing grade, the participant must complete the following course requirements: signed release forms; written reflections; and video submissions outlined in the *Assignments* section of the Class Schedule (below).

Grade Distribution:

Portfolio Project (Video Uploads)	75%
Module 1 Assignments	5%
Written Pre-Video Submissions	10%
Written Post-Video Reflections	10%

Grade Scale:

A	93 – 100
A-	90 – 92
B+	86 – 89
B	83 – 86

B-	80 – 82
C+	77 – 79
C	73 – 76
C-	70 – 72
D	60.0 – 69.9
F	59.9 or below

Grading Rubrics:
Each assignment has a unique scoring rubric, which is posted with the assignment. Please refer to the rubrics before submitting assignments so you can confirm you've addressed each of the criteria on the rubric.

ACADEMIC STANDING:
NJCTL has established standards for academic good standing within a student's academic program. Students enrolled in any NJCTL online course must receive an 80 or higher to successfully complete a course and receive credit for that course. An 80 is equivalent to a GPA of 2.7 or B-. Additionally, students in an endorsement program must receive a cumulative GPA of 3.0 for all courses combined in order to successfully complete the program.

ACADEMIC INTEGRITY:
Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /repurposing your own work, unauthorized possession of academic materials, and unauthorized collaboration.

CITING SOURCES WITH APA STYLE:
All students are expected to follow proper writing and APA requirements when citing in APA (based on the APA Style Manual, 6th edition) for all assignments.

DISABILITY SERVICES STATEMENT:
We are committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact Dean of Students Melissa Axelsson, for additional information to coordinate reasonable accommodations for students with documented disabilities (melissa@njctl.org).

NETIQUETTE:
Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.

CLASS SCHEDULE:

Module	Required Readings	Assignments
1 - Pre-Service Module	● Pre-Service Module Presentation	● Discussion Board Prompt ● Short Answer Assignment
2 – Classroom Setup	● Select one or more from articles listed in assignment ● Watch https://www.youtube.com/watch?v=Plo9GaViEEc	● Pre-video Submission ● Mandatory Forms Submission ● Video 1 Submission ● Written Reflection
3 – Teaching a Routine	● Read this blog article to get a basic understanding of the Gradual Release of Responsibility Model: https://www.teachthought.com/pedagogy-posts/gradual-release-responsibility/	● Pre-Video Lesson Plan Submission Reflection ● Video Submission ● Written Reflection
4 – Developing Child Development Domain	● None	● Pre-Video Lesson Plan Submission Reflection ● Video Submission ● Written Reflection
5 – Mathematics Lesson	● None	● Pre-Video Lesson Plan Submission Reflection ● Video Submission ● Written Reflection
5 – Final Reflection	● None	● Final Reflection