

DINÉ COLLEGE
CDTE MASTER COURSE SYLLABUS

COURSE NUMBER	EDU 358
COURSE TITLE & CREDITS	Field Experience I (2 credits)
SEMESTER	
CLASS MEETING TIME(S)	
LOCATION	
INSTRUCTOR	
OFFICE LOCATION	
OFFICE PHONE NUMBER	
E-MAIL	
OFFICE HOURS	
BEST CONTACT METHOD	
PREREQUISITE (If any)	Acceptance into the BA Elementary Education Program and successful completion of all BAEE courses except EDU 496 and EDU 499 or Secondary Math/Science.

COURSE DESCRIPTION

This 6-week field experience provides the pre-service teacher with opportunities to apply course content in a B-12 classroom and actively reflect on the teaching profession. A mentor teacher and supervisor provide guidance during this learning experience. The pre-service teacher will engage in daily classroom activities and teach and assess lessons with individuals and small groups.

COURSE OUTCOMES

Nitsáhákees

- Understands families of instruction (e.g., direct, inquiry, social, personal, SIOP, and different kinds of units) for lesson and unit development
- Understands K'é as a system for building relationships with students, families, and colleagues

Nahat'á

- Collaborates in pre-conferences with supervisors and mentors
- Integrates K'é into curriculum and instructional practices

Iiná

- Uses a variety of instructional strategies to help learners develop holistic inter-connections of content areas and to apply knowledge in meaningful ways
- Uses multiple methods of assessment to plan learning experiences, monitor learner progress, and guide the teacher's and learner's decision making
- Implements culturally supportive and developmentally appropriate and challenging learning experiences

Uses wide variety of instructional strategies and resources, including human and technical, to promote student learning
 Collaborates with colleagues, faculty, families, school personnel, and community members to ensure learners' support and growth
 Applies K'é with students, families, and colleagues

Sih hasin

Self-assesses readiness in establishing effective learning environments
 Self-critiques continually to evaluate and improve her or his instructional practice
 Engages in post-conferences with supervisors and mentors
 Values flexibility and reciprocity for adapting instruction to learners' needs
 Demonstrates self direction based on concepts of t'áá hó ájít'éego as'ah oodáál dóó t'áá hó ájít'éego hózhóqgo oonish
 Values K'é as a system for building relationships with students, families, and colleagues

InTASC STANDARDS

Learner and Learning
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Content Knowledge
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Instructional Practice
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Professional Responsibility
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

ESSENTIAL QUESTION

What does field experience do for you?

SUGGESTED TEXTS AND RESOURCES

COURSE AND PROGRAM ASSESSMENTS

- Apprenticeship History form: 25 points-due
- Need to Know Form: 25 points-due
- Timecard: 120 (5 points per day)-due
- Bulletin board, grade papers, and/or prepare materials: 60 points (10 points per week).
- Lesson plans and supervisors observation: 100 points x 2 lesson plans: 200 points
- Weekly communication with supervisor: 120 points (20 points per week)
- Teacher Candidate Self-Assessment: 100 points-due
- K'é (pre and post): 180 points total

GRADING POLICY

You will earn a course grade by compiling points-per-assignment. Each of the assignments is worth a certain number of points as indicated above. You will receive no points for late assignments. Grades will be calculated by dividing points earned by total possible points, which creates a percentage, which translates into a traditional letter grade as follows:

100-90% = A

89-80% = B

79-70% = C

69-60% = D

59% or less = F

SCHEDULE (optional)

ATTENDANCE POLICY

As teacher candidates, attendance for every class period is important and expected. An absence from class or practicum teaching is granted only in the case of:

A verifiable illness (a doctor's statement may be requested).

Being a patient in a Navajo or other traditional/religious ceremony (again, a medicine-person's or equivalent's signed, notarized statement may be requested).

A death in the immediate family.

All instructors must be contacted individually beforehand to request an absence. Instructors can be contacted in person, by phone, or by email. Do not leave a message with another faculty or staff person.

DISABILITY SUPPORT SERVICES

Diné College is committed to providing college-wide educational support and assistance for students with documented disabilities. Students who have learning disabilities, sensory impairments, psychological disabilities, or physical conditions are encouraged to meet with a

Disability Coordinator to discuss resources and reasonable accommodations.

The following services are available: classroom accommodation, testing accommodations, educational coaching and referral for academic support services, career advising, and supportive counseling. Eligibility for services is dependent upon documentation of individual's specific disability.

The Disability Support Services are available at the Tsale and Shiprock Campuses. Community Campus students seeking accommodations are encouraged to contact one of the two offices: Tsale (928) 724-6856 or Shiprock (505) 368-3627.

ACADEMIC INTEGRITY

Students are responsible for the integrity of their academic work. Examples of academic dishonesty include but are not limited to, obtaining unauthorized assistance in any academic work: cheating on a test; plagiarism; quoting without proper credit; modifying any examination, paper, record, report or project without the instructor's approval for obtaining additional credit or an improved grade; and, representing the work of others as one's own. Some of the penalties that may be imposed include: warning (written or oral); reducing the grade for the assignment, test, or project; reducing the grade for the course; assigning a failing grade for the course; dismissing the student from the course and issuing a grade of "W"; academic probation or and recording the decision in the student's academic record.