

Newberry College
Teacher Education Program
Description of Field Experiences
2006-2010

EDU 224: Foundations of Teaching and Learning

Candidates in EDU 224 are placed with a public school mentor teacher for 12 hours of field experience during the semester. Candidates conduct individual interviews with the mentor on designated topics discussed in class and write a reflection on each of these interviews. In addition to the interviews, candidates will observe and assist the mentor while paying particular attention to education foundation issues such as laws, ethics, equity, philosophy, and professionalism.

EDU 230: Human Development and Learning

Candidates spend at least (1) hour per week for twelve (12) weeks with a certified mentor teacher observing children and teachers. (Music majors must spend at least twenty-four (24) hours in observation activities). Candidates will coordinate with the mentor teacher to complete the required activities and observations, including time to work with an individual child to complete a case study of a student in the class. During the field experience candidates collect contextual data and analyze the data to determine the physical, social, emotional, and intellectual development of students, implications for learning, and recommendations for emerging teachers of these students. Field experience mentors are certified in the content area most relevant to the students program of study. The case study process is aligned with the course schedule to engage candidates in observation and discussion of overall development and learning of children in grades pre k-adolescence.

EDU 232: Working with Exceptional and Diverse Learners

The EDU 232 class field experiences consist of four group field trips to area public schools to observe specific criteria based on the course content. The first field experience is a trip to a local elementary school for a three hour structured observation cycle. The classes observed are Learning Disabilities, ESOL, G/T, Reading Recovery, Self-

contained special education, Montessori multi-age classrooms, and general education classes with inclusion specialists. The second field trip is to a local high school for a three hour cycle observation of self-contained special education, “catch-up” classes, ESOL, Honors classes, and Learning Disability classes. The third field trip is a three hour cycle of observation at a local middle school. This middle school is a school deeply involved in the process of gender specific education. The day is spent observing male classrooms, female classrooms, and discussions with gender specific teachers, students, and administrators. The fourth field experience is a three hour cycle of observation at a local Community School. This school is a K-12 school serving a rural community in the county system. The candidates observe all areas mentioned above in very different settings. After each visit the class debriefs and writes a reflection of the experiences.

EDU 341: Classroom and Environment for Early Childhood and Elementary Classrooms

This course has 24 hours of field experience in a public elementary school with a certified mentor teacher. Each observation period is 2 hours in length with specific criteria for analysis. The candidate observes for the criteria, interviews the teacher concerning the criteria, and writes a reflective journal entry concerning the criteria. The specific areas of observation are: Lesson Planning, Using Technology, Time Management, Assessment, Differentiation of Instruction, Making Home-School Connections, Cooperative Learning, The SC Safe Schools Act, Career Guidance, Conducting Conferences, Management Style, and Teacher Interview.

EDU 342: Classroom Environment for Middle and High School Classrooms

Candidates spend 24 hours with a public school mentor teacher certified in the content area. It is recommended that candidates attend field experience two hours a week for 12 weeks. While observing and participating in class, the candidate completes eight seminar topic reflections recording activities and observations. The specific areas of observation for this course are: Lesson Planning, Time Management, Assessment, Differentiated Instruction, Cooperative learning, SC Safe Schools Act, Classroom Management, and Career Guidance.

EDU 445: Content Area Literacy

Each candidate is assigned to a public school classroom and expected to complete 24 hours of Field Experience during the semester. Each candidate is required to plan and teach two lessons in the Field Experience site. Classmates will evaluate two of the three lesson plans and give feedback.

ECE 352: Literacy Development in Young Children

Teacher candidates spend at least (1) hour per week for twelve (12) weeks observing children and teachers. Field Experience mentors are certified in the content area most relevant to the students program of study. Candidates coordinate with mentor teachers to complete the required activities and observations to better understand and explore the process of planning and teaching a curriculum that integrates literacy into two or more content areas.

ECE 437: Teaching an Integrated Curriculum

Candidates spend at least (2) hours per week for twelve (12) weeks observing children and teachers. Candidates coordinate with mentor teachers to complete the required activities and observations to better understand and explore the process of planning and teaching an integrated curriculum. Field Experience mentors will be certified in Early Childhood Education. Field experience assignments are aligned with the course schedule to engage students in observation and discussion of planning and teaching in an integrated curriculum that includes art, math, science, social studies, music and drama and the language arts.

ECE 438: Methods and Materials for Social Studies

Candidates spend at least (1) hour per week for twelve (12) weeks observing children and teachers. Candidates coordinate with field experience mentors to complete the required activities and observations to better understand and explore the process of planning and teaching a curriculum that integrates social studies into two or more content areas. Field Experience mentors will be certified in Early Childhood Education.

ELE 353: Teaching of Reading in the Elementary Schools

The Teaching of Reading course has a 12 hour field experience component directly related to the reading process. Each candidate is required to observe in a reading classroom to determine the use of literacy strategies such as word recognition, comprehension, phonemic awareness, decoding, and fluency. The candidate also observes for the creation of a motivating literacy environment, language and reading developmental stages, and the analysis of reading skills by the teacher. The candidate writes a reflective essay on each observation citing the appropriate research and theory.

ELE 448: Methods and Materials for Elementary Social Studies

Candidates are assigned to an elementary classroom to observe 12 hours of Social Studies instruction. The observations are based on the ten thematic strands for social studies, the state standards, and planning for instruction. Candidates will create three social studies lessons with the help of the field experience mentor and teach the lessons to the class with the field experience mentor present. The lessons will be based on history, geography, economics, or social science and integrate at least one other content area. Candidates will also reflect and analyze their own plans and the field experience mentor's daily, weekly, and long range plans for integration and use of standards.

ELE 457: Reading Diagnosis and Remedial Treatment

For this 12 hour field experience candidates are assigned a specific student in a public school. The students are chosen by the college supervisor, administration, and field experience mentor teacher based on the student's degree of reading deficiency. After class instruction each candidate then meets the student to set up a working relationship, reviews records and interviews teachers about the student, observes the student in the regular classroom, administers an Individual Reading Inventory, analyzes the inventory and creates 10 private tutoring lessons based on the student's need, teaches the ten lessons for five weeks, administers a post reading inventory, and writes a case study of the experience.

ENG 335: Methods of Teaching English/Social Studies

Candidates are assigned to a twelve-week field experience at a local high school for two consecutive hours on one day each week; these teacher candidates work with a highly qualified teacher who is certified in secondary English Language Arts by observing the field experience mentor teacher, assisting the mentor as directed, seeking answers about the mentor's pedagogical choices, glean information about the school's policies and procedures, writing reflections on each two-hour experience, and maintaining professional expectations in all areas. During the field experience these candidates write two lesson plans in collaboration with the mentor/professor, teach two mini-lessons that follow the Newberry College lesson plan guidelines and format, and reflect upon and analyze their teaching performance.

MAT 336: Methods of Teaching Secondary Mathematics

Candidates are placed under the supervision of an experienced and highly qualified secondary teacher certified in the area of mathematics. They participate in the

mathematics classroom of the assigned secondary school for a minimum of twelve two-hour time periods. Candidates collaborate with the field experience mentor teacher to prepare and teach at least three mathematics lessons. Candidates submit the lesson plan and a reflection/analysis of each teaching experience to the Math 336 professor.

PHE 440: Curriculum and Evaluation

Candidates are given ample opportunities to observe and evaluate experienced and qualified public school teachers within the field of physical education. The PHE 440 curriculum class requires candidates to obtain a total of 24 hours (2 hours a week) for 12 weeks. Twelve of the 24 hours will come through “whole” class visits to selected public school teacher classrooms and for the remaining 12 hours, candidates are placed with a public school mentor teacher certified in Physical Education. Within these hours candidates observe effective classroom management styles, teacher/student relationships, create mini-unit lesson plans, and teach individual lessons.

SCI 321: Methods of Teaching Secondary Science

Candidates are placed under the supervision of an experienced and highly qualified secondary teacher certified in the area of biology/chemistry who emphasizes labs and inquiry. They participate in the science classroom at the assigned secondary school for a minimum of twelve two-hour time periods. Of the 24 hours, at least 12 hours should be in a lab or lab/lecture setting. Candidates collaborate with the field experience mentor to prepare and teach at least three science lessons. Two of these lessons should be lab/inquiry lessons. The candidate submits the lesson plans and a reflection/analysis of each teaching experience to the Science 321 professor.

SSC 335: Methods of Teaching Social Studies/English

Candidates are assigned to a 12 week field experience at a local high school for two consecutive hours on one day each week; these teacher candidates work with a highly qualified teacher who is certified in secondary Social Studies by observing the mentoring teacher, assisting the mentor as directed, seeking answers about pedagogical choices, gleaning information about the school’s policies and procedures, writing reflections on each two-hour experience, and maintaining professional expectations in all areas. During the field experience candidates write two lesson plans in collaboration with the mentor/professor, teach two mini-lessons that follow the Newberry College lesson plan guidelines and format, and reflect upon and analyze their teaching performance.