## Course Outline

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course / Title</th>
<th>Credits</th>
<th>Clock Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDE 2940</td>
<td>Field Clinical 001</td>
<td>03</td>
<td>Lecture 03</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Laboratory 03</td>
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<td></td>
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<td>Demonstrations</td>
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</tbody>
</table>

**Department:** Elementary Education  
**Prerequisites:** Elementary and Pre-K Pre-majors

**College:** Education

### Course Requirements
- Task Stream, Fingerprinting, College of Education Name Badge, Field Clinical Experiences.

### Required Textbook

**Faculty Member**

**Term and Year:** Spring, 2010

**Office Location**

**Campus Telephone:**

<table>
<thead>
<tr>
<th>Office Hours</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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</thead>
<tbody>
<tr>
<td>(Others by appointment)</td>
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Course Description

This course is the first in a series of graduated field based experiences. During this course three hours a week for a minimum of seven weeks will be spent in preschools, Pre-K programs and other public and private educational settings. In this course, the Pre-service Teacher will experiences the complexities of the classroom, gain insight into individual student differences and become acquainted with procedures for developing appropriate learning experiences. Students will also be creating and maintaining an Electronic Portfolio that will be used to correlate information between pre-service teacher’s work and the Florida Accomplished Practices.

Summarily, this course will emphasize, encourage, motivate and establish collegial sophistication and improve professionalism.

Course Objectives

1. Provide general information concerning the requirements for:
   a. Admission to the professional teacher education program in the College of education.
   b. Florida Teacher Certification requirements including the Florida Teacher Certification Examination (FTCE).
2. Provide information and opportunities for Pre-Service Teachers to gain a realistic experience working in diverse, educational environments with young children. A key aspect of this experience is involvement with facilitating of learning, including cognitive, physical, social and emotional development.
3. Acquaint students with Florida’s Reform and Accountability measures (Twelve Accomplished Practices; Sunshine State Standards).
4. Explain the importance of becoming familiar with the local community.
5. Develop an electronic portfolio to maintain experiences during Field Clinical Experiences.
6. Maintain a daily journal that emphasizes pertinent instructional information, class involvement, etc.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral Objectives</th>
<th>INTASC Standards</th>
<th>ACEI</th>
<th>Professional Organization</th>
<th>FEAPS</th>
<th>ESOL</th>
<th>FTCE</th>
<th>SAE</th>
<th>PEU Conceptual Framework</th>
</tr>
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<tbody>
<tr>
<td>Provide general information concerning the requirements for</td>
<td>1</td>
<td>1, 2, 5, 6, 7, 9, 10</td>
<td></td>
<td>2, 3, 5, 7, 8, 9, 10, 12</td>
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<td></td>
<td></td>
<td></td>
<td>5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8</td>
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<tr>
<td>a. Admission to the professional teacher education program in the College of Education</td>
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<tr>
<td>b. Florida Teacher Certification requirements including the Florida Teacher Certification Examination (FTCE).</td>
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<tr>
<td>Provide information and opportunities for Pre-Service Teachers to gain a realistic experience working in diverse, educational environments with young children. A key aspect of this experience is involvement with facilitating learning, including cognitive, physical, social and emotional development.</td>
<td>2</td>
<td>3, 5, 8</td>
<td></td>
<td>5, 6, 7, 9, 10</td>
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<td></td>
<td></td>
<td>1.1, 1.2, 1.3, 1.4, 1.5</td>
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<tr>
<td>Acquaint students with Florida’s Reform and Accountability measures (Twelve Accomplished Practices; Sunshine State Standards).</td>
<td>3</td>
<td></td>
<td></td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</td>
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<tr>
<td>Explain the importance of becoming familiar with the local community.</td>
<td>4</td>
<td>2, 3, 6, 10</td>
<td></td>
<td>5, 9, 10, 11</td>
<td></td>
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<td></td>
<td>6.1, 6.2, 6.3, 6.4</td>
</tr>
<tr>
<td>Develop an electronic portfolio to maintain experiences during Field Clinical experiences.</td>
<td>5</td>
<td>6, 7</td>
<td></td>
<td>1, 2, 4, 10, 12</td>
<td></td>
<td></td>
<td></td>
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<td>2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</td>
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<tr>
<td>Maintain a daily journal that emphasizes Pertinent instructional information, class involvement, etc</td>
<td>6</td>
<td>1, 4, 8</td>
<td></td>
<td>1, 2, 4, 7, 8</td>
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<td></td>
<td></td>
<td>4.1, 4.2, 4.3, 4.4, 4.5</td>
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</table>
The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.
## DIVERSITY

- **CF 1**
- Through this focal area, the FAMU professional education candidate will:

| CF: 1.1 (K) | Understand diverse backgrounds of individuals. | F: 5,6,7 | I: 3 |
| CF: 1.2 (S,D) | Acquire the skills & dispositions to understand & support diverse student learning. | F: 5,7 | I: 3,8 |
| CF: 1.3 (S,D) | Accept and foster diversity. | F: 5,6 | I: 3,8 |
| CF: 1.4 (S) | Practice strategies such as: acceptance, tolerance, mediation & resolution. | F: 5,6 | I: 3 |
| CF: 1.5 (K, S) | Establish a comfortable environment in which all students can learn. | F: 5, 7, 9, 10 | I: 5 |

## TECHNOLOGY

- **CF 2**
- Through this focal area, the FAMU professional education candidate will:

| CF: 2.1 (S) | Use of available technology and software to support student learning. | F: 4,12 | I: 6 |
| CF: 2.2 (S) | Use technology to manage, evaluate and improve instruction. | F: 1,4,10,12 | I: 6,7 |
| CF: 2.3 (K) | Know fundamental concepts in technology. | F: 12 | I: 1,6 |
| CF: 2.4 (K) | Understand fundamental concepts in technology. | F: 2,12 | I: 6 |
| CF: 2.5 (S) | Use fundamental concepts in technology. | F: 12 | I: 6 |
| CF: 2.6 (S,D) | Facilitate access to technology for students. | F: 12 | I: 6 |
| CF: 2.7 (S) | Facilitate the use of technology by students. | F: 4,12 | I: 6 |

**VALUES**

**• CF3**

**• Through this focal area, the FAMU professional education candidate will:**

| CF: 3.1 (S) | Work with colleagues in a professional manner. | F: 6 | I: 2,5 |
| CF: 3.2 (S) | Interact with students, families and other stakeholders in a manner that reflects ethical and moral standards. | F:11,6 | I: 9,10 |
| CF: 3.3 (S,D) | Show respect for varied (groups) talents and perspectives. | F: 5,6 | I: 3 |
| CF: 3.4(D) | Be committed to individual excellence. | F: 3,9 | I: 5,9 |
| CF: 3.5(D) | Recognize the importance of peer Relationships in establishing a climate for learning. | F: 7,2 | I: 5,10 |

**CRITICAL THINKING**

**• CF4**

**• Through this focal area, the FAMU professional education candidate will:**

| CF: 4.1 (K) | Understand a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance. | F:4,7 | I: 4 |
| CF: 4.2 (S) | Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance. | F:2,7 | I: 4 |
| CF: 4.3 (D) | Value critical thinking and self-directed learning as habits of mind. | F: 4 | I: 1,4 |
| CF: 4.4 (K) | Acquire performance assessment techniques and strategies that measure higher order thinking skills of student. | F:1,4 | I: 1,8 |
| CF: 4.5 (S) | Demonstrate the use of higher order thinking skills. | F: 8 | I: 4 |

**PROFESSIONALISM**

**• CF 5**

**• Through this focal area, the FAMU professional education candidate will:**

| CF: 5.1 (K) | Know the content | F: 8 | I: 1 |
| CF: 5.2 (S) | Use the appropriate pedagogy to provide all students with the opportunity to learn. | F:7,9 | I: 7 |
| CF: 5.3 (D) | Demonstrate commitment to professional growth & development. | F:3,7 | I: 9 |
| CF: 5.4 (K,S) | Use major concepts, principles, theories & research related to the development of children and adults. | F: 7 | I: 2 |
| CF: 5.5 (S) | Construct learning opportunities that support student development & acquisition of knowledge & motivation. | F: 7 | I: 5 |
| CF: 5.6 (S) | Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom. | F: 2 | I: 6 |
| CF: 5.7 (S,D) | Display appropriate code of conduct including dress, language, and respective behavior. | F: 9 | I: 5,9 |
| C.F: 5.8 (K,S) | Know and use student personnel services | F:5,10,12 | I: 2,10 |

**URBAN/RURAL EDUCATION**

• **CF6**
• Through this focal area, the FAMU professional education candidate will:

| CF: 6.1 (S) | Be able to work in school settings with varied levels of human and material resources. | F: 9,10,11 | I: 10 |
| CF: 6.2 (S,D) | Be able to work in school settings that focus on rural/urban context with opportunities and challenges that these environments provide. | F: 11 | I: 3 |
| CF: 6.3 (K) | Understand the conditions of both rural and urban students and families. | F: 5, 11 | I: 2,3 |
| CF: 6.4 (S) | Communicate effectively with students’ parents and the community. | F: 5,11 | I: 6 |

**Academic Learning Compact**

**Subject Matter** - Graduates will have a basic understanding of the subjects they teach and how a subject is linked to other disciplines and content can be applied to real world integrated settings.

**Communication** – Graduates will acquire and use effective communication techniques with students and all other stakeholders.

Critical Thinking – Graduates will acquire and use appropriate techniques and strategies, which promote and enhance critical, creative, and evaluative thinking capabilities of students.

**Diversity** - Graduates will use teaching and learning strategies that reflect each student’s culture, learning styles, special needs, and socio-economic background.
Technology – Graduates will use effective technological techniques to access electronic resources and support student learning and instructional management.

Learning Environments (Urban/Rural)
Graduates will use techniques and strategies to set up effective learning environments to meet the needs of all students and work in challenging settings with varied levels of resources.

Ethics – Graduates will demonstrate the ability to work with colleagues in a professional manner, show respect for students, families and other stakeholders in an ethical and moral fashion.

Within this framework, outcomes are grounded in the 12 Florida Accomplished Practices (FEA)

Learning Outcomes

The Pre-service teacher will:

1. Demonstrate professionalism in the classroom setting in attire, communication and general people skills.
2. Gain experience that will affirm (or in some cases, dispute) their choice of teaching as a profession.
3. Interact with young children of varying diversities, cultural backgrounds, etc., to the extent that the available populations allow.
4. Begin development of the Professional Teaching Portfolio (using Task Stream) including philosophy, introduction, resume, etc.

Topical Outline

I. Orientation
II. Field Clinical Observations/Maintain daily log
III. Professionalism in the classroom setting
IV. Realistic experiences working in diverse educational environments
V. The complexities of the classroom
VI. Individual student differences
VII. Task Stream On-line Portfolio
VIII. Admission to the Professional Teacher Education Program
IX. The Florida Teacher Certification Examination (FTCE) and General Knowledge Exam (GK)
Assessment / Assignments

Description of Assignments

1. English Grammar Survey

   English Grammar Questionnaire: What motivated you to become a teacher?

   Each student will complete a questionnaire consisting of twelve (12) questions to submit to the instructor for review and share with the class.

2. Handwriting Activities

   Students will demonstrate their ability to form upper and lower case alphabets correctly in manuscript and cursive style. Also, students will engage in writing numbers and simple sentences correctly.

   After practice, students will submit final writing activities to the instructor for grading and assessing.

3. Essentials of Grammar

   Parts of Speech: State and define and write parts of speech and their grammatical functions and errors to avoid.

   Punctuation and Punctuation Style: Write and punctuate sentences for clarity and meaning, utilizing proper usage of punctuation marks.

   Sentence and Sentence Patterns: Utilize capitalization, abbreviations and numbers correctly in sentences and other writing assignments (article critiques, field clinical summary, etc.)

   Spelling and Work Division: The dictionary and thesaurus will be utilized for prefixes and suffixes and root words. Each student is required to bring a dictionary or thesaurus to all class meetings.

4. Style Considerations

   Compare and combine clear interesting and varied sentences including brevity (rules, clarity (guidelines to support word choice), and (accuracy, check facts and details in writing to ensure accurate communication, and gender—inclusive language to eliminate non-sexist terms, social titles, and occupations titles).

5. Become familiar with Florida’s Twelve Accomplished Practices and explain their meaning.

7. Research and Critique five (5) articles or topics pertaining to teaching and learning. Each student will present orally, at least one article to the class.

8. Each student will write a summary (reflection) of their field experience.

**Field Clinical Activities**

**Timeline:** A minimum of three (3) hours each week for seven (7) weeks (21 hours) are required.

A. Maintain a class portfolio that includes a collection of all activities (classroom and experiences). The class portfolio will be evaluation based on content, organization and appearance (creativity).
   - a. Write an introduction to class portfolio;
   - b. Write their philosophy of education;
   - c. Outline school and class schedule and activities;
   - d. Write and become familiar with school rules, class rules or management plan;
   - e. Complete the reflective daily and activity log;
   - f. Collect three (3) samples of students’ work (satisfactory, acceptable and marginal);
   - g. Attend at least one assembly program and other school-wide activities approved by the Directing Teacher.

**Methods of Evaluation**

The methods of evaluation are as follows:

1. Field Clinical Experiences
   - A. Field Clinical Attendance – 21 hours
   - B. All Field Clinical Activities (See attached)
   - C. Proper Attire
   - D. Field Clinical Summary
2. Task Stream Portfolio Assignments
   - A. Introduction
   - B. Resume
   - C. Philosophy of Education
3. Class Notebook

Final Exam-Teacher Recruitment Day

1. Class attendance is governed in accordance with the University policy. (2004-06 General Catalog, p.34) and is required.
2. Written assignments-No assignments will be accepted LATE (past due date). All assignments are to be typed, double-spaced with a cover sheet.
   - Introduction
   - Resume
   - Philosophy Of Education
   - Field Clinical Summary
3. Registration with the Career Center
4. Class Notebook
5. Field Clinical Experience – 21 hours
7. Teacher Recruitment Day-(Final)

90-100 (A)
89-80 (B)
79-70 (C)
69 -60 (D)
59 BELOW (F)

FAILURE TO DO FIELD CLINICALS AND/OR SUBMIT LIVETEXT-ONLINE PORTFOLIO INFO WILL RESULT IN AN “F”. NO INCOMPLETES (“I”) WILL BE ISSUED.

Policy Statement on Non-Discrimination

It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

Academic Honor Policy

The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

ADA Compliance

To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

Dispositions

As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the
behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.).

Bibliography


