

Revision 8/24/09

**MOLLOY COLLEGE
ROCKVILLE CENTRE, NEW YORK**

COURSE OUTLINE

DIVISION OF EDUCATION

FALL SEMESTER

COURSE # EDU 370

FIELD SUPERVISION FACULTY

COURSE TITLE: FIELD EXPERIENCE IN A SCHOOL SETTING

ADOLESCENT/SPECIAL EDUCATION GRADES 7 - 12

CATALOGUE DESCRIPTION:

This field experience will provide teacher candidates supervised experience with two different age groups within the range of grade levels for which the candidates are being prepared to teach. Teaching experiences in all content areas normally taught in the adolescent classrooms with diverse student populations will be provided as well as opportunities for a gradual increase in the teacher candidate's responsibilities in the classroom. Adolescent/Special Education teacher candidates will be under the supervision of certified master teachers. Evaluations will be based on field performance. A **nine** hour field experience per week is required.

Pass/Fail

COURSE OBJECTIVES

Teacher candidates will be given support and directions by the Molloy College Field Supervisor and the Clinical Faculty (Site teacher) to:

- demonstrate the ability to work with individuals and/or small groups of students in the diverse adolescent education classroom and adolescent/special education classroom
- demonstrate the ability to plan, implement and reflect upon lessons taught to children in the diverse adolescent education classroom and adolescent/special education classroom

COURSE REQUIREMENTS

- attend and participate in the field setting as per course description
- attend seminars arranged by field supervisors
- successfully prepare and teach **TWO** class lessons using the complete Molloy College Lesson Plan. One lesson in an adolescent education classroom; One lesson in an adolescent/special education class. (**Benchmark Assessment onto Chalk and Wire: One Molloy College Lesson Plan and One Teaching Performance**) Lessons will be observed and evaluated by field supervisor.
- maintain a Reflective Field Journal
- submit log sheet to the field supervisor at the conclusion of the field experience
- attend **TWO** professional non-credit workshops and submit written report on workshops using the approved Molloy College Professional Workshop Form
- maintain a professional attitude and demeanor at all times in the field school setting
- Final evaluations done by Molloy College Field Supervisor and Clinical Faculty (Site teacher). Voucher given for 1 Molloy College credit to Clinical Faculty.

E-Mail Policy:

It is mandatory that every candidate have a Molloy College e-mail account and check it daily. Information re: the programs as well as communication from course professors utilize this media. This Molloy e-mail account must be activated immediately. If not utilized within 30 days, the account becomes defunct and needs to be reinstated.

E-Portfolio Account:

All Molloy teacher candidates **must purchase an e-portfolio account through the Molloy bookstore.** All benchmarks assignments must now be submitted electronically through e-portfolio as part of our assessment system. Teacher candidates must keep an up-to-date portfolio, which will be used during each advisement session.

Attendance At Professional Workshops And Conferences:

Participation in professional workshops and conferences is an integral part of being a well informed teacher. All teacher candidates are required to attend **two Molloy College sponsored** workshop/conference each semester. These conferences are presented by Nassau Reading Council, Phi Delta Kappa, Molloy Chapter of Kappa Delta Pi, etc.

Workshops and Conferences which teachers are required to attend as part of their teaching contractual obligations (such as Superintendent's Conference Days and district sponsored conferences) **may not** be considered to fulfill this Molloy College Professional Workshop/Conference requirement. *Workshops in Training in the Identification and Reporting of Child Abuse and Neglect, Principles of Chemical Dependency and School Violence Prevention and Intervention* workshop required by New York State Education Department required for teacher certification **do not** fulfill this Molloy College requirement.

COURSE GRADING

Successful completion of individual assignments and lessons in addition to attendance at the field school, seminars and evaluations by the Clinical Faculty (site teacher) as well as the Molloy Field Supervisor will be considered as follows:

	PASS	FAIL
Attendance – field school	_____	_____
Attendance – seminars	_____	_____
Lesson Plan I and Teaching Performance	_____	_____
Lesson Plan II and Teaching Performance	_____	_____
Reflective Journal	_____	_____
Log Sheets with Reflective piece	_____	_____
Attendance-two non-credit workshops	_____	_____
First Clinical Faculty evaluation	_____	_____
Second Clinical Faculty evaluation (if applicable)	_____	_____
Molloy College Field Supervisor evaluation	_____	_____

COURSE OUTLINE ADDENDUM

FOR:

EDU 355

EDU 357

EDU 368

EDU 369

EDU 370

E-PORTFOLIO PRE-PROFESSIONAL REQUIRED ASSIGNMENT

Undergraduate Pre-Professionals in Phase II are required to complete a Benchmark assessment that must be uploaded onto E-Portfolio to be assessed by your Field Supervisor and collected in one of your informal seminars.

Reflection on Disposition for Teaching

Choose **10** of the following dispositions (Attached) and reflect on the statement using specific examples from your field experiences.

Molloy Dispositions from the Conceptual Framework

The Molloy Teacher Candidate:

1. Believes all children can learn
2. Embraces and celebrates differences in learning styles, values diversity and personal identity.
3. Embraces responsibilities and duties associated with democracy
4. Evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning and considers the social, ethical, legal and human issues surrounding the use of technology in the PK-12 schools and applies those principles in practice
5. Approaches intellectual pursuits with integrity and open-mindedness, and values educational theory and research to reflect productively on one's own practice
6. Celebrates pluralism and independence, reflects upon and evaluates the effects of social justice and injustice
7. Values and nurtures students' intellectual and social growth, and the pursuit of wisdom
8. Assumes appropriate risk in advocating for students and others, and reflects on professional practice to make informed decisions regarding the support of student learning.
9. Demonstrates enthusiasm and passion for teaching and learning, and commitment to students and their learning
10. Values assessment, which includes analysis and reflection, as a means to improve effective practice
11. Celebrates respect for self, family, educative institutions and community, values and encourages independence and community including a spirit of cooperation and, embraces and sustains a safe and nurturing learning environment
12. Appreciates personal and professional empowerment and sense of self efficacy and values skepticism, inquiry and higher order thinking