GRADUATE EDUCATION                     FALL/SPRING SEMESTER

COURSE # EDU 550E                       FIELD SUPERVISION FACULTY

COURSE TITLE: PRE-PROFESSIONAL FIELD EXPERIENCE IN INCLUSIVE CLASSROOMS: EARLY CHILDHOOD (BIRTH-GRADE 2 AND CHILDHOOD GRADES 1-3)

CATALOGUE DESCRIPTION:

This field experience will provide teacher candidates with observations and supervised experiences in a classroom in the specific area of early childhood/childhood (nursery, Pre-K, Kindergarten, grades 1-3) education for which the teacher candidate is seeking initial dual certification. Teaching experiences in all content areas normally taught in the early childhood/childhood 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. Early Childhood/Childhood teacher candidates will be under the supervision of certified master teachers as well as a Molloy College Field Supervisor. Evaluations will be based on field performance. Successful completion of the pre-professional experience is required before teacher candidates are permitted to student teach. A sixty hour field experience is required.

Pass/Fail
Fee: $165.00
0 credits
COURSE OBJECTIVES

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

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

COURSE REQUIREMENTS

- attend and participate in the field setting as per course description (60 hours of observation)
- attend four required seminars arranged by field supervisors
- successfully prepare and present TWO class lessons using the complete Molloy College Lesson Plan (Benchmark Assessment onto Chalk and Wire: One Molloy College Lesson Plan and One Teaching Performance) Lessons will be observed and evaluated by field supervisor.
- submit log sheet and reflective piece to the field supervisor at the conclusion of the field experience
- 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 (Cooperating teacher). Voucher given for 1 Molloy College credit to Cooperating Teacher.

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 one 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 (Cooperating teacher) as well as the Molloy Field Supervisor will be considered as follows:

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<tr>
<th>Component</th>
<th>PASS</th>
<th>FAIL</th>
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<tbody>
<tr>
<td>Attendance – field school</td>
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<td>Attendance – seminars</td>
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<td>Lesson Plan I and Teaching Performance</td>
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<td>Lesson Plan II and Teaching Performance</td>
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<td>Log Sheets with Reflective piece</td>
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<td>Attend one non-credit workshop</td>
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<td>First Cooperating Teacher evaluation</td>
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<td>Second Cooperating Teacher evaluation (if applicable)</td>
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<td>Molloy College Field Supervisor evaluation</td>
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E-PORTFOLIO PRE-PROFESSIONAL REQUIRED ASSIGNMENT

Undergraduate and Graduate 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 (below) and reflect on the statement using specific examples from your field experiences.

COURSE OUTLINE ADDENDUM
FOR:
EDU 550E
EDU 550A
EDU 554A
EDU 550B
EDU 554B
EDU 550D
EDU 554D
EDU 550F
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