

Syllabus  
Field Experience - 200:128  
UNI Child Development Center

Your field experience time in the Child Development Center (CDC) is an important part of your progress toward becoming a teacher. The assignments outlined below are designed to coordinate information and discussions in your 200:148 with your observations and experiences in the CDC. Please ask if you do not understand any of the assignments or the guidelines included in this syllabus.

### **Reflection journal**

Write and send a reflective E-mail message to your supervising teacher **after each visit**. These messages may include questions about what you observed, comments, concerns, reflections and activity ideas. Your supervising teacher will respond to your messages. You might want to start a file to save your reflections and the responses so that you can re-read them as you progress through the field experience. If you do not know how to do this, ask your supervising teacher. Your 148 professor may also need to see your journal, as well.

### **Week One: Contextual Factors**

As you concentrate on writing your contextual factors for your teacher candidate work sample, make observations about the environment around you. You will observe such characteristics as classroom factors, student characteristics, and instructional implications. You will also observe the physical aspects of the room and how they will affect your instruction. You must give this to your cooperating teacher.

Take time to observe one child and their use of time and choice of activities in relationship to his or her age and developmental level. See the attached sheet, Thirty-minute observation, for an outline of recording a child's movement every 3 minutes for 30 minutes. Also on a sheet of paper, draw a map of the room and mark the child's movement around the room. This will give you a good idea about how you might implement your lessons. This will be the basis for one of your reflections this week.

### **Week Two: Design for Instruction**

You will be working on your design for instruction for the TCWS. This week you should confer with your supervising teacher to plan an activity for the next week. Write an activity plan and **have your supervising teacher approve the activity plan before you proceed to teach it**. You will discuss your lesson plan with your teacher in order to meet the needs of the TCWS. You will need to develop learning goals as well as different forms of assessment.

During this week, you will also need to discuss guidance and motivation strategies used at the center with your supervising teacher.

### **Weeks Three and Four: Planned Activity**

Could be:	Matching game	Sensory activity
	Memory game	Art/media exploration
	Classification game	Music/movement
	File folder game	Outdoor activity
	Science experiment	Group game
	Language experience	Outdoor/nature activity
	Movement activity	Literature activity
	Art activity	Group story-telling/writing

Write an activity plan and discuss it with your supervising teacher before teaching. The lesson plan format is in the TCWS. You must write the lesson plan with learning goals. Goals are what you hope the children will gain from the experience. The lesson should be an activity you developed yourself, not a commercial product. You may choose whether the planned activity is for an individual child, a small group (or, if you are working with older children, a large group). Try to develop an activity that fits into the current theme rather than bringing in an activity you may have used elsewhere. You may need to repeat this activity with several children so you can get a comparison of different developmental levels. After each activity experience, complete a self-critique sheet (attached). Your supervising teacher will use a similar form as she observes your lesson. After reflection, discuss the activity with your supervising teacher to determine its effectiveness and the need for modifications. Based on your modifications you will plan your second lesson.

**During weeks three or four please write up a reflection about the types of management/motivation strategies you observed. Discuss further details with your supervising teacher.** You should also be writing your **Instructional Decision Making** portion of your TCWS.

Finally, you will need to complete the **Analysis of Learning Results** and the **Reflection and Self-Evaluation** component of your TCWS. Please go over each section of your TCWS with your cooperating teacher.

There will be a workshop during the **3<sup>rd</sup> week** to assist you in completing your work sample. This is not required to attend, but you may find it useful to answer questions, as the form used is not always compatible with early childhood.

\*\*\* If you would like to expand on your experience in the CDC, we are open to any ideas you may have. Some possibilities might include planning a large group experience, a cooking activity or an outdoor activity. Please feel free to talk to your supervising teacher about any questions or concerns you may have. We are here to help you have a successful experience.

\*\*\* *Finally, please complete the evaluation form in this syllabus and place it in any teacher's mailbox in the CDC office. This form is meant to be anonymous, so please feel free to be frank about your field experience.*