

Indiana University School of Education

COMMITTEE ON TEACHER EDUCATION

EARLY FIELD EXPERIENCE PROGRESSION with respect to PROFESSIONAL DISPOSITIONS

PROPOSAL SUMMARY

Over the course of the past several months, there have been discussions in the Committee on Teacher Education to propose an integrated, progressive structure to the teacher education programs' early field experiences. These discussions also included learning from professionals in the IU Service-Learning Program in the Center for Innovative Teaching and Learning (CITL). As a result of all these conversations, this proposal includes the following:

- Provision and required participation of all early field experience faculty coordinators, along with public school representatives, in an initial highly interactive workshop, to be facilitated by CITL professionals, with the goal of developing overarching objectives and language for field experiences in our teacher education programs.
- Subsequent work and workshops to scaffold objectives and candidate skill introduction and development across their respective early field experience progressions.
- Required training of all early field experience AIs/supervisors with respect to the objectives, language and skills developed in the workshops noted above. Training to include information re: edTPA and the recommended *Understanding by Design* lesson template.
- Consideration of identifying a one (1) credit hour in all teacher education programs to be integrated with E/M300, *Elementary Education for a Pluralistic Society/ Teaching in a Pluralistic Society*.
- At a minimum, 2/3 of the weekly time in each early field experience integrated with a methods course is to be in *classrooms*.
- Collaborative development and integration of opportunities for candidates to observe classrooms and debrief with teachers regularly throughout each methods' early field experience.

With the approval of the Committee on Teacher Education and Policy Council, the proposal is to begin workshops in the spring 2019 semester, along with the required training of all early field experience AIs/supervisors in preparation for the 2019-2020 academic year. This work would be piloted in both the G203 and E/M300 service learning components during the 2019-2020 academic year. Efforts to identify the one (1) credit hour noted above would be conducted over the course of the 2019-2020 academic year, as well as continued workshops/discussions re: specific objectives and language and skill development in the methods' early field experiences.

Provided below is more specific information re: the first early field experience our candidates have with G203, as well as E/M300. Initial ideas for the subsequent methods' early field experiences are included. As an attachment, there is the specific proposal from Michael Valliant, Director of the IU Service-Learning Program, Center for Innovative Teaching and Learning (CITL).

FIRST EXPERIENCE

G203, Communication for Youth-serving Professionals

Course Objectives

1. Learn about, experience, practice, and apply oral communication and basic counseling skills that facilitate effective communication in the classroom and any youth-serving organization, including empathy, genuineness, unconditional positive regard, active listening, questioning, and reflection.
2. Learn how to create, facilitate and participate in a classroom community that allows for open, supportive and respectful expression of diverse ideas.
3. Explore and examine your attitudes and beliefs about communication, and develop a deeper awareness and understanding of your interpersonal style.
4. Deepen your appreciation for and understanding of how diversity impacts communication in the classroom and other youth-serving organizations, and increase your multicultural awareness and competence.
5. Actively engage with readings, classroom discussions, activities and projects, in order to promote personal and professional growth.
6. Use logical reasoning and well-supported arguments to effectively advocate on behalf of clients and students.
7. Develop an awareness of situations involving suicidal youths and prevention techniques to manage these situations.

Objectives for the Service-Learning Experience in relation to course content:

- Students will complete 20 hours of service in a local youth-serving community agency or school;
- Students will apply skills learned in class to real life situations experienced in community settings;
- Students will reflect upon the direct service they perform in a community agency or school, through introduction and use of the DEAL model of reflection;
- Students will develop themselves as service providers working in community agencies or schools and gain practice in professional comportment.

FIRST EXPERIENCE PLUS (P251, P254, P312)

PROPOSED CONSIDERATION: Remove required field experience and focus courses on development and learning theories. Use of classroom videos, etc. could be integrated into courses to provide demonstrations, etc. of various learning theory strategies.

SECOND EXPERIENCE

E/M300, Elementary Education for a Pluralistic Society/ Teaching in a Pluralistic Society

- Implicit bias training
- Next level of reflection with learning theories foundation

- Critical reflection process, using the DEAL Model for Reflection: Describe, Examine, Articulate the Learning.

Course Objectives:

- Understand multiple elements of diversity and how those elements are socially constructed.
- Understand how areas of difference can influence the life of a student and of a teacher.
- Reflect upon their own life experiences in relation to each area of difference.
- Broaden horizons of thought including critical and appreciative abilities.

PROPOSED CONSIDERATION: Move the early field experience (M101) in the elementary programs to this course, with placements focused on schools. Identify a one credit early field experience to be integrated with M300 in the secondary/all-grade programs.

SUBSEQUENT EXPERIENCES PRIOR TO STUDENT TEACHING

Subsequent methods' early field experiences' elements:

- Continuing development and practice with guided critical reflection process.
- Context for lesson plans; no "generic" lesson plans.
- Specific content teaching strategies that might integrate with learning theories' understandings and critical reflection re: individual learners.
- Opportunities to have candidates observe various classroom teachers, debrief with the teachers and reflect on observations/debriefings.

ADVANTAGES

- Use of common vocabulary across all early field experiences
- Scaffolding candidates' awareness and observations
- Development and practice with guided critical reflection process *integrated* with understanding of learning theories
- Classroom observations along with guidance/discussion/reflection with classroom teachers

jds/cg 12.19.18

Updated 1.3.19, 1.25.19

Amended and approved by CTE 1.28.19

Attachment

Proposal for Teacher Education Early Field Experience Progression

We decided to share the broadest range of ideas, so you know how we can help. We heard you express a clear goal to create overarching objectives for early field experience (EFE). We prepared this proposal with open questions of if/how specific courses might need unique objectives, applying key features of [community-engaged learning \(CEL\)](#), and other workshops to further the cause.

Proposal for Teacher Education:

The first step is to host a conversational, highly interactive workshop with the goal of developing overarching objectives and language for field experiences in the Teacher Education program. The workshop would include the 12 field experience coordinators and 3-6 school corporation representatives. We also suggest inviting some community partners from G203 and E/M300.

The workshop would include an affinity mapping exercise of current course objectives to identify objectives common to all EFE and objectives unique to certain courses. We will use the map to create overarching objectives. Depending on time, we suggest also talking about how to scaffold objectives across course progressions and student skill introduction and development. We would introduce CEL and the DEAL model as a tool for reflection common to all the EFE.

After that workshop, we would pose some questions about next steps. How do we link objectives to assignments? Do we need to consider redesigning courses, assignments, syllabi? Are we looking at mapping curriculum? From this work, what are the goals for AI trainings? We can help with these additional conversations, if you want to have them.

This is a timeline that formed:

- January 28th – Committee on Teacher Education Committee
- Sometime February **to May**
 - Objectives development workshop - needed
- **Sometime May to summer**
 - Other workshops/conversations/exercises - TBD
 - DEAL workshop
 - Course redesign
 - Curriculum mapping
 - Linking assignments to objectives
 - Transparency in syllabi
 - Design AI trainings
- May & August
 - AI Trainings

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 Center for Innovative Teaching and Learning (CITL)