

**DINÉ COLLEGE**  
**CDTE MASTER COURSE SYLLABUS**

<b>COURSE NUMBER</b>	EDU 478
<b>COURSE TITLE &amp; CREDITS</b>	Field Experience III (2 credits)
<b>SEMESTER</b>	
<b>CLASS MEETING TIME(S)</b>	
<b>LOCATION</b>	
<b>INSTRUCTOR</b>	
<b>OFFICE LOCATION</b>	
<b>OFFICE PHONE NUMBER</b>	
<b>E-MAIL</b>	
<b>OFFICE HOURS</b>	
<b>BEST CONTACT METHOD</b>	
<b>PREREQUISITE (If any)</b>	Acceptance into the BA Elementary Education Program and successful completion of EDU courses 345-378 or Secondary Math/Science.

**COURSE DESCRIPTION**

This 6-week apprenticeship field experience provides the pre-service teacher opportunities to apply course content in a B-12 classroom and actively reflect on the teaching profession. A mentor teacher and supervisor provide guidance during this learning experience. The pre-service teacher will engage in daily classroom activities, teach, and assess a thematic unit with whole groups.

**COURSE OUTCOMES**

*The pre-service teacher...*

**Nitsáhákees**

- Understands families of instruction (e.g., direct, inquiry, social, personal, SIOP, and different kinds of units) for lesson and unit development
- Understands K'é as a system for building relationships with students, families, and colleagues

**Nahat'á**

- Collaborates in pre-conferences with supervisors and mentors
- Integrates K'é into curriculum and instructional practices

**Iiná**

- Uses a variety of instructional strategies to help learners develop holistic inter-connections of content areas and to apply knowledge in meaningful ways
- Uses multiple methods of assessment to plan learning experiences, monitor learner progress, and guide the teacher's and learner's decision making
- Implements culturally supportive and developmentally appropriate and challenging learning experiences

- Uses wide variety of instructional strategies and resources, including human and technical, to promote student learning
- Collaborates with colleagues, faculty, families, school personnel, and community members to ensure learners' support and growth
- Applies K'é with students, families, and colleagues

### **Sih hasin**

- Self-assesses readiness in establishing effective learning environments
- Self-critiques continually to evaluate and improve her or his instructional practice
- Engages in post-conferences with supervisors and mentors
- Values flexibility and reciprocity for adapting instruction to learners' needs
- Demonstrates self-direction based on concepts of t'áá hó ájít'éego as'ah oodáál dóó t'áá hó ájít'éego hózhóqgo oonish
- Values K'é as a system for building relationships with students, families, and colleagues

### **InTASC STANDARDS**

<b>Learner and learning</b>
<i>#3 Learning Environments.</i> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
<b>Content Knowledge</b>
<i>#5 Application of Content.</i> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
<b>Instructional Practice</b>
<i>#6 Assessment.</i> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. <i>#7 Planning for Instruction.</i> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. <i>#8 Instructional Strategies.</i> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
<b>Professional Responsibility</b>
<i>#9 Professional Learning and Ethical Practice.</i> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. <i>#10 Leadership and Collaboration.</i> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

### **ESSENTIAL QUESTION**

## **SUGGESTED TEXTS AND RESOURCES**

### **COURSE AND PROGRAM ASSESSMENTS**

- Apprenticeship History form: 25 points-due
- Need to Know Form: 25 points-due
- Timecard: 120 (5 points per day)-due
- Bulletin board, grade papers, and/or prepare materials: 60 points (10 points per week).
- Lesson plans and supervisors observation: 100 points x 2 lesson plans: 200 points
- Weekly communication with supervisor: 120 points (20 points per week)
- Teacher Candidate Self-Assessment: 100 points-due
- K'é (pre and post): 180 points total

### **GRADING POLICY**

You will earn a course grade by compiling points-per-assignment. Each of the assignments is worth a certain number of points as indicated above. You will receive no points for late assignments. Grades will be calculated by dividing points earned by total possible points, which creates a percentage, which translates into a traditional letter grade as follows:

- 100-90% = A
- 89-80% = B
- 79-70% = C
- 69-60% = D
- 59% or less = F

### **SCHEDULE (Optional)**

### **ATTENDANCE POLICY**

As teacher candidates, attendance for every class period is important and expected. An absence from class or practicum teaching is granted only in the case of:

- A verifiable illness (a doctor's statement may be requested).
- Being a patient in a Navajo or other traditional/religious ceremony (again, a medicine-person's or equivalent's signed, notarized statement may be requested).
- A death in the immediate family.

All instructors must be contacted individually beforehand to request an absence. Instructors can be contacted in person, by phone, or by email. Do not leave a message with another faculty or staff person.

### **DISABILITY SUPPORT SERVICES**

Diné College is committed to providing college-wide educational support and assistance for students with documented disabilities. Students who have learning disabilities, sensory impairments, psychological disabilities, or physical conditions are encouraged to meet with a Disability Coordinator to discuss resources and reasonable accommodations.

The following services are available: classroom accommodation, testing accommodations, educational coaching and referral for academic support services, career advising, and supportive counseling. Eligibility for services is dependent upon documentation of individual's specific disability.

The Disability Support Services are available at the Tsale and Shiprock Campuses. Community Campus students seeking accommodations are encouraged to contact one of the two offices: Tsale (928) 724-6856 or Shiprock (505) 368-3627.

### **ACADEMIC INTEGRITY**

Students are responsible for the integrity of their academic work. Examples of academic dishonesty include but are not limited to, obtaining unauthorized assistance in any academic work: cheating on a test; plagiarism; quoting without proper credit; modifying any examination, paper, record, report or project without the instructor's approval for obtaining additional credit or an improved grade; and, representing the work of others as one's own. Some of the penalties that may be imposed include: warning (written or oral); reducing the grade for the assignment, test, or project; reducing the grade for the course; assigning a failing grade for the course; dismissing the student from the course and issuing a grade of "W"; academic probation or and recording the decision in the student's academic record.