

LOCK HAVEN UNIVERSITY OF PENNSYLVANIA  
COLLEGE OF EDUCATION AND HUMAN SERVICES

**SYLLABUS**  
**Advanced Field Experiences**  
**EDTL 695 and ALTE 695**

**I. Introductory Information:**

- A. Department Name:** Graduate  
Studies
- B. Department Catalogue  
Number:** EDTL 695 and ALTE 695
- C. Course Title:** Advanced Field  
Experiences
- D. Credit/Semester hours:** 3 hours
- E. Clock Hours per week:** Student completes  
regular day at the site  
of employment and a  
minimum three hours per  
week of participation in  
online course activities  
and assignments.
- F. Restrictions upon student registration-** This  
course is restricted to graduate students and is a  
core requirement in the M.Ed. Teaching and  
Learning and Alternative Education programs. Pre-  
requisite: For Teaching & Learning: EDTL 600,  
EDTL 601, EDTL 602, EDTL 604, EDTL 606, and EDTL  
609; For Alternative Education: EDTL 600,  
ALTE604, ALTE 610, ALTE 615, ALTE 616, ALTE 618;  
or approval from the instructor.

**II. A.Course Description:**

The culminating course in the M.Ed. graduate program that allows the graduate student to apply knowledge and demonstrate skills gained in their professions.

**B. Comprehensive Description:**

Provides a graduate level field experience for actively employed professionals (teachers or other education professionals). This course provides opportunities to develop, apply, and enhance reflective practices to positively impact student learning and achievement. Utilizing the NCATE standards and five core propositions of the National Board of Professional Teaching Standards, graduate students will explore, design, implement, and document strategies to analyze the effectiveness of their teaching and professional development.

This course addresses the following National Board for Professional Teaching Standards Propositions (NBPTS):

**NBPTS Proposition 1****Be committed to students and their learning.**

- Be attentive to human variability and knowledgeable about learning disabilities, physical, mental, and emotional challenges. The teacher will adjust instructional practices accordingly and evaluate the effectiveness for student success, willingly changing the practices as needed.
- Provide socially and cognitively stimulating activities that engage all students at their appropriate developmental level of learning.
- Show evidence of concern for the students' self-concept, motivation, and character development, fully recognizing the impact on intellectual development.

**NBPTS Proposition 2****Know the subjects and how to teach those subjects to students.**

- Exhibit extensive content knowledge and make multiple connections to other disciplines.
- Know how to reveal content to students so they can build it into their systems of thinking and readily assimilate the new knowledge.
- Help students learn to pose problems and work through alternate solutions, in addition to teaching them about the answers that others have found to similar problems.

**NBPTS Proposition 3****Be responsible for managing and monitoring student learning.**

- Know and effectively employ a variety of instructional strategies.
- Know how to manage groups of students and help them to adopt appropriate roles and responsibilities for themselves and their peers.

- Assess student learning and use this for individual student evaluation classroom evaluation, and to evaluate and reflect on the lesson taught.
- Demonstrate a clear understanding that student learning is influenced by family, community, prior experiences, language, and culture.

#### **NBPTS Proposition 4**

**Think systematically about classroom practices and learn from experience.**

- Exemplify the virtues actively sought to impart to students including curiosity, love of learning, tolerance, open-mindedness, fairness, and justice.
- Model appreciation for culture, intellectual heritage, respect for human diversity, and multiple perspectives.
- Actively seek the advice of others and show evidence of utilizing educational research and pursuing scholarship to improve his/her practice.

#### **NBPTS Proposition 5**

**Be a member of a learning community.**

- Participate in critically analyzing the school curriculum, identifying new priorities, and communicating necessary changes to the school community.
- Communicate regularly with parents and guardians, listening to their concerns, respecting their perspective, enlisting their support, informing them of their child's progress, and educating them about school programs.
- cultivate knowledge of the school's community as a powerful resource for learning and become knowledgeable about the character of the community and its effects on the school and students.

### **III. Exposition**

#### **A. Objectives**

Upon successful completion of this course the students will be able to do the following:

1. Use information about the learning/teaching context and individual student differences to set learning goals, plan instruction, and assess learning.
2. Set significant, challenging, varied, and appropriate learning goals.
3. Use multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.
4. Design instruction for specific learning goals, student characteristics and needs, and learning contexts.
5. Provide analysis of student learning results.

6. Reflect on effective instruction and assessment.

**B. Activities and Requirements**

Students will teach a multiple week instructional sequence. They will describe the learning context and any specific instructional adaptations made to meet the learning needs of individual students. Instructional goals will be based on state or district content standards. Learning objectives must include outcomes in subject matter knowledge, skills, and reasoning abilities. An assessment plan including but not limited a pre-assessment and post-assessment will be conducted. Analysis and reflection on the instructional design, educational context, and degree of student learning will be the final component of the teacher work sample.

Create a teacher work sample report containing the following:

1. Contextual information and learning environment adaptations
2. Unit learning goals and objectives
3. Assessment Plan
4. Instructional Design and Implementation
5. Analysis of Learning Results
6. Reflection on Teaching and Learning

**C. Major Units and Time Allotted:**

The distance education online will be a resource for student, faculty, and principal/supervisor collaboration (i.e. tele-conferencing, chat rooms, email, threaded discussion). Major units within the course shell will be:

Field Experience 45 hours  
(Including Onsite Field Experience, Teacher Work Sample, Online Resources and Models)

The Teacher Work Sample is an ongoing 15 week project.

**D. Materials and Bibliography**

1. Suggested textbooks

Determined by Instructor.

2. Other Materials

Computer with Internet access.

3. Bibliography

Glasgow, N.A., Hicks, C.D. & Hicks, N. A. *What successful teachers do: Research-based classroom strategies for new and veteran teachers.* Thousand Oaks, CA: Corwin Press.

- Mills, G., (2006). *Action research: A guide for the teacher researcher*. Upper Saddle River, NJ: Pearson.
- McTighe, J. & Tomlinson, C.A. (2006). *Integrating differentiated instruction and understanding by design*. Alexandria, VA: ASCD
- Payne, R. K., (2005). *Framework for understanding poverty*. Highlands, TX: aha! Process, Incorporated.
- Perini, M.J., Silver, H. F. & Strong, R.W. (2007). *The strategic teacher: Selecting the right research-based strategy for every lesson*. Alexandria, VA: ASCD.
- Pollock, J. (2007). *Improving student learning one teacher at a time*. Alexandria, VA: ASCD.
- Sullo, B. (2007). *Activating the desire to learn*. Alexandria, VA: ASCD.
- Snow, D. R. (2005). *Classroom strategies for helping at-risk students*. Alexandria, VA: ASCD.
- Weimer, M. (2002). *Learner-centered teacher*. San Francisco, CA: Jossey-Bass.
- Zachary, L. J. (2000). *The mentor's guide*. San Francisco, CA: Jossey-Bass.
- Zemelman, S., Daniels, H., & Hyde, A. (2005). *Best Practice: Today's Standards for Teaching and Learning in America's Schools*. Portsmouth, NH: Heinemann.

#### **IV. Standards**

The grading criteria for this course will be as follows: The final grade will be based upon participation and completion of the teacher work sample assignment. All grades will be assigned in accordance with university policy.

Assessment:

Rubrics and Teaching Competency Forms will be used to evaluate the Teacher Work Sample and Field Experience to assess Objectives 1, 2, 3, 4, 5, 6, Other assessment tools may be developed and used by the instructor.

#### **V. Rationale and Impact**

This course addition is submitted to better reflect the five core propositions of the National Board of Professional Teaching Standards and Lock Haven University's model of teacher education: The Teacher as a Reflective Decision-Maker. This course is designed to provide an internship experience at the graduate level as required by National Council Accreditation of Teacher Education (NCATE) to fully address NCATE standard 3. It will be a required course for the M.Ed. in both Teaching & Learning and Alternative Education.

#### **VI. Cost and Staff Analysis**

This course will utilize existing faculty in the Master of Education Program. This course will be offered in both the fall and spring semesters as part of the regular rotation. The normal course sequence will be adjusted to accommodate the addition of this course.

Syllabus

EDTL 695 and ALTE 695 Advanced Field Experiences

approved

not approved

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Dr. Keith Miller, President  
Lock Haven University of PA

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Date