

Common Course Outline
EDTR 271
Field-Based Experience
1 Credit

The Community College of Baltimore County

Description

EDTR 271 – Field-Based Experience provides students with a supervised field-based experience in an approved child care or other educational setting where students spend 15 hours during the semester. Students produce and present a professional portfolio.

1 credit

Prerequisites: Permission of Director or Coordinator.

Overall Course Objectives

Upon completion of this course students will be able to:

1. recognize the different levels of cognitive, physical, psychological and social development of various age groups;
2. analyze diverse learning styles, universal design for learning and the impact on lesson planning;
3. evaluate a variety of instructional strategies and behavior management techniques that encourage student learning;
4. describe a variety of educational settings available to meet the needs of various populations;
5. examine the distinct roles played by staff, faculty, administrators and families in an educational setting;
6. research various employment opportunities available in the field of education including: salary range, education requirements and opportunities for advancement;
7. reflect upon professional organizations, professionalism, ethics and current trends in education;
8. compare formal and informal assessment techniques such as observational methods;
9. create and implement a small or large group activity/lesson in conjunction with the supervising teacher appropriate to the age of the population with which they are working;
10. demonstrate effective verbal and written communication in an educational setting;
11. generate a written reflection log on the classroom experience;
12. identify the standards regarding what teachers should know, understand, and be able to implement in the educational setting such as those set forth by the Interstate Teacher Assessment and Support Consortium (InTASC), and the Maryland Teacher Technology Standards; and,
13. create a professional portfolio.

Major Topics

- I. Growth and Development
- II. Roles of Faculty, Staff, Administration and Families
- III. Diversity in Learning Styles, Curriculum and Materials
- IV. Educational Settings, Organizations and Careers
- V. Curriculum Planning and Assessments
- VI. Instructional and Behavioral Management Strategies
- VII. Use of Technology in the Classroom
- VIII. Communication and Human Relations
- IX. Professionalism, Ethics, Current and Legal issues
- X. Mindful reflection on the classroom experience

Course Requirements

Grading procedures will be determined by the individual faculty member but may include the following:

Grading and Assignments (Students are required to utilize appropriate academic resources):

Class participation

Seminars and individual meetings (minimum of 7 seminars and 2 individual)

Professional Portfolio which includes at a minimum:

Philosophy of Education

Professional Resume

Short and Long Term Goals paper

Activity/Lesson Plan

Evidence of meeting a minimum of one Maryland Technology Standard

Written Log

Reflection Paper

Portfolio Defense

Mentor Evaluation