

Indiana University School of Education  
Bloomington

**Field Experiences within each Teacher Education Program**

**EARLY CHILDHOOD EDUCATION** (minimum 150 hours over three semesters)

<b>FIELD EXPERIENCE</b>	<b>DESCRIPTION</b>	<b>EXPECTATIONS</b>
(with E348, P348, E349)	Infant/toddler program placement two half days/week for eight weeks, a total of approx. 40 hours Observe programs in community settings	To become proficient in developing, maintaining, and assessing appropriate, literacy-rich environments for the care and education environments of very young children, birth to age three.
(with E351, P351, E352)	Preschool with diverse populations placement five hours/week for 10 weeks Plan, implement and evaluate teaching activities with children.	To become knowledgeable about the development of children age 3-5 years and how to plan and implement activities which support and nurture that development.
(with E353, E354)	Public school K-3 classrooms for one full day per week for 10 weeks Plan, implement and evaluate lesson plans across a variety of content areas.	To develop the knowledge and skills to plan, implement, and evaluate curricula for typical and atypical children in kindergarten through grade 3 settings.

**THEORY INTO PRACTICE (ELEMENTARY)** (minimum 150 hours over four semesters)

<b>FIELD EXPERIENCE</b>	<b>DESCRIPTION</b>	<b>EXPECTATIONS</b>
M101 (with P251)	Observe and interact with elementary students and classroom teachers for 20 hours over semester.	To observe how educational psychology topics are addressed in the classroom. To begin development of own beliefs and ideas that will guide own teaching strategies and philosophies.
M201 (with E343 and E328)	Work with 4-6 students providing enrichment lessons developed. In classroom once a week for nine weeks (approx. 30 hours).	To develop and deliver lessons in mathematics and science reflective of the principles taught in E343 and E328. To analyze and reflect upon how the students interpret lessons.
M301 (with E339 and E340)	Work with individual students, student groups, and/or whole group classrooms focusing on literacy development including oral language, reading and writing. Participate in engagements that include kidwatching, curricular planning and reflection. In classroom once a week for nine weeks (approx. 30 hours).	To learn from the elementary students, make teaching decisions that match student needs and integrate beliefs and understandings from the E339/E340 courses into own interactions with students.
M401 (with E325, M333 and E341)	Conduct reading diagnoses with small groups. Develop/deliver a six lesson social studies unit, with one lesson devoted to art. Assist teacher with tutoring, assessment, materials development and small group teaching. In classroom two half days/week for five weeks and three half days/week for five weeks (approx. 70 hours).	To administer, analyze and evaluate the language skills, reading and writing processes. To develop the knowledge and skills to plan, implement and evaluate teaching materials in accordance with state standards.

**TEACHING ALL LEARNERS (ELEMENTARY/ EXCEPTIONAL NEEDS)** (min. 170 hours over four semesters)

FIELD EXPERIENCE	DESCRIPTION	EXPECTATIONS
M101 (with P251)	Observe and interact with elementary students and classroom teachers for 20 hours over semester.	To observe how educational psychology topics are addressed in the classroom. To begin development of own beliefs and ideas that will guide own teaching strategies and philosophies.
M201 (with E343, E328)	Work with 4-6 students providing enrichment lessons developed. In classroom once a week for nine weeks (approx. 30 hours)	To develop and deliver lessons in mathematics and science reflective of the principles taught in E343 and E328. To analyze and reflect upon how the students interpret lessons.
K495B (with E325, E341, K371, K352)	Observe and work in one Indianapolis Public Schools classroom for eight full days. Develop and deliver one thematic unit of at least six lessons. Observe and analyze the total classroom ecology.	To develop the knowledge and skills to plan, implement and evaluate teaching materials. To analyze and reflect on principles of classroom management, productive time use, class climate, instructional materials and presentation.
K495C (with K344, K361, K362)	Interact in school resource room settings with experienced special educators. Develop and deliver lessons for exceptional needs students. Collect and reflect on behavior management strategies observed. In schools, three hours/day, twice a week for 12 weeks.	To prepare appropriate behavior objectives and instructional lesson plans. To analyze and reflect with other professionals in the schools on their instruction and various behavior management strategies.

**SECONDARY PROGRAMS** (minimum 100 hours over three semesters)

<b>Field Experience</b>	<b>Description</b>	<b>Expectations</b>
<p>“Virtual Field Experience” integrated with P312 <i>Learning: Theory into Practice</i> and P313 <i>Adolescents in a Learning Community</i></p>	<p>Watch and reflect on video lessons as examples to reflect on classroom content. Reflection activities will be completed on a biweekly basis. (Lessons available through the Inquiry Learning Forum Web site created and maintained by the Center for Research on Learning and Technology at Indiana University.)</p>	<p>To learn about inquiry learning. To begin to understand issues such as developmentally appropriate instruction, classroom management, how instruction ties to learning theories and developmental theories, etc.</p>
<p>M3xx (with Major Course I and Content Area Literacy)</p>	<p>Observe critically classrooms in major teaching area. Assist classroom teacher with individual students and/or student groups. Prepare, teach and reflect on minimum of four lessons informed by the Literacy and Major Course. Placement in middle or high school.</p>	<p>To analyze and reflect on dynamics of learning environment and teaching strategies with emphasis on how teaching is individualized to meet students’ developmental levels, personal learning needs and interests. To develop the knowledge and skills to plan, implement and evaluate teaching materials.</p>
<p>M4xx (with Major Course II and K306)</p>	<p>Observe critically classrooms in major teaching area. Assist classroom teacher with individual students and/or student groups. Prepare, teach and reflect on several lessons informed by the Literacy and Major Course. Placement at school level different from M3xx.</p>	<p>To analyze and reflect on dynamics of learning environment and teaching strategies with emphasis on how teaching is individualized to meet students’ developmental levels, personal learning needs and interests. To develop the knowledge and skills to plan, implement and evaluate teaching materials.</p>

**MUSIC EDUCATION** (minimum 140 hours over five-six semesters)

<b>Field Experience</b>	<b>Description</b>	<b>Expectations</b>
M101 (with E131)	Observe both elementary and secondary music programs in Indianapolis Public Schools. One day field trip.	To write a summary and reflection on instructional content, success and quality of classroom management, instructional methods and assessment tools observed in each classroom.
M201 (with E231)	Observe variety of local instructional settings and experience concepts such as classroom management and inclusion applied several different ways. (approx. 20 hours)	To write a summary and reflection on instructional content, success and quality of classroom management, instructional methods and assessment tools observed in each classroom.
M201 (with P254)	Observe and interact with local music classroom teachers for 20 hours over semester. Or 20 – 30 hours during one week of summer music camp. Most music student chose the M201/Summer Music Clinic option – observations were of School of Music faculty in a camp situation with high school students and master music teachers from throughout the country Experiences also included dorm counseling and small group instruction (about 10 hours)	To observe how educational psychology topics are addressed in the classroom. To begin development of own beliefs and ideas that will guide own teaching strategies and philosophies. To begin teaching with small groups of high school students and to be responsible for students welfare in a residential camp situation (under the guidance of experienced “mentor counselors.”

**MUSIC EDUCATION (cont.)**

M301 (with M342)	Observe and interact with local music classroom teachers for 30 hours over semester. Prepare and deliver three lessons. View selected teaching videos.	To deliver and analyze appropriate teaching materials that are sequential and reflective of own instructional styles and strengths. To utilize classroom management strategies and appropriate strategies for exceptional needs students.
M301 (with M343)	Work as rehearsal assistants for a choral ensemble. Plan and implement sectional rehearsals and conduct. (approx. 30 hours)	To plan, implement and analyze instructional techniques and rehearsal strategies.
M301 (with M344)	Plan and implement two instructional projects (one middle school, one high school). Plan and implement full group instruction in "Young Winds," a pre-college ensemble sponsored by the School of Music. Experience includes opportunities to conduct, rehearse and lead sectionals.	To demonstrate the ability to plan and implement effective instruction and assess student progress and to conduct critical self-reflection of video taped lessons.

**PHYSICAL EDUCATION** (minimum of 120 hours over five semesters)

<b>FIELD EXPERIENCE</b>	<b>DESCRIPTION</b>	<b>EXPECTATIONS</b>
M201 (with P254)	Observe and interact with local physical education teachers for 20 hours over semester.	To observe how educational psychology topics are addressed in the classroom. To begin development of own beliefs and ideas that will guide own teaching strategies and philosophies.
P203 (with P214)	Observe in a variety of instructional settings - both on and off campus. Approximately 20 hours supplemented by bi-weekly seminars.	To use a variety of systematic observation tools. To observe and reflect on how effective (and ineffective) instruction practices are implemented in various settings.
M303 (with M314)	Observe and interact with local elementary physical education teacher for 20 hours over the course of the semester.	To teach in some capacity during the experience. Candidates submit three reflections about their experience.
M403 (with M456)	Observe and interact with local elementary physical education teacher for 30 hours over the course of the semester.	To teach in some capacity during the experience. Candidates submit three reflections about their experience.
P398	Prepare and deliver a series of 10 lessons in a supervised setting.	To prepare and implement effective learning experiences for an exceptional needs student. Prepare a case study and reflection on the teaching experience.

**VISUAL ARTS** (minimum of 100 hours over four semesters)

<b>Field Experience</b>	<b>Description</b>	<b>Expectations</b>
M101 (with M130)	Participate in an individualized instruction art course (M135). Observe a museum docent experience. Interview a local art teacher. (average 15-20 hours)	To observe an art class and begin to understand and reflect on the roles and responsibilities of art teachers. To observe and reflect on students' experiences in a museum. To experience and reflect on the grading of students' art.
M201 (with P254)	Observe and interact with local art classroom teachers for 20 hours over semester.	To observe how educational psychology topics are addressed in the classroom. To begin development of own beliefs and ideas that will guide own teaching strategies and philosophies.
M301 (with M330)	Instruct K-6 students enrolled in the Indiana University Saturday Art School. Work collaboratively to plan and to implement a unit. Maintain a journal devoted to description, analysis and reflection on teaching practices and students' responses. (21 hours)	To develop an understanding of curriculum planning, instructional strategies, and reflective practices for contemporary art education settings.
M401 (with M430)	Observe art classes and assist art teachers in elementary or middle school. Prepare and deliver a minimum of five art lessons in elementary or middle school. (min. 40 hours)	Develop competencies in lesson planning, selecting art instruction content and activities, individualizing instruction, and discipline and classroom management. Develop an understanding of students' development in art.



**ELEMENTARY CERTIFICATION GRADUATE PROGRAM (ECGP)** (minimum 150 hours over two semesters)

<b>Field Experience</b>	<b>Description</b>	<b>Expectations</b>
M501 (with L545, E543, E548)	Work with individual students and small groups. Plan and deliver small series of lessons. One day/week for 10-12 weeks. (min. 60 hours)	To gain understanding of daily classroom culture, including development of appropriate relationships with all constituencies. To experiment with various instructional strategies and learning experiences. To develop habit of thoughtful, comprehensive reflection.
M501 (with L549, Z500, E547)	Work with small and large groups. Plan and deliver individual lessons and exploratory unit. Three half-days/week for 10-11 weeks. (min. 90 hours)	To gain understanding of daily classroom culture, including development of appropriate relationships with all constituencies. To experiment with various instructional strategies and learning experiences. To develop habit of thoughtful, comprehensive reflection.