

Course Related Fieldwork

A. FIELDWORK REQUIREMENTS. 10 points (10%); 10 hours ACEI 1, 2.1, 3.1, 3.2, 3.4, 5.1, 5.2

Course Related Fieldwork

Your fieldwork hours will include video analysis of a series of videos viewed throughout the semester. If fieldwork assignments are not completed, not only will you receive no points for the assignment(s), you will also have incomplete hours for your fieldwork experience.

Students will demonstrate their analysis of virtual fieldwork and observation hours primarily through **Discussion Boards** throughout the semester. The discussion boards will focus upon the processing, examination, and extension of principle instructional points observed during the video(s).

Course Related Fieldwork Assignment #1

Assignment #1 Building Oral Language

Description of assignment	This video explores how language is the foundation for learning. Throughout the video notice and reflect on how the teacher creates an inclusive learning environment that promotes the development of oral vocabularies for every student. Answer the online discussion questions on Blackboard. Academic language must be used for full credit. It is required that you support your answer using <i>Storybook Reading for Dual Language Learners</i> and the text readings. Failure to support your responses will result in reduced points.
Due date (if applicable)	9/23/2021
Number of hours required for assignment	3
Online tools required or recommended	Computer and access to the Internet.
Grading criteria (if applicable and/or if rubric not provided)	See below.
Percentage of overall course grade	3 %
Special notation for use of technology	View: <i>Building Oral Language</i> on www.learner.org Please follow the Annenberg directions for previewing and viewing Cindy Wilson's kindergarten class as they embark on a variety of methods for developing oral language, reading

		and writing skills. Directions for accessing video: Goggle www.learner.org/ (Annenberg Learner – Teacher Professional Development) & follow the links once you are on the site: 1. Click, Classroom Resources and 2. Click Grade Level K-2. 3. Click subject and select English Language Arts. 4. Click, Teaching Reading K-2: A library of classroom practices 5. Click, Go 6. Click, 3. <i>Building Oral Language</i> 7. View Video and links for, • The Teacher and the Class, • Before Viewing, First Impressions, • Looking Closer, • Summing Up, • Making Connections 8. Answer Questions on Discussion Board.	
Rubric	Not Evident/Developing 0-1	Acceptable 2	Target 3
Evaluation and Reflection of Literacy Instruction	Candidate did not view video or was unable to identify key factors that influence early literacy development.	Candidate was able to identify key factors that influence early literacy development; but provided little reflective thought regarding these factors (e.g. engagement through storytelling, conversation, movement, singing, dance, drama, art). Candidate did not support conclusion with references from required readings.	Candidate was able to identify key factors that influence early literacy development and reflect on these multiple influences (e.g. engagement through storytelling, shared reading, conversation, movement, singing, dance, drama, art). Candidate fully supported conclusions with relevant references from required readings.

Assignment #2 Remote Literacy Learning in Kindergarten

Description of assignment		This video provides us with a glimpse of how an early childhood teacher prepares remote instruction for a kindergarten class. View and reflect on a kindergarten teacher's implementation of literacy strategies for remote learning. Notice and reflect on the resources the teacher uses and how he engages the students. Respond to discussion board questions.	
Due date (if applicable)		10/07	
Number of hours required for assignment		2	
Online tools required or recommended		Computer and access to the internet. Video link: Link: https://youtu.be/xzD5ygWJx8g	
Grading criteria (if applicable and/or if rubric not provided)		See Below	
Percentage of overall course grade		2%	
	Not Evident/Developing 0	Acceptable 1	Target 2
Evaluation and Reflection of Literacy Instruction	Candidate did not view video or was unable to identify key factors that influence early literacy development.	Candidate was able to identify key factors that influence early literacy development; but provided little reflective thought regarding these factors (e.g. engagement through storytelling, conversation, movement, singing, dance, drama, art).	Candidate was able to identify key factors that influence early literacy development and reflect on these multiple influences (e.g. engagement through storytelling, shared reading, conversation, movement, singing, dance, drama, art).

Assignment #3 - Interactive Reading and Writing

Description of assignment		These two videos explore how using interactive read alouds support emergent readers and writers. Notice the strategies and materials the teacher uses to fully engage the students in the story. Identify how these strategies support an awareness of print concepts, comprehension, phonics, and spelling.	
Due date (if applicable)		10/28	
Number of hours required for assignment		2	
Online tools required or recommended		Computer and access to the internet	
Grading criteria (if applicable and/or if rubric not provided)		See below	
Percentage of overall course grade		2%	
Special notation for use of technology (if applicable)		Please access the videos using the following links: Interactive Writing: https://youtu.be/Vt8nAB342Xc Interactive Reading: https://youtu.be/PsWQ0R2BnF8 Full participation in a class discussion is required for credit.	
Rubric	Not Evident/Developing 0	Acceptable 1	Target 2
Evaluation and Reflection of Literacy Instruction	Candidate did not view video or was unable to identify key factors that influence early literacy development.	Candidate was able to identify key factors that influence early literacy development; but provided little reflective thought regarding these factors (e.g. engagement through storytelling, conversation, movement, singing, dance, drama, art).	Candidate was able to identify key factors that influence early literacy development and reflect on these multiple influences (e.g. engagement through storytelling, shared reading, conversation, movement, singing, dance, drama, art).

Assignment #4-- Emergent Writing

Description of assignment		This video examines the writing process of a kindergarten student in a dual language classroom. Throughout the video notice how the teacher plans and prepares instruction that supports positive writing behaviors. Answer the online discussion questions on Blackboard. Academic language must be used for full credit. References from the text and required reading must support your conclusions. Failure to support your responses will result in reduced points.	
Due date (if applicable)		12/02	
Number of hours required for assignment		3	
Online tools required or recommended		Computer and access to the internet.	
Grading criteria (if applicable and/or if rubric not provided)		See below	
Percentage of overall course grade		3%	
Special notation for use of technology (if applicable)		Directions for accessing video:Goggle www.learner.org/ (Annenberg Learner – Teacher Professional Development) & follow the links once you are on the site: 1. Click, Classroom Resources and 2. Click Grade Level K-2. 3. Click subject and select English Language Arts. 4. Click, Teaching Reading K-2: A library of classroom practices 5. Click, Go 6. Click, 4. <i>Thalia Learns the Details: A Student Case Study</i> 7. View Video and links for, • The Teacher and the Class, • Before Viewing, First Impressions, • Looking Closer, • Summing Up, • Making Connections 8. Answer Questions on Discussion Board.	
Rubric	Not Evident/Developing 0-1	Acceptable 2	Target 3
Evaluation and Reflection of Literacy Instruction	Candidate did not view video or was unable to identify key factors that influence early literacy development.	Candidate was able to identify key factors that influence early literacy development; but provided little reflective thought regarding these factors (e.g. engagement through storytelling, conversation, movement, singing, dance, drama, art). Candidate did not support conclusion with references from required readings.	Candidate was able to identify key factors that influence early literacy development and reflect on these multiple influences (e.g. engagement through storytelling, shared reading, conversation, movement, singing, dance, drama, art). Candidate fully supported conclusions with relevant references from required readings.