



NEW JERSEY CENTER
FOR TEACHING & LEARNING

MET-6102: PSI-PMI Field Experience 1

Alternate Course Numbers/Titles:

- MATH6402: MS Mathematics Field Experience 1
- MATH6406: HS Mathematics Field Experience 1
- PHYS6602: Physics Field Experience 1
- CHEM6702: Chemistry Field Experience 1
- CSCI6302: Computer Science Field Experience 1
- PHSC6110: Physical Science Field Experience

Course Credit: 3.0 NJCTL credits

Dates & Times:

This is a 3-credit, self-paced course, covering 5 modules of content. The exact number of hours that you can expect to spend on each module will vary based upon the module coursework, as well as your study style and preferences. Outside of this online course, you should plan to teach at least one course section of the content aligned with your endorsement program for a minimum of ten (10) consecutive weeks. Within this course, you should plan to spend 3-5 hours per module, completing the required written reflections and video submissions.

Graduate Student Handbook: njctl.org/graduate-handbook/

COURSE DESCRIPTION:

This is the first of two field experience courses in which candidates teach at least one section of PSI Physics or Chemistry, PMI Mathematics (MS or K-12), or Computer Science to students. Learners will develop a deeper understanding of PSI, PMI, or Computer Science content and teaching methods. Content topics will be drawn from prerequisite coursework.

STUDENT LEARNING OUTCOMES:

Upon completion of the course, the student will be able to:

1. Evaluate which technology and materials will best allow you to incorporate the PSI-PMI methodology and address PSI or PMI subject matter in your classroom.*
2. Demonstrate the use of effective protocols to support classroom processes.
3. Combine short direct instruction with demos and hands-on activities that engage learners in

- risk-taking and growth as they learn about PSI or PMI subject matter.
4. Demonstrate the use of various questioning techniques designed to elicit rich classroom discussion and evidence of student understanding of PSI or PMI content.
 5. Justify the use of formative assessment as a critical teaching tool that is used to guide both teaching and learning of PSI or PMI content from the first content course(s) in each NJCTL Program.
 6. Develop and utilize ideas for managing behavior and maximizing social constructivism in your classroom.
 7. Justify the selection and use of various reflexive teaching strategies designed to match instruction with student readiness to learn about PSI or PMI subject matter.
 8. Demonstrate mastery of, and fluency with, PSI or PMI content from the first content course(s) in each NJCTL Program.
 9. Demonstrate mastery of the use of PSI- or PMI-specific activities from the first content course(s) in each NJCTL Program.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Required Texts:

None

Recommended Texts:

You should familiarize yourself with the Teacher Self-Reflection Checklist available within the course. If you need a refresher on any of the elements that are briefly highlighted in this Checklist, be sure to re-visit MET-6101, available in your Moodle course dashboard.

You may choose to reference your textbooks from prerequisite courses.

Instructional Resources:

- Google Drive (or other “cloud”) Account: You will use your account to create shareable links to a variety of materials, including release forms and video artifacts.
- Mobile Device with Camera: Likely, a smart phone, which you will use to capture video evidence of your mastery of PMI application.
- Bluetooth Microphone: A Bluetooth headset that is connected to your video recording device will capture quality audio of your teaching, and is required. You can purchase one from Amazon, BestBuy, etc. for about \$20-\$30, if you do not have one already.
- Mobile Device Bracket & Tripod: These are optional but may help you to gain better quality recording

COURSE REQUIREMENTS:

Consistent attendance in your online courses is essential for your success. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have assignments and participation requirements just like on-campus classes. Budget your time carefully. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

GRADE DISTRIBUTION AND SCALE:

In order to receive a Passing grade, the participant must complete the following course requirements: signed release forms; written reflections; and video submissions outlined in the *Assignments* section of the Class Schedule (below).

Grade Distribution:

Portfolio Project (Video Uploads)	75%
Written Reflections	25%

Grade Scale:

A	93 – 100
A-	90 – 92
B+	86 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
C-	70 – 72
D	60.0 – 69.9
F	59.9 or below

ACADEMIC STANDING:

NJCTL has established standards for academic good standing within a student's academic program. Students enrolled in any NJCTL online course must receive an 80 or higher to successfully complete a course and receive credit for that course. An 80 is equivalent to a GPA of 2.7 or B-. Additionally, students in an endorsement program must receive a cumulative GPA of 3.0 for all courses combined in order to successfully complete the program.

ACADEMIC INTEGRITY:

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work, unauthorized possession of academic materials, and unauthorized collaboration.

CITING SOURCES WITH APA STYLE:

All students are expected to follow proper writing and APA requirements when citing in APA (based on the APA Style Manual, 6th edition) for all assignments.

DISABILITY SERVICES STATEMENT:

We are committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Dean of Students, Dr. Jamie Korn, additional information to coordinate reasonable

accommodations for students with documented disabilities (Jamie@njctl.org).

NETIQUETTE:

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.

CLASS SCHEDULE:

Module	Required Readings	Assignments
1 – Introduction & Philosophy	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Reflection • Mandatory Forms Submission
2 – Short, Dynamic Direct Instruction	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Pre-Video Submission Reflection • Video Submission
3 – Formative Assessment & Student Polling	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Pre-Video Submission Reflection • Video Submission •
4 – Social Constructivism	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Pre-Video Submission Reflection • Video Submission •
5 – Final Reflection	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Final Reflection