

**MS in Curriculum & Instruction
Field Experience Plan**

<u>MS Students</u> (Levels of teaching)	<u>Field Experience/Diverse Setting</u> (Impact on Student Learning Portfolio Entry)
Teacher (licensed, currently teaching) PreK K-6 6-8 9-12	<u>Teacher's K-12 classroom</u> -KPA Entry (first 2 yrs. of teaching) -National Board Certification Entry -Action Research Project (EDCI 760 Teachers as Researcher or other courses) -Special projects (e.g. ACUMEN)
Teacher (licensed, <u>not</u> currently teaching)	<u>Peer or CI designated PDS classroom</u> -Action Research Project (EDCI 760 Teachers as Researcher or other courses)
Teaching-Related Positions (non licensed, but may have teaching experiences in other settings including paraprofessional, tutor, extension, or international teaching.	<u>Peer or CI designated PDS classroom</u> -Action Research Project -Team-taught unit -Observational research focusing on comparison of student learning -Extension-related project
Non-teacher (no license, no teaching experience)	<u>Action Research Project</u> (focusing on diverse learners and impact on student learning) -EDCI 760 Teachers as Researchers -EDCI 991 Internship in C & I (community college, K-State) -Graduate Assistantship -EDCI 943 Principles of College Teaching
Dual program (MS/UG licensure)	-Undergraduate Portfolio entry
Other Professional School Personnel (principal, reading specialist, school library media, psychologist, superintendent, instructional technology specialist)	-Data collection within their field -Reading specialist endorsement EDCI 945 Clinical Practicum

MS in Curriculum & Instruction Field Experience/Impact on Student Learning Plan

The field experience required in the M. S. in Curriculum & Instruction program focuses on teacher action research in a diverse classroom setting and the ability of a teacher to document evidence of student learning as a result of selected instruction. Data on “impact on student learning” may be collected through qualitative/quantitative research and shared through statistical and/or narrative formats. The purpose of this research-based field experience is to assure teachers that their self-selected instructional methodologies are effectively impacting the learning of their students. This field experience is reported in Entry 8 of the M. S. in C & I Program Completion Portfolio.

Teacher (licensed, currently teaching) K-12 classroom

Most of the students in our M. S. graduate program are licensed, practicing K-12 classroom teachers. They are required to design an “impact on student learning” action research project as part of their M. S. Portfolio. Many of these teachers will enroll in *EDCI 760 Teacher As Researcher* (3 G hrs) and include the project as part of the required coursework. They may utilize their own classroom if it is considered a diverse setting. Otherwise, they must locate a teaching colleague within their course and request permission to conduct the action research project in his/her classroom. For those students not enrolled in this course, they may fulfill the requirement through other 3 G hour courses in the program that require classroom-based research. Several graduate courses funded by grants provide opportunities for action research. Students are expected to collect data over a 20-40 hour period to fulfill this field experience requirement.

Some students are in their first or second year of teaching. Because they recently completed a student teaching internship – *EDEL 585/EDSEC 586* -- for 16 weeks, they are allowed to utilize the Kansas Performance entry that fulfilled the “impact on student learning” requirement.

A few select students in our program are recipients of National Board Certification. In those cases, students provide evidence of successful completion of the National Boards aligning with the task on “impact on student learning” from their national board submission as teacher action research.

Teacher (licensed, not currently teaching)

A few of the students in our M. S. graduate program have teaching experience, but are currently not teaching because of family responsibilities or recent moves to the area. They are encouraged to enroll in *EDCI 760 Teachers as Researchers* (3 G hrs) to complete the field experience requirement of their program. The College of Education Professional Development School program (through a designated Clinical Instructor) will assist in locating a diverse classroom setting at the appropriate grade level for this student to complete the action research project. Students are likely to collect data over a 20-40 hour period to fulfill this field experience requirement.

Teaching-Related Positions (not licensed, but some teaching experience)

A few of our students in our M. S. graduate program hold positions as paraprofessionals or tutors, in extension-related jobs, or have experience in international teaching. They are encouraged to enroll in *EDCI 760 Teachers as Researchers* (3 G hrs) to complete the field experience requirement of their program. The College of Education Professional Development School program (through a K-State professor and Clinical Instructor) will assist the student in locating a diverse classroom setting at the appropriate level to complete a team action research project. The project will be co-planned with a certified teacher and co-conducted in the teacher's classroom. Students will collect data over a 20-40 hour period to fulfill this field experience.

Non-Teacher (no license, no teaching experience)

A very small number of students in our M. S. program are non-teachers, yet aspire to learn more about the art of teaching as they pursue teaching careers in Community Colleges or institutions of higher education or in other countries. They are required to focus on an *EDCI 760 Teacher As Researcher* project focusing on diverse learners and student learning. The same semester, they enroll in *EDCI 991 Internship in Curriculum & Instruction* (1-3 G hrs) through which a Clinical Instructor will locate a Professional Development School diverse teaching site in which they can observe a teacher for 20-40 hours of class time prior to conducting data collection for their research project. The research project will be co-planned with the certified teacher according to the guidelines of *EDCI 760* with a focus on teacher impact on student learning. Other options include that the project may be part of a Graduate Assistantship at Kansas State University or it may be co-conducted for 20-40 hours in a major advisor's university classroom. Another option would be to enroll in *EDCI 943 Principles of College Teaching* (3 G hrs) with the intention of focusing on an independent action research project as part of the course.

Dual Program (MS in C & I and undergraduate licensure program)

The *EDEL 585 or EDSEC 586* undergraduate student teaching internship fulfills this requirement for those jointly enrolled in both an undergraduate and the M. S. program (16 weeks). The undergraduate portfolio entry on "impact on student learning" (collected during a 20-40 hour teaching period) will be utilized to fulfill this requirement.

Other School Personnel (administrator, reading specialist, school library/media, psychologist, instructional technology specialist)

In rare instances (due to the wide choice of other programs within our college), a student in the M. S. program in Curriculum and Instruction is labeled as "other school personnel." In those cases, the student is encouraged to enroll in a choice of research-based courses that allow him/her to collect data for 20-40 hours within his/her own specialized setting. For reading specialist endorsement students, *EDCI 945 Clinical Practicum* serves as a course for student data collection. A focus on diversity is critical to these studies, so confirmation of their setting as diverse is required by the major advisor before research is conducted.