The School of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society.

SYLLABUS

EDUC 211- D1: Lab Experience in Area Schools (3 credits)

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Mrs. Reeshemah Johnson</th>
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</thead>
<tbody>
<tr>
<td>Phone Number:</td>
<td>(910) 672 - 2475</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:rpjohnson@uncfsu.edu">rpjohnson@uncfsu.edu</a></td>
</tr>
<tr>
<td>Semester:</td>
<td>Fall 2014</td>
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<tr>
<td>Course Location:</td>
<td>Online</td>
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<td>Meeting Day &amp; Time:</td>
<td>Online</td>
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<tr>
<td>Office Hours:</td>
<td>Tues &amp; Thurs: 11:00am – 3:00pm</td>
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</table>
1. **School of Education Conceptual Framework:**

**Description**

The vision of the School of Education at Fayetteville State University is predicated upon the belief that we prepare knowledgeable, reflective, and caring professionals for teaching and leadership roles in a global society. Our candidates leave their programs of study knowledgeable about their subject matter, experienced in the teaching process, and prepared to use their knowledge, skills, and abilities to help students succeed academically, as well as to improve family support of education in a technological and global society. The knowledge base represents and is organized around the philosophical and theoretical underpinnings of the seven key tenets of the conceptual framework (caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities).

The conceptual framework, explicated by a philosophy that is grounded in knowledge, has been a guiding force for program development, review, and assessment for over a decade. The conceptual framework embodies the standards by which programs unit-wide are developed, evaluated, and revised. It represents our system of beliefs, our values, and practices that determine how we instruct and interact with candidates, P-12 educators, students, and families. The conceptual framework builds on the unit’s **vision and mission statements.**

Through our philosophy, the conceptual framework provides direction for our curriculum and programs. It clearly identifies the knowledge base that under grids our curriculum and programs, what the unit will teach (based on state and national standards); explains how the unit will teach (based on our knowledge base and sound research practices); why it teaches as it does and why these strategies will yield the required results for your knowledgeable, reflective, and caring professionals. It reiterates its commitments to diversity, research, leadership, and technology and delineates the dispositions, attitudes, and values we believe that our candidates should demonstrate.

The unit’s philosophy helps shape our conceptual framework themes and the knowledge base on which the candidates’ proficiencies, assessments, and evaluations measures are based. The conceptual framework is linked to our beliefs, values, and philosophy about teaching and learning. All facets of the conceptual framework are interrelated, interdependent, and interactive. Our themes are caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities. The candidate proficiencies, which are an outgrowth of the conceptual framework themes, are accomplished through teaching, research, and service.

The conceptual framework themes help to strengthen the unit’s and institution’s mission and vision of a caring candidate who has in-depth knowledge of teaching, students, and their families and who will be prepared for a diverse, technological, and global society today and in the future. The conceptual framework underscores the importance of assuring that our candidates understand the contemporary family and use that knowledge to help students learn, achieve, and succeed in life. The program helps our education professionals to develop sensitivity to all types of diversity and to practice responsive pedagogy. Candidates understand that technology is a tool to learn with and know how to utilize technology to enhance instruction, learning, research, and data management. The program produces teachers who become leaders in their schools, communities, and professional organizations. The unit
graduates teachers and school executives who collect and analyze data and use research effectively to improve teaching and learning for all students. Caring teachers are committed to working with all learners, culturally diverse families, and in promoting the success of all students. In short, our conceptual framework was collaboratively developed, has been shared with all stakeholders, and is coherent, knowledge based, and consistently evaluated and updated.

<table>
<thead>
<tr>
<th>Conceptual Framework Themes</th>
<th>School of Education Expectations</th>
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<tbody>
<tr>
<td>Caring Dispositions and Ethical Responsibility (1)</td>
<td>Candidates completing these programs are caring and ethically responsible teachers and school executives who are committed to working with all learners, diverse families, and promoting the success of all students.</td>
</tr>
<tr>
<td>Communication (2)</td>
<td>Candidates understand the importance of world languages and communicate effectively and proficiently with all students, parents, peers, and administrators.</td>
</tr>
<tr>
<td>Knowledgeable and Reflective (3)</td>
<td>Candidates should be knowledgeable about their subject matter and the teaching process, and they should use this knowledge to help students succeed academically, and to improve family support of education in a technological and global society.</td>
</tr>
<tr>
<td>Research and Leadership (4)</td>
<td>Candidates completing these programs combine theory and practice in preparation to assume the roles of teacher leaders and school, district, and higher education executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to expand their knowledge base and make evidence-based decisions.</td>
</tr>
<tr>
<td>Respect for Diversity and Individual Worth (5)</td>
<td>Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.</td>
</tr>
<tr>
<td>Technological Competence and Applications for Student Learning (6)</td>
<td>Candidates understand that technology is a tool that supports learning. Candidates incorporate technologies appropriately to enhance instruction, learning, research, and data management.</td>
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<tr>
<td>Working with Families and Communities (7)</td>
<td>Candidates understand and are able to identify the characteristics of diverse families and communities. Candidates will use that knowledge to help students learn, achieve, and succeed in life.</td>
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2. **FSU Policy on Electronic Mail:**
Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. **Inquiries or requests from personal email accounts are not assured a response.** The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

3. **Course Policy on Electronic Mail:**
All emails to the instructor should be initiated from a FSU account. Emails that are sent from personal accounts may end up in the instructor’s junk mail box, and are not assured a response. All emails should include your name and Banner ID, and should be written in proper English, not “netspeak” or “textese”. Please be mindful of the tone of your message. Remember that email is not a face-to-face method of communication, and as such, is more prone to miscommunication of tone and intent. The instructor will respond to all emails within 48 hours (usually sooner), with the exception of weekends.

4. **Disabled Student Services:**
   In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.

   **Disability Statement**
   “It is the policy of Fayetteville State University that any person with a disability may NOT be discriminated against on the basis of her or his disability. Fayetteville State, with its commitment to the development of self-esteem and dignity in all members of the academic community, will provide reasonable accommodations to a student with a disability.” *(Undergraduate Catalog, 2013-2014)*

5. **Course Description:**
   An introduction to laboratory experiences in area elementary, middle, and secondary schools providing facilitation opportunities for prospective education professionals to observe student-teacher interactions and to develop an understanding of learning in the school setting. **Fifteen (15) hours of field experiences and thirty hours of computer assignments in the Plato instructional series are required. Documentation of Plato Profile is required.** Performance on Plato Pre-Test will reduce the number of required Plato Lab hours/Supplemental Instruction.

6. **Textbook**

7. **Institutional Guidelines:**

   **Academic Integrity: Dishonesty in Academic Affairs**
   Acts of dishonesty in any work constitute academic misconduct. Such acts include cheating, plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Plagiarism in particular presents pitfalls to be avoided: failure to document any words, ideas, or other contributions that do not originate with the author constitutes plagiarism. Widespread use of the World Wide Web (Internet) requires particular attention to proper documentation practices. Individual course syllabi offer additional clarification about requirements for proper documentation. Actions outlined in the Fayetteville State University Student Handbook under Disciplinary System and Procedures will be followed for incidents of academic misconduct. The handbook may be obtained from the Office of Student Affairs located in the Collins Administration Building. *Fayetteville State University Undergraduate Catalog pg. 85*

   **Behavior in the Course Learning Environment**
   The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.
FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each learning environment is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of behavior within the learning environment, and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Threats or statements that jeopardize the safety of the student and others;
3. Failure to follow reasonable requests of faculty members;
4. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior;
2. Require student to have individual conference with faculty member. At this meeting the faculty member will explain the consequences of continued disruptive behavior;
3. Lower the student’s final exam by a maximum of one-letter grade; or
4. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

8. Class Attendance
Students are expected to attend all class meetings (discussion boards count for attendance in this online course), laboratories, and other instructional sessions for all courses in which they are enrolled. When students must miss course deadlines for unavoidable reasons, i.e., illness, family emergencies, or participation in official university sponsored activities – they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments. Faculty members will indicate in their syllabi the conditions for making up missed assignments.

During the first half of the semester/term, faculty will assign an interim grade of “EA,” Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume participation. Students who resume attendance must consult with the instructor about completion of missed assignments. The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class. Students shall be allowed a maximum of two (2) excused absences each academic year for religious observances required by the faith of the student. Such absences must be requested in accordance with the procedures in this Policy.

The maximum of two (2) excused absences from classes for religious observances shall not be counted against any mandatory attendance requirements; however beyond the maximum stated in
this Policy, instructors shall maintain authority to establish and enforce the attendance policy for the courses they are teaching.

Students shall be given the opportunity to make up tests and other work missed due to an excused absence for a religious observance. Students shall not be relieved of their responsibility for any part of the course work required during their period of absence. Instructors may appropriately respond if a student fails to satisfactorily complete any alternative assignment or examination.

The following conditions are in effect for absences due to religious observance:

A. At least ten (10) calendar days prior to the date of the observance, a student shall complete the Request for Class Absence Due to Required Religious Observance form and submit it to the Center for Personal Development.

B. If the student has provided the Request for Class Absence Due to Required Religious Observance form to the Center for Personal Development in the time prescribed, the student shall be granted the excused absence as prescribed by this Policy. The Center for Personal Development shall be responsible for notifying the student’s instructors of the student’s approved absence.

C. The Center for Personal Development shall also be responsible for denying a student’s request should the student have exceeded the student’s two (2) excused absences, as allowed by this Policy. In such instances, the student should make a request for an excused absence due to a religious observance directly to the student’s instructors. The instructor will evaluate the student’s request according to the guidelines in the course syllabus regarding excused absences. If the student’s request is approved, the student shall be responsible for completing all make-up assignments.


9. **Grade of Incomplete**
A grade of incomplete will only be assigned upon mutual agreement between instructor and student and in the case of extremely extenuating circumstances. Extenuating circumstances might include significant health issues or death in the immediate family. A contract will be developed between student and instructor outlining a plan for course completion and deadline for work to be submitted.

10. **Withdrawal from Class (W)**
To withdraw from a course, you must complete the form available on the registrar’s website at http://www.uncfsu.edu/registrar/forms.htm and submit the form to the instructor and your advisor for signatures. Please follow up on your request, as it is your responsibility to ensure that the process is complete by the deadline stated in the academic catalog (August 23- November 2, 2012). **Do not wait until the last day, as either the instructor or your advisor may not be available to approve your request.** You will not receive any refund of tuition and fees for withdrawing from a class. You should strive to earn credit for any and all classes you are enrolled in. If you are withdrawing from all the courses in which you are enrolled, even if you are enrolled in only one course, you must withdraw from the university. Excessive withdrawals will jeopardize your financial aid. You are required to earn at least 67% of your attempted hours in order to maintain financial aid eligibility. Effective fall 2009, you will be permitted five no-penalty class withdrawals only. After 5, a withdrawal will be calculated as "F". **Please note that the WN grade is no longer in effect. Students must not expect faculty to withdraw them from classes.**
11. **Withdrawal from the University (WU)**
Withdraw from University means you are withdrawing from all classes for the semester due to circumstances that prevent you from being able to complete classes. Deadline for Withdrawal from the University will be August 23 through November 14, 2012. Verify the deadlines at the Office of the Registrar’s website: [http://www.uncfsu.edu/registrar/index.htm](http://www.uncfsu.edu/registrar/index.htm). Also, in addition to your instructor, contact the Center for Personal Development at (910) 672 1203/1222 for additional support and information regarding special circumstances that prevent you from being able to complete classes.

12. **Inclement Weather**
We will follow the Fayetteville State University inclement weather schedule. Consult the University webpage, local radio, and television stations for announcements. While the university may be closed, courses will continue as scheduled, with communications and instructions occurring via Blackboard.

**Register your phone for emergency text alerts** (optional). FSU has a state-of-the-art emergency alert system. One part of that system allows students to register a cell phone to receive text alerts about emergency situations on campus (e.g., closure due to inclement weather). To register:

- Go to the [FSU Bronco Alert Emergency Message Sign-Up page](http://www.uncfsu.edu/fsu-broncoalert/)
- Click “Sign Me Up!”
- Enter your name, email address, and password.
- Click Submit.
- Follow the instructions provided.

13. **Standards:**
This course is aligned to the standards of the School of Education’s Conceptual Framework and the Department of Public Instruction (DPI) Teaching Standards.

**North Carolina Department of Public Instruction (NC DPI) Professional Teaching Standards**
The North Carolina Professional Teaching Standards, developed by NCDPI, are aligned to the expectations and requirements of the course. The standards are identified below. (The PTS, in their entirety, is available in the Course Documents section in Blackboard.)

<table>
<thead>
<tr>
<th>I: Teachers demonstrate leadership</th>
<th>II: Teachers establish a respectful environment for a diverse population of students</th>
<th>III: Teachers know the content they teach</th>
<th>IV: Teachers facilitate learning for their students</th>
<th>V: Teachers reflect on their practice</th>
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</table>

**SOE Conceptual Framework Themes**
Our conceptual framework serves as a lens through which we view our education professionals as (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities. (The complete CF description is available in the Course Documents section in Blackboard.)

14. **University College Core Learning Outcome:**
This course meets the University College Core Learning Outcome #6 – Ethics and Civic Engagement:
“Students will develop a personal system of ethics and morality and demonstrate it in daily self-discipline and interpersonal relationships in volunteer work, and through participation in
organizations; they will synthesize source material from a variety of disciplines to understand and apply theories of morality and ethics.”

**Ethics and Civic Engagement Core SLO Component**

1. Course content introducing students to basic theories and principles of ethical responsibility.
2. Course content introducing students to basic theories and principles of civic responsibility.
3. Course assignments requiring students to employ sound ethical principles to examine practical situations.
4. Course activities that engage students in constructing morally sound arguments to evaluate decisions and actions.
5. Course assignments requiring students to apply principles of civic responsibility to analyze community issues and social policies.
6. Course activities that engage students in using principles of civic responsibility to construct and evaluate solutions to community concerns.
15. **Student Learning Outcomes:**
Upon completion of the course, successful student will demonstrate beginning **knowledge** of new ideas and understandings in the field of education, including:

A. Requirements for the satisfactory completion of teacher preparation programs at FSU, including securing passing scores on the Plato Diagnostic test and Praxis I examination.
B. The motivation and maturity needed to complete a teacher education program knowing that teaching is a calling that requires dedication.
C. Recognition that learners are individuals with variety of cognitive, physical, and social differences and an understanding of diversity in today’s classroom.
D. The basic premise behind curriculum, learning environments, and effective instruction.
E. Legal and ethical issues in school organization.
F. A personal educational philosophy statement.
G. Dispositions of effective teaching.

Students will acquire **skills** that will enable them to:

A. Manage time effectively.
B. Serve the public school community.
C. Work collaboratively with peers to enhance personal skills.
D. Communicate effectively, analyze data, and be a reflective practitioner.

Students will demonstrate dispositions that depict awareness to:

A. Appreciate and engage in self-reflection.
B. Show a commitment to ongoing learning.
C. Dress appropriately for the educational setting – on and off-campus.
D. Attend class regularly, participate in the class, and be on time and ready for instruction.
E. Complete assignments and tasks in a timely manner.
F. Assume fair share of responsibilities.
G. Be courteous, respectful, and civil.
H. Have a positive professional attitude.
I. Accept and use constructive criticism.
J. Value and respect diversity and individual differences.

16. **Course Outline and Calendar:**
(The Instructor reserves the right to adjust the course outline as deemed necessary by students’ needs.) Rubrics for written work are posted in course document section in Blackboard.

Week 1:  Introductions
A. Introductions
B. The Field Experience requirement: Placement selection and expectations
C. **ASSIGNMENTS due 8/24** *(S3a-1 and 2):*
   1. Complete the Voluntary Disclosure Form
   2. Submit Student Disposition Form
   3. Submit Field Placement Observation Site Request Form
   4. Read: “Mayonnaise Jar and two cups of Coffee”
   5. Complete “Introduction” Discussion Board (DB)
Week 2: Overview of the Course
A. Syllabus review
B. The Field Experience requirement: Placement selection and expectations
C. Motivation to Teach
D. ASSIGNMENTS due 8/31 (S1c):
   1. Review Course Syllabus and Student Learning Outcomes
   2. Review Field Experience Manual (pages 2-9)
   3. Complete Syllabus and Field Experience Manual Agreement Form
   4. Read “So Let’s Get Started” in textbook
   5. Read Chapter 1: Why Teach?
   6. Complete “Why Teach” DB
   7. Submit Chapter 1 Quiz
   8. Submit Form E (Teacher Assistants and Lateral Entry Teachers only). Submit if you already work in a school system and wish to complete your observation hours at your school.

Week 3/4: What Makes a Teacher Effective?
A. Opinions about Teachers and Teaching
B. Teacher as Reflective Decision Maker
A. Introduction to the Conceptual Framework Themes and Indicators
C. ASSIGNMENTS due 9/14 (S2a; S3a-2):
   1. Read Chapter 6: What makes a Teacher Effective?
   2. Review Blooms’ Taxonomy
   3. Read 9 Characteristics of a Great Teacher
   4. Read 12 Characteristics of an Effective Early Childhood Teacher
   5. Submit your teaching autobiography
   6. Submit your philosophy of teaching (1st draft)
   7. Submit Chapter 6 Quiz

Week 5: What is a School and What is it for?
A. Schools as Cultures
B. Purposes & the Nature of Schools
C. Curriculum
D. Common Core and Essential Standards (DPI Website)
E. Voices from the Classroom (p. 49)
F. ASSIGNMENTS due 9/21 (S3a-2):
   1. Read Chapter 2: What is a School and What is it for? (Reading Strategy 2)
   2. Review InTASC Principles
   3. Complete “Effective Schools” DB
   4. Submit Chapter 2 Quiz
   5. Submit monthly journal reflection

Week 6: Who are Today’s Students in a Diverse Society?
A. Diversity in our Schools
B. Processing Diverse Abilities – Learning Styles & Multiple Intelligences
C. Teacher Collaboration
D. ASSIGNMENTS due 9/28 (S2d):
   1. Submit Learning Style Inventory
   2. Submit Multiple Intelligence Inventory
   3. Complete “Diverse Students” DB
   4. Submit Chapter 3 Quiz

Week 7/8: What Social Problems Affect Today’s Students?
   A. Connections to Current Events
   B. The New American Family
   C. Societal Concerns and Social Issues
D. ASSIGNMENTS due 10/12 (S2e) (S1b-2 and 3):
   1. Read Chapter 4: What Social Problems Affect Today’s Students?
   2. Read “Do colleges court those least in need of education?”
   3. Submit Current Events Article Critique
   4. Complete Chapter 4 Quiz

Week 9/10: What are Ethical and Legal Issues Facing Teachers
   A. Ethics & Our Responsibilities
   B. Lifestyle and the Teacher
   C. Law, Religion, and the School
D. ASSIGNMENTS due 10/26
   1. Read Chapter 8: What are the Ethical and Legal Issues Facing Teachers?
   2. Submit Legal Issues Article Critique
   3. Submit Chapter 8 Quiz
   4. Submit monthly journal reflection

Week 11: What are the Philosophical Foundations of American Education?
   A. Revisit Philosophy of Teaching Statements
   B. Complete Self-Inventory (pp. 293-294)
   C. Review Table 9.1 (pp 309-310)
   D. Review From Service to Practice on pp 296, 299, 301, 305, 308
   E. Revise personal Philosophy Statement
F. ASSIGNMENTS due 11/2 (S3a-1 and 2; S4g):
   1. Read Chapter 9: What are the Philosophical Foundations of American Education? (pp. 283-314)
   2. Take the educational philosophy test
   3. Revise & Resubmit Philosophy Statement
   4. Submit Chapter 9 Quiz
Week 12: How are Schools Governed, Influenced, and Financed
A. Organizational Structure of Schools
B. Parental, Business, & Community roles in Educations
C. Financing Schools
D. **ASSIGNMENTS due 11/9 (S1e):**
   1. Read Chapter 11: How are Schools Governed, Influenced, and Financed? (pp. 350-374)
   2. Complete School Governance and Finance DB
   3. Submit Chapter 11 Quiz

Week 13: How Should Education be Reformed?
A. Current Reform Proposals: NCLB, TTT, CCES
B. Teacher Evaluation
C. Classroom Assessments
D. Salary aligned to Classroom Assessments
E. **ASSIGNMENTS due 11/16 (S2a; S4e, 4g; S5a):**
   1. Read Chapter 12: How Should Education be Reformed? (pp. 375-410)
   2. Submit Teacher Interview and Report
   3. Complete Educational Reform DB
   4. Complete Chapter 12 Quiz

Week 14: What are Your Job Options in Education?
A. Discussion with School Representative (Superintendent/Principal)
B. FSU BS Program Requirements
C. Understanding and using CAPP
D. **ASSIGNMENTS due 11/23 (S1c-1 and 2; S1e; S2a, d, e; S5b):**
   1. Read Chapter 13: What are Your Job Options in Education (pp. 411-436)
   2. Complete Degree Audit and Career Options Assignment

Week 15: The Student/Teacher Professional
A. The SOE Conceptual Framework
B. Professional Development
C. Preparing for Praxis I/Admission to Teacher Education
D. DPI Teaching Standards
E. Understanding Licensure in North Carolina
F. Teacher Preparation Programs at FSU
G. **ASSIGNMENTS due 11/30 (S1c-1 and 2; S1e; S2a, d, e; S5b):**
   1. Complete Chapter 13 Quiz
   2. Complete SOE Conceptual Framework DB
   3. Submit monthly journal reflection

Week 16: Review & Wrap-up
A. **ASSIGNMENTS due 12/7 (S1c-1 and 2; S1e; S2a, d, e; S5b):**
   1. Submit Field Experience Report
   2. Submit Field Experience Time Sheet and Evaluation Form
17. **Modes of Instruction:**
   A. Multimedia Presentations
   B. Large/Small Group Discussion
   C. Individual, Peers, and Group Reports and Presentations
   D. Computer-Based Demonstrations and Interactions
   E. Classroom Observations and Interactions
   F. Self-Assessments

18. **Assessment and Evaluation:**

   1. **Discussion Boards** *(On Going)*  80 Points
   Class attendance and participation in class are very important and constitute a part of the grade for the course. This is a performance-based course that will include presentations and discussions. (NCDPI PTS V; CF 2, 3)

   2. **Disposition Rating Sheet (Self Evaluation)** *(Due 8/24)*  10 Points
   Each student will be expected to conduct introspection on attitudes and disposition and complete the SOE’s Disposition Rating Sheet. (Students will complete this Sheet at two other points in the program as well as have external evaluators complete the Sheet to document their evaluation of the student’s attitude in the learning environment.)

   3. **Philosophy Statement & Resubmission** *(Due 9/14 & 11/2)*  60 Points
   Each student will complete a personal philosophy statement that should include the student’s belief about teaching and learning and should be supported by educational and/or learning theories. The philosophy statement should be no longer than 2 pages. (NCDPI PTS II, III, IV, V; CF 2, 3; SLO F; S1c-1 and 2; S1e; S2a, d, e)

   4. **Current Event Article Critique** *(Due 10/12)*  30 Points
   Each student will select a current event pertaining to diversity, disposition, assessment, or school organizational topics. (Other current event issues related to education, preferably from the AACTE Newsletter, may be approved.) The student is expected to reflect on the content of the event. Reflections should align the event to the student’s beliefs, training, and professional future. The reflection should be no more than two pages long. Details will be discussed in class. (NCDPI PTS I, IV, V; CF 2, 3, 6; SLO C; S1d)

   5. **Quizzes** *(Weekly)*  100 Points
   Students will complete a comprehensive quiz during midterm of the instructional process. The quiz will involve constructed responses and multiple choice questions reflecting the course content. (NCDPI PTS II, III, IV, V; CF 2, 3)

   6. **Legal Issues Article Critique** *(Due 10/26)*  30 Points
   Each student will select an article that addresses a legal issue in the school environment (school law) and conduct an article review/analysis. The student must draw on real life experience to support or refute ideas presented in the article. The critique, an analysis rather than a summary, must be presented using the APA writing style and should be about 2 pages long. (NCDPI PTS, IV, V; CF 1, 2, 3, 4, 5, 6, 7; SLO E; S1e)
7. **Monthly Reflective Journal** *(Monthly)* 30 Points
   Students will reflect on the discussion topics and individual academic experiences throughout the duration of the course. Each student must monitor his or her growth with the expectation to evolve into facilitators of learning. *Reflections, NOT summarizations, must be presented in at least one (1) full page of typed narrative.* (NCDPI PTS V; CF 1, 2, 3, 4 and SLO B)

8. **Teacher Interview & Report** *(Due 11/16)* 20 Points
   Each student will conduct an interview with a practicing teacher, using guiding questions provided in class. Students will use the information collected to complete a 5-8 pages long written report. It is highly recommended that the student interviews a teacher from a different cultural or ethnic background than the student. (NCDPI PTS II, III, IV, V; CF 2, 3; SLO G; S1B; S3a-2)

9. **Field Experience (Observation and Report)*** *(Due 12/7)* 100 Points
   Each student is required to complete 20 hours of observation in a classroom setting. Each student will complete a cumulative field experience report to describe, discuss, and connect the experiences in the classroom to theories and other concepts covered in class. The report should be 5-8 pages long. Please refer to the *Field Experience Handbook* for completion of this activity. The Field Experience Time Sheet, and the Early Disposition Inventory, to be completed and signed by the supervising teacher, MUST be included in the report! Forms are available at: [http://www.uncfsu.edu/ote/forms.htm](http://www.uncfsu.edu/ote/forms.htm). Additional specifications for the completion of the report will be outlined and discussed in class. (NCDPI PTS All; CF All; SLO D; S1b-1)

10. **Additional Assignments** *(On-going)* 70 Points
    Students will be required to complete several assignments that support the main assignments.

**PLEASE NOTE:** All assignments are course requirements. However, assignments identified with *** MUST be completed to earn a passing grade!

19. **Grading Procedures:**
    Please refer to the scoring rubric that accompanies each assignment for the specific criteria that will be used to evaluate that assignment.

    **Grading Scale:**
    
    | Score Range | Grade |
    |-------------|-------|
    | 477-530     | A     |
    | 424-476     | B     |
    | 371-423     | C     |
    | 318-370     | D     |
    | 369 or less | F     |

20. **Additional Resource:**
    [http://aacte.org/briefs/?id=105826&email=llewis8@uncfsu.edu](http://aacte.org/briefs/?id=105826&email=llewis8@uncfsu.edu)
    
    Academic Progression Standards – Limitation on Class Withdrawals
21. **Bibliography:**


