SYLLABUS – EDUC 697: Advanced Applied Product of Learning (Internship): (3 credits)

"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."

| Course: EDUC 697: Advanced Applied Product of Learning (Internship): (3 credits) |
| Instructor: Dr. Kimberly Smith Burton - Dept. Middle Grades, Secondary, Special Ed. |
| Phone Number: (910) 672-1181/1182 |
| Email Address: ksmith@uncfsu.edu |
| Semester: Spring 2015 |
| Course Location: Field Placement in School |
| Meeting Day & Time: M-F & as designated by placement school’s schedule/calendar |
| Office Location: Room 241 – Butler Building |
Office Hours: Available by appointment

Course Description: Advanced Applied Product of Learning (Internship): This course has been designed to serve as an eleven-week supervised internship for the Master of Arts in Teaching (MAT) Program in Education in a specific content area. This internship in the public secondary and middle schools will provide MAT students with opportunities to observe educational professionals in the classroom, practice teaching under supervision, and to participate in other activities and responsibilities of regular in-service teachers.

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@broncos.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. Information from FSU or FSU students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. The student is responsible for ensuring the mailbox remains available to receive notifications. FSU is not responsible for issues related to notifications that are not deliverable due to full mailboxes. Inquiries or requests from personal email accounts are not assured a response.

Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

Title IX – Sexual Misconduct - Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Pamela C. Fisher
Licensed Professional Counselor
Spaulding Building, Room 165
(910) 672-387
psmith@uncfsu.edu

Ms. Linda Melvin
Director, Student Health Services
Spaulding Building, Room 121
(910) 672-1454
lmelv10@uncfsu.edu

Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual: Ms. Victoria Ratliff, Deputy Title IX Coordinator for Students, Spaulding Building, Room 155, (910) 672-1222, vratliff@uncfsu.edu

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

Textbook: No text required.

Disabled Student Services - In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.
Deadlines and Quality for School of Education Evidence Project: the Case Study and the Leadership & Collaboration project

This course contains two School of Education “evidence” projects that are intended to demonstrate your ability to synthesize and apply what you have learned. Successful completion of evidence assignments is required in order to be recommended for licensure and graduation from the Middle Grades, Secondary, and Specialized Subjects program and to pass this course. The leadership & collaboration project, and the case study (EDMG 470) must be fully completed by March 1. Feedback will be provided and the final submission will be due on April 1. Time between the first and second submissions will be the only penalty-free opportunity to make revisions. Please note below, significant reductions in final grades will apply if deadlines are missed and/or quality is lacking.

Reduction in Grade for Late Assignments - An incredibly important aspect of a teacher’s job description is being able to successfully complete tasks according to guidelines and meet deadlines. Therefore, assignment due dates in this course are firm; missed deadlines will result in a deduction of 50 points from overall course points for the first missed due date and 50 points thereafter for each day an assignment is late. Assignments will not be accepted three (3) days after the due date and no points will be awarded. If this is the case, you will need to meet with the Instructor to discuss withdrawal and future options for completing student teaching.

As you will note, late assignments will quickly reduce the final course grade and have the potential to cause a failing or unsatisfactory grade. Assignments submitted that are of poor quality will have similar consequences.

Reduction in Grade for Revisions - If an assignment is turned in on time, but fails to meet rubric criteria in terms of content, grammar conventions (i.e., spelling, tense, capitalization, etc.), organization, APA, and adherence to assignment instructions, the assignment will be returned and 25 points will be deducted from the overall course grade. Each time a poorly constructed paper is submitted an additional 25 points will be deducted; students may only submit a paper/project twice for revisions. After the second revision, the project will receive the final grade assigned. If the project fails, you will fail the course. Therefore, I suggest closely reading all rubrics and assignment directions, so that you completely understand all requirements of the assignment. If you are not a strong writer, you will need to seek assistance prior to turning in the assignment.

Students must follow university protocol and announced deadlines (see Academic Calendar) to withdraw from a class. Student teaching is different from traditional courses, so you must contact the instructor immediately.

Class and University Withdrawal (Fayetteville State University (2014-15 Undergraduate Catalog, p. 74-76). Students may withdraw from individual classes until the deadline each semester, term, or session (see Academic Calendar for specific dates). Students who complete the class withdrawal process will receive a grade of W. Tuition and fees are not adjusted for withdrawing from individual classes. Students are required to earn at least 67% of their attempted hours each semester to maintain financial aid eligibility. Students who withdraw from more than 33% of their attempted hours in a semester will lose financial aid. Failure to attend class does not constitute official withdrawal from that class.

Students are permitted to withdraw from a maximum of 16 credit hours throughout their undergraduate career. After a student has exceeded this limit, the student must earn a final grade of A, B, C, D, F, or FN. In some cases, students need to withdraw from all classes/the university. Please go to p. 74-76 to see all criteria, requirements, and results for withdrawal.

Standards - The course is aligned to the standards of the School of Education’s Conceptual Framework and the North Carolina Department of Public Instruction (DPI) Professional Teaching Standards and the Student Learning Outcomes associated with the Middle Grades Language Arts and Social Studies degree programs.
University College Core

1. Communication Skills: Students will comprehend, analyze, and evaluate the effectiveness of various forms of written and spoken communication, and they will assemble original written and spoken communications that display appropriate organization, clarity, and documentation for a given purpose and audience.

2. Reasoning Skills
   a. Reasoning Skills - Critical Thinking: Students will accurately evaluate the reasonableness of arguments’ evidence and support, and they will construct reasonable arguments using various forms of evidence drawn from multiple sources.
   b. Reasoning Skills - Quantitative: They will apply math to situations common in everyday living, and they will calculate, interpret, and assess statistical data and concepts, percentages, proportions, rates of change, geometric measures, linear equations, probability and risk.

3. Inquiry Skills: Students will formulate effective questions based on a need; organize, sort, evaluate, and retrieve academic information to address the need; cite sources appropriately for their context.

4. (Goal 5) Global Literacy: Students will appreciate the global diversity of cultures, values, and belief systems and the common humanity underlying them; interact effectively with culturally different peoples; understand cultural interdependence, and create solutions to intercultural problems.

Fayetteville State University School of Education Conceptual Framework

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>
</tr>
</thead>
<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>
</tr>
<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>
</tr>
<tr>
<td>Conceptual Framework Themes</td>
<td>School of Education Expectations</td>
</tr>
<tr>
<td>----------------------------</td>
<td>----------------------------------</td>
</tr>
</tbody>
</table>
| 1. Knowledgeable and Reflective | 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.  
**MG-Learning Outcome:** #1: Teacher candidates will know their content based on the North Carolina Standard Course of Study, State Standards and CAEP. #2: Teacher candidates will know how to teach based on the North Carolina Standard Course of Study, State Standards and CAEP.  
**Assessment:** Leadership and Collaboration Project, Case Study, and Certification of Capacity |
| 2. Respect for Diversity and Individual Worth | Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.  
**MG-Learning Outcome:** #6: Teacher candidates will provide appropriate accommodations and implement teaching strategies for diverse learners.  
**Assessment:** Leadership and Collaboration Project, Case Study, and Certification of Capacity |
| 3. Working with Families and Communities | Candidates understand the contemporary family and communities and use that knowledge to help students learn, achieve, and succeed in life.  
**MG-Learning Outcome:** #6: Teacher candidates will provide appropriate accommodations and implement teaching strategies for diverse learners.  
**Assessment:** Leadership and Collaboration Project, Case Study, and Certification of Capacity |
| 4. Technological Competence and Applications for Student Learning | Candidates understand that technology is a tool that supports learning and know how to utilize technology to enhance instruction, learning, research, and data management.  
**MG-Learning Outcome:** #4: Teacher candidates will know how to utilize technology to enhance instruction, learning, research, assessment and data management.  
**Assessment:** Leadership and Collaboration Project, Case Study, and Certification of Capacity |
| 5. Caring Dispositions and Ethical Responsibility | 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.  
**MG-Learning Outcome:** #6: Teacher candidates will provide appropriate accommodations and implement teaching strategies for diverse learners.  
**Assessment:** Leadership and Collaboration Project, Case Study, and Certification of Capacity |
| 6. Communication | Candidates communicate effectively and proficiently with all students, parents, peers, and administrators.  
**MG-Learning Outcome:** #8: Teacher candidates will be able to communicate effectively, analyze data, and be a reflective practitioner.  
**Assessment:** Leadership and Collaboration Project, Case Study, and Certification of Capacity |
| 7. Research and Leadership | Candidates completing these programs combine theory and practice in preparation to assume the roles of teacher leaders and school executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to inform practice and to participate in research to expand their knowledge bases.  
**MG-Learning Outcome:** #5: Teacher candidates will demonstrate leadership skills through the establishment of a safe, orderly and positive environment.  
**Assessment:** Leadership and Collaboration Project, Case Study, and Certification of Capacity |

**North Carolina Department of Public Instruction (NCDPI) 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 and will be posted on Blackboard in their entirety.
Middle Grades, Secondary, and Health/Physical Education - Student Learning Outcomes:

1. Teacher candidates will know their content based on the North Carolina Standard Course of Study, State Standards and CAEP.
2. Teacher candidates will know how to teach based on the North Carolina Standard Course of Study, State Standards and CAEP.
3. Teacher candidates will implement practices that reflect the cognitive, mental and physical development of K-12 students.
4. Teacher candidates will know how to utilize technology to enhance instruction, learning, research, assessment and data management.
5. Teacher candidates will demonstrate leadership skills through the establishment of a safe, orderly and positive environment.
6. Teacher candidates will provide appropriate accommodations and implement teaching strategies for diverse learners.
7. Teacher candidates will integrate 21st century knowledge and skills in instruction.
8. Teacher candidates will be able to communicate effectively, analyze data, and be a reflective practitioner.

Students will practice skills that will enable them to:

A. Write and speak clearly and effectively.
B. Serve the public school community.
C. Work collaboratively with peers.

Students will demonstrate dispositions indicating that they:

A. Appreciate and engage in self-reflection.
B. Value each voice and use their own in class discussions.
C. Show a commitment to ongoing learning.
D. Value class time by attending regularly and on time.
E. Complete assignments and tasks in a timely manner.
F. Assume fair share of responsibilities.
G. Are courteous and respectful.
H. Have a positive professional attitude.
I. Accept and use constructive criticism.
J. Respect individual differences.

Course Outline and Calendar - The Instructor reserves the right to adjust the course outline as deemed necessary by students' needs.

<table>
<thead>
<tr>
<th>Week One Jan 12</th>
<th>Introduction to Student Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Meet: Date and Time TBA</td>
</tr>
</tbody>
</table>
|                 | Field Experience – See Schedule Below | **Assess schedule from Ms. Washington at the end of the syllabus.**

<table>
<thead>
<tr>
<th>Week Two Jan 19</th>
<th>Case Study and Leadership &amp; Collaboration Project</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Field Experience – See Schedule</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week Three Jan 26</th>
<th>Case Study and Leadership &amp; Collaboration Project</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Field Experience – See Schedule</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week Four Feb 2</th>
<th>Case Study and Leadership &amp; Collaboration Project</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Field Experience – See Schedule</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week Five Feb 9</th>
<th>Case Study and Leadership &amp; Collaboration Project</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Field Experience – See Schedule</td>
</tr>
</tbody>
</table>

| Week Six          | Case Study and Leadership & Collaboration Project |

Rev. 1/8/14
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Feb 16</td>
<td>Field Experience – See Schedule</td>
<td></td>
</tr>
<tr>
<td>Week Seven</td>
<td>Feb 23</td>
<td>Case Study and Leadership &amp; Collaboration Project</td>
<td>DUE on or Before March 1; Draft of ALL Evidences submitted for “Feedback” in Task-Stream or via email. <strong>Do Not turn in unedited work that is of poor quality.</strong></td>
</tr>
<tr>
<td>Mid-point of the Course</td>
<td>DUE March 1 – Case Study and Leadership and Collaboration projects are due to me via email -- no exceptions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Eight</td>
<td>March 2</td>
<td>Case Study and Leadership &amp; Collaboration Project</td>
<td></td>
</tr>
<tr>
<td>Week Nine</td>
<td>March 9</td>
<td>Case Study and Leadership &amp; Collaboration Project</td>
<td>FSU Spring Break: students follow the placement school’s schedule for break.</td>
</tr>
<tr>
<td>Week Ten</td>
<td>March 16</td>
<td>Case Study and Leadership &amp; Collaboration Project</td>
<td></td>
</tr>
<tr>
<td>Week Eleven</td>
<td>March 23</td>
<td>Case Study and Leadership &amp; Collaboration Project</td>
<td>ALL Final Projects Due Before April 1 for “Evaluation” in Task-Stream</td>
</tr>
<tr>
<td>Week Twelve</td>
<td>March 30</td>
<td>Case Study and Leadership &amp; Collaboration Project Final Submission – April 1</td>
<td></td>
</tr>
<tr>
<td>Week Thirteen</td>
<td>April 6</td>
<td>Field Experience – See Schedule</td>
<td></td>
</tr>
<tr>
<td>Week Fourteen</td>
<td>April 13</td>
<td>Field Experience – See Schedule</td>
<td></td>
</tr>
<tr>
<td>Week Fifteen</td>
<td>April 20</td>
<td>Field Experience and Exit Criteria and LEA/IHE Certification of Teaching Capacity Forms – Please talk with your CT about scheduling a planning period so we can complete the forms. Email me if you have not received the forms in advance of our meeting.</td>
<td>EXIT CRITERIA and the LEA/IHE CERTIFICATION OF TEACHING CAPACITY</td>
</tr>
<tr>
<td>Week Sixteen</td>
<td>April 27-May 1</td>
<td>Field Experience – See Schedule</td>
<td>May 1 - Last day in schools</td>
</tr>
</tbody>
</table>

**Assessment and Evaluation:**

**Timely attendance is mandatory.** You are expected to arrive well in advance of student arrival and participate in school events and activities as you are a member of the faculty. You are also expected to remain on campus each day as recommended by your cooperating teacher. **Absences require you to notify the cooperating teacher and university supervisor and complete & submit a Leave Request form to Ms. Washington and Dr. Smith-Burton.** You must call your cooperating teacher as soon as you know you will be unable to attend student teaching, and you must submit substitute lesson plans for the day or days of absence to the cooperating teacher and Dr. Smith-Burton.

**Case Study, Leadership & Collaboration Project, Unit Plan and Content Research Project (if not completed in a previous course and posted in TaskStream):** Please see Blackboard for specific directions and rubrics.

**Video of One Lesson** you teach: Video one lesson that you teach from start to finish. Submit a copy of the video to your cooperating teacher and to me for feedback. You will also view the video and submit a one page reflection to me within one week of submitting the lesson. The lesson must be videoed and submitted between March 10 and March 24.

**Grading Overview:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Study</td>
<td>200</td>
</tr>
<tr>
<td>Leadership &amp; Collaboration</td>
<td>200</td>
</tr>
<tr>
<td>Project and/or observations</td>
<td>200</td>
</tr>
<tr>
<td>Video of One Lesson You Teach</td>
<td>100</td>
</tr>
<tr>
<td>Capacity for Teaching</td>
<td>300</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

**PLEASE NOTE:** *All assignments are course requirements.*
**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**:

<table>
<thead>
<tr>
<th>Course Points Scale</th>
<th>University Grading Scale</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>900 - 1000</td>
<td>92-100</td>
<td>A</td>
</tr>
<tr>
<td>800 - 899</td>
<td>83-91</td>
<td>B</td>
</tr>
<tr>
<td>700 - 799</td>
<td>74-82</td>
<td>C</td>
</tr>
<tr>
<td>600 - 699</td>
<td>65-73</td>
<td>D</td>
</tr>
<tr>
<td>599 or less</td>
<td>64 &amp; Below</td>
<td>F</td>
</tr>
</tbody>
</table>

**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 Classroom**

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 classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior 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. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints;
3. Use of cell phones and other electronic devices;
4. Overt inattentiveness (sleeping, reading newspapers);
5. Eating in class (except as permitted by the faculty member);
6. Threats or statements that jeopardize the safety of the student and others;
7. Failure to follow reasonable requests of faculty members;
8. Entering class late or leaving class early on regular basis; and
9. 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. Direct student to change seating locations;
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior;
4. Dismiss class for the remainder of the period; (Must be reported to department chair)
5. Lower the student’s final exam by a maximum of one-letter grade; or
6. 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.

Class Attendance - Timely attendance is mandatory. You are expected to arrive well in advance of student arrival and participate in school events and activities as you are a member of the faculty. You are also expected to remain on campus each day as recommended by your cooperating teacher. Absences require you to notify the cooperating teacher and university supervisor and complete & submit a Leave Request form to Ms. Washington and Dr. Smith-Burton. You must call your cooperating teacher as soon as you know you will be unable to attend student teaching, and you must submit substitute lesson plans for the day or days of absence to the cooperating teacher and Dr. Smith-Burton.

Students are expected to attend all class meetings, laboratories, and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. Likewise, students are expected to complete all assigned Blackboard activities within the assigned window of time. When students must miss class(es) 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. Campus and community enrichment opportunities will be announced and may be used for attendance make-up points.

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 attendance. 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 or complete the course will receive a final grade of F.

Students must follow university protocol and announced deadlines (see the Academic Calendar on www.uncfsu.edu) to withdraw from a class. The final deadline to withdraw from class is located on the Academic Calendar for the current semester.

Excused Absences

Students shall be allowed a minimum 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 - link below.

The minimum of two (2) excused absences from classes for religious observances shall not be counted against any mandatory attendance requirements; however beyond the minimum 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.

Requesting an Absence 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: http://www.uncfsu.edu/documents/policy/academic_affairs/ReligiousObservances.pdf 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.

**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.

**Disability Statement**

“Fayetteville State University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, gender, age, or disability. Moreover Fayetteville State University values diversity and actively seeks to recruit talented students, faculty, and staff from diverse backgrounds.” (Undergraduate Catalog, 2009-2010)

**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 (no exceptions) 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](http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf)

**Inclement Weather** We will follow the Fayetteville State University inclement weather schedule. Please consult the university webpage, local radio and television statements for announcements. Blackboard Announcements with accompanying email will be the mode of correspondence this instructor uses to alert students to changes due to extenuating circumstances.

**References:**


Johnson, H., and Watson, P. (October, 2011). What it is they do: Differentiating knowledge and literacy practices across disciplines. Journal of Adolescent and Adult Literacy. 55(2). International Reading Association (pp. 100–109)


Marzano, R., Pickering, D., & Pollock, J.(2003). Integrating Technology into the Classroom using Instructional Strategies based on the research from: Classroom Instruction that Works: ASCD.


Poore, M. (June, 2011). Digital literacy: Human flourishing and collective intelligence in a knowledge society Literacy Learning: the Middle Years19(2)


Stiggins, R. & DuFours, R. (May, 2009). Maximizing the power of formative assessment: When teachers work together to create assessments for all students in the same course or grade, the results can be astounding. Phi Delta Kappan.


**Student Teaching Schedule:**

<table>
<thead>
<tr>
<th><strong>FAYETTEVILLE STATE UNIVERSITY</strong></th>
<th><strong>STUDENT TEACHING SCHEDULE (M.A.T.)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPRING 2015</strong></td>
<td></td>
</tr>
</tbody>
</table>

Professional Development Schools (PDS) are designated by an exclusive agreement between the school administrators and teachers and an institution of higher education for the preparation of classroom teachers. The implementation of programs at PDS sites present a different paradigm to bring about student learning. Collaboration between public school personnel and university personnel join the experience and insights of the practitioner with the theory and scholarship of the professor to emphasize more extensive preparation of pre-service teachers. One of the outcomes of Fayetteville State University’s university-school partnership is an extended clinical experience for student teachers. Thus, the student teaching experience has evolved into an internship experience for a full semester. This calendar is based on the Cumberland County Traditional Schools Academic Calendar because the majority of the internships occur in this Local Educational Agency (LEA). It should be modified by the University Supervisor, Cooperating Teacher, and Student Teacher when the internship occurs in another LEA.

### Time Frame: January 12, 2015 - April 30, 2015

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 12, 2015 – April 30, 2015</td>
<td>Concurrent enrollment in EDUC 697 and 698</td>
</tr>
<tr>
<td>January 12, 2015 – February 13, 2015</td>
<td>In-school Orientation/Observations</td>
</tr>
<tr>
<td></td>
<td>- Work with assigned teacher, as directed</td>
</tr>
<tr>
<td></td>
<td>- Develop PROGRESSIVE instructional schedule</td>
</tr>
<tr>
<td></td>
<td>- (Student teachers report to assigned school one full day each week)</td>
</tr>
</tbody>
</table>

**NOTE:** A PROGRESSIVE schedule builds from one class to full-time teaching. At least 4 weeks of the internship must be devoted to full-time teaching with the assistance of the cooperating teacher.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 19, 2015</td>
<td>Holiday</td>
</tr>
<tr>
<td>January 20, 2015</td>
<td>Teacher Workday*</td>
</tr>
<tr>
<td>February 16 – 20, 2015</td>
<td>Assume initial instructional duties</td>
</tr>
<tr>
<td>February 16 – 20, 2015</td>
<td>Initial Visit-University Supervisors</td>
</tr>
<tr>
<td>March 6, 2015</td>
<td>1st Evaluation from the Cooperating Teacher</td>
</tr>
<tr>
<td></td>
<td>Observation of Candidate Performance found</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.uncfsu.edu/ote/forms">http://www.uncfsu.edu/ote/forms</a> in the All</td>
</tr>
</tbody>
</table>

Rev. 1/8/14
March 20, 2015
using the

2nd Evaluation from the Cooperating Teacher
Observation of Candidate Performance

April 2, 2015
using the

3rd Evaluation from the Cooperating Teacher
Observation of Candidate Performance

April 3, 2015
Teacher Workday*

April 6, 2015 – April 10, 2015
April 17, 2015
using the

Holiday
4th Evaluation from the Cooperating Teacher
Observation of Candidate Performance

April 20, 2015 – April 24, 2015
Gradual decrease in teaching load

April 20, 2015 – April 24, 2015
Exit Criteria & LEA Performance Evaluation

April 27, 2015 – May 1, 2015
Observation of school personnel (as determined by Cooperating Teacher and University Supervisor) or makeup days for unexcused absences

TBA
School of Education Recognition Ceremony

*Student teachers must adhere to the arrival and departure times of the teachers.
*Student teachers must report to their assigned sites on Teacher Workdays.
*Student teachers must adhere to the public school’s calendar regarding holidays and breaks.

**STUDENT TEACHING FILE CLOSEOUT**
**OFFICE OF TEACHER EDUCATION**

After successfully completing the student teaching/teacher internship experience and all required coursework for a degree or licensure program, including earning at least a “proficient” (rating of 3) on all indicators on the Unit Plan, Content Project, Case Study and the Collaboration & Leadership Project Rubrics, graduates and completers may apply for a North Carolina Teaching License.

Graduates and completers are responsible for submitting an official transcript and a check or money order.

Rev. 1/8/14
payable to DPI for $55.00 to the Office of Teacher Education in order to closeout their student teaching file and have their licensure paperwork submitted to DPI. DPI may take up to 12 weeks to process a licensure request.

COMMENCEMENT  May 9, 2015

University Supervisors will make a minimum of five formal visits and observations to the assigned site to include an initial (preliminary) visit, 3 (2 face-to-face lessons/1 videotaped lesson) observations, and the final evaluation visit. The Cooperating Teacher and the University Supervisor will discuss evaluation results/findings with the pre-service teacher. The pre-service teachers are required to sign the evaluations indicating that a review was held. The University Supervisor will submit paperwork after each visit to the Office of Teacher Education. The Cooperating Teacher will mail the evaluations in the Office of Teacher Education postage-paid envelopes Pre-service teachers should receive copies of their evaluations, both from the cooperating/partnership teacher and the University Supervisor.

**The EXIT CRITERIA and the LEA/IHE CERTIFICATION OF TEACHING CAPACITY should be completed during the week of April 20, 2015 – April 24, 2015. These final evaluation forms are located on the Teacher Education webpage (www.uncfsu.edu/ote). The ratings must be a cooperative decision of the cooperating/partnership teacher and the University Supervisor, both of whom must sign the Exit Criteria. They will also sign the LEA/IHE form along with the principal. The LEA/IHE form will be returned to the Director of Teacher Education by the University Supervisor. A preservice (student) teacher must receive ratings indicating that all the standards have been “met” in order to be recommended for a North Carolina teaching license.

COMMENCEMENT  May 9, 2015

University Supervisors will make a minimum of five formal visits and observations to the assigned site to include an initial (preliminary) visit, 3 (2 face-to-face lessons/1 videotaped lesson) observations, and the final evaluation visit. The Cooperating Teacher and the University Supervisor will discuss evaluation results/findings with the pre-service teacher. The pre-service teachers are required to sign the evaluations indicating that a review was held. The University Supervisor will submit paperwork after each visit to the Office of Teacher Education. The Cooperating Teacher will mail the evaluations in the Office of Teacher Education postage-paid envelopes Pre-service teachers should receive copies of their evaluations, both from the cooperating/partnership teacher and the University Supervisor.

**The EXIT CRITERIA and the LEA/IHE CERTIFICATION OF TEACHING CAPACITY should be completed during the week of April 20, 2015 – April 24, 2015. These final evaluation forms are located on the Teacher Education webpage (www.uncfsu.edu/ote). The ratings must be a cooperative decision of the cooperating/partnership teacher and the University Supervisor, both of whom must sign the Exit Criteria. They will also sign the LEA/IHE form along with the principal. The LEA/IHE form will be returned to the Director of Teacher Education by the University Supervisor. A preservice (student) teacher must receive ratings indicating that all the standards have been “met” in order to be recommended for a North Carolina teaching license.
Components of a Leadership/Professional Participation Product

1) Introduction
   - This section sets the context for your proposed Leadership/Professional Participation Product and must capture the reader's interest
   - Explain the background of your Leadership/Professional Participation Product starting from a broad picture narrowing in on your product’s focus
   - How does your Leadership/Professional Participation Product address the School Improvement Plan, specifically which goal(s)?
   - How does your Leadership/Professional Participation Product demonstrate your leadership abilities in the classroom or school?

2) Organizing and Implementing the Leadership/Professional Participation Product
   - Explain in great detail how you organized, developed and implemented your Leadership/Professional Participation Product
   - Include artifact such as pictures, displays and hand-outs in the discussion of your Leadership/Professional Participation Product if applicable.
   - Who (administrators, teachers, parents, etc.) did you collaborate with to develop or implement your Leadership/Professional Participation Product?
3) Professional Development Activities

- What professional development activities did you participate in during your Student Teaching experience?
- How did these professional development activities link to your professional goals?
- How did these professional development activities enhance your skills and growth as a future teacher?

4) References

- Follow current APA guidelines regarding use of references in text and in the reference list.
- Cite all ideas, concepts, text, data that are not your own.
- If you make a statement, back it up with your own data or a reference.
- All references cited in the text must be listed.


Components of a Case Study

5) Introduction

- This section sets the context for your proposed case study project and must capture the reader’s interest
- Explain the background of your case study starting from a broad picture narrowing in on your research question(s)/topic
- Statement of the problem
- Research question(s)/topic or thesis statement

6) Review of Literature

- Find research that supports your research question(s)/topic
- “The review of the literature provides the background and context for the research problem/topic. It should establish the need for the research and indicate that the writer is knowledgeable about the area” (Wiersma, 1995, p. 406).

7) Methodology

- Background information about school and classroom setting
- Student anecdotal information
- Formal plan of action

Rev. 1/8/14
- Detail information regarding data collection procedures and instruments
- Instructional strategies
- “The methods or procedures section is really the heart of the case study. The activities should be described with as much detail as possible, and the continuity between them should be apparent” (Wiersma, 1995, p. 409).

8) Summary/Conclusion
- Presentation of results from data
- Positive Impact results
- Discussion of the results

9) References
- Follow current APA guidelines regarding use of references in text and in the reference list.
- Cite all ideas, concepts, text, data that are not your own.
- If you make a statement, back it up with your own data or a reference.
- All references cited in the text must be listed.