



*“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.”*

**Fayetteville State University  
School of Education  
Department of Middle Grades, Secondary and Special Education**

**EDMG 470**

**1. LOCATOR INFORMATION**

**Semester:** FALL 2009

**Credit Hours:** 6.0 Semester Credits

**Course Number and Name:** EDMG 470 Student Teaching in the Middle Grades

**Course Location & Meeting Time:** Onsite Visitation

**Office Hours:** By Appointment Only

**Instructor:** Dr. Kimberly Smith Burton

**Office Location:** SBE 328

**Office Telephone:** (910) 672-1316

**E-mail:** [ksmith@uncfsu.edu](mailto:ksmith@uncfsu.edu)

- 2. FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@broncos.uncfsu.edu](mailto: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. 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 DESCRIPTION**

An internship in the public middle schools providing prospective education professionals with opportunities to observe professionals in the classroom, to practice teaching under supervision, and to participate in all other activities expected of regular in-service teachers in their role as facilitators of learning.

### **4. TEXTBOOK:**

School of Education Teacher Candidate Handbook  
Reference Sections III, IV and Appendices

### **5. 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 to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1<sup>st</sup> Floor); 910 672 – 1203.

### **6. SCHOOL OF EDUCATION'S 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 (knowledgeable and reflective professionals; respect for diversity and individual worth; technological competence and educational applications; caring dispositions and ethical responsibility; working with families and communities; communication; research and leadership).

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 knowledgeable and reflective; respect for diversity and individual worth; technological competence and educational applications; caring dispositions and ethical responsibility; working with families and communities; communication; and research and leadership. 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.

| <b>Conceptual Framework Themes</b>                    | <b>School of Education Expectations</b>   |
|---|---|
| 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. |
| Respect for Diversity and Individual Worth            | Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.  |
| 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.  |
| Technological Competence and Educational Applications | Candidates understand that technology is a tool that supports learning and know how to utilize technology to enhance instruction, learning, research, and data management.  |
| 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  |

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|-------------------------|--|
|                         | learners, diverse families, and promoting the success of all students.   |
| Communication           | Candidates communicate effectively and proficiently with all students, parents, peers, and administrators.   |
| 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. |

## 7. STUDENT LEARNING OUTCOMES

Given the opportunity to plan and implement instruction in the public schools, the teacher intern should be able to demonstrate effective planning of lessons by utilizing the six-step approach. (Conceptual Framework 1, 3, 6)

Given the opportunity to plan and implement instruction in the public schools, the teacher intern should be able to plan instructional activities which provide for individual differences and present materials at a level appropriate to the needs, interests, abilities and background of the students. (Conceptual Framework 1, 3, 5, 7)

Given the opportunity to plan and implement instruction in the public schools, the teacher intern should be able to begin constructing a discipline model that would encourage on-task behavior and discourage off-task behavior. (Conceptual Framework 1, 2, 5)

At the end of the university class session, the teacher intern should be able to define the classroom rules utilized by his/her partnership teacher and decide if those classroom rules would be consistent with the teacher intern's personal discipline model.

Given the opportunity to plan and implement instruction in the public schools, the teacher intern should be able to evaluate daily teaching lessons and curriculum units. (Conceptual Framework 3, 4)

Given the opportunity to plan and implement instruction in the public schools, the teacher intern should be able to revise instruction on the basis of student comments, questions and performances. (Conceptual Framework 1, 2, 4, 3)

After completing classroom observation in the public school, the teacher intern will be able to demonstrate his/her understanding of the professional responsibilities of the teacher in the classroom, school and community. (Conceptual Framework 1, 7)

At the end of the university class session, the teacher intern should be able to list and discuss some guidelines for conferencing that would help the partnership teacher and teacher intern derive maximum benefit from conferencing. (Conceptual Framework 1, 2, 4)

## NC TEACHER PROFESSIONAL STANDARDS

| Standards and Indicators  | Evidence and Documentations  |
|---|--|
| <p><b>STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP</b></p> <ul style="list-style-type: none"> <li>• Leads in classroom</li> <li>• Demonstrates leadership in school</li> <li>• Leads the teaching profession</li> <li>• Advocates for schools and students</li> </ul>  | <p>Lesson Plans<br/> Lesson Plan Reflections<br/> Student surveys (e.g. exit slips, affective surveys)<br/> Communication journal entries<br/> Evidence of co-planning with grade level<br/> Student data (e.g. demographics, grade book)<br/> Discipline Records<br/> Classroom Management Plan<br/> Student work samples<br/> Class rules and procedures<br/> Observation of Candidates Performance Evaluations<br/> Periodic Assessment of candidate progress from University<br/> Supervisor Visitation Form<br/> Professional Growth Plan</p> |
| <p><b>STANDARD II: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS</b></p> <ul style="list-style-type: none"> <li>• Provides an environment in which each child has a positive, nurturing relationship with caring adults</li> <li>• Embraces diversity in the school community and in the world</li> <li>• Adapts their teaching for the benefit of students with special needs</li> <li>• Works collaboratively with the families and significant adults in the lives of their students</li> </ul> | <p>Demographic survey data<br/> Assessment products<br/> Documentation of IEP data use<br/> Communication log—parents &amp; community<br/> Lesson Plans<br/> Lesson Plan Reflections<br/> Unit Plans<br/> Assessment Modifications<br/> Cultural Awareness Projects<br/> Use of technology to incorporate cultural awareness<br/> Student surveys<br/> Orientation Log</p>   |
| <p><b>STANDARD III: TEACHERS KNOW THE CONTENT THEY TEACH</b></p> <ul style="list-style-type: none"> <li>• Aligns their instruction with the NCSCOS</li> <li>• Knows the content appropriate to their teaching specialty</li> <li>• Recognizes the interconnectedness of content areas/disciplines</li> </ul>  | <p>Use of NC Standard Course of Study<br/> Lesson Plans<br/> Lesson Plan Reflections<br/> Unit Plans<br/> Use of content standards<br/> Special projects/performances<br/> Display of creative student work<br/> Periodic Assessment of Candidates progress<br/> Observation of Candidates Performance Evaluations<br/> Assessment Modifications<br/> Websites cross-referenced with the Standard Course of</p>  |

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|---|--|
|   | <p>Study<br/> Assessment Analysis<br/> Long Range Planning Guide<br/> Rubrics<br/> Description of gains/losses</p>   |
| <p><b>STANDARD IV: TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS</b></p> <ul style="list-style-type: none"> <li>• Knows the ways in which learning takes place, and the appropriate levels of intellectual, physical, social, and emotional development of their students</li> <li>• Plans instruction appropriate for their students</li> <li>• Uses a variety of instructional methods</li> <li>• Integrates and utilizes technology in their instruction</li> <li>• Helps students develop critical thinking and problem-solving skills</li> <li>• Helps students work in teams and develop leadership qualities</li> <li>• Communicates effectively</li> <li>• Uses a variety on methods to assess what each student has learned</li> </ul> | <p>Lesson Plans<br/> Lesson Plan Reflections<br/> Student surveys (e.g. exit slips, affective survey)<br/> Communication journal entries<br/> Uses a variety of data for short and long term planning of instruction; monitors and modifies instructional plans to enhance student learning.<br/> Student data (e.g. demographics, grade book)<br/> Student work samples<br/> Class rules and procedures<br/> Observation of Candidate Performance Evaluations<br/> Periodic assessment of candidate performance<br/> Technology integrated lessons<br/> Divergent and higher order questions<br/> Collaborative lesson planning<br/> Cooperative group work<br/> Technology Projects<br/> Student Resources<br/> Graphic Display of Assessments<br/> Assessment Analysis<br/> Long Range Planning Guide<br/> Homework procedures<br/> Makeup work procedures<br/> Rubrics</p> |
| <p><b>STANDARD V: TEACHERS REFLECT ON THEIR PRACTICE</b></p> <ul style="list-style-type: none"> <li>• Analyzes student learning</li> <li>• Links professional growth to their professional goals</li> <li>• Functions effectively in a complex, dynamic environment</li> </ul>  | <p>Lesson Plans<br/> Lesson Plan Reflections<br/> Unit Plans<br/> Use of formative assessment data<br/> Student work samples<br/> Formative and summative assessment data<br/> Professional Seminar Schedule<br/> Communication journal entries<br/> Reflection Paper on Conceptual Framework<br/> Site seminar agendas/notes<br/> Reference sources for teachers<br/> Personal teaching philosophy<br/> Orientation Log</p>   |
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## 8. GENERAL REQUIREMENTS

- Adhere to the LEA school calendar for school days, teacher workdays and holidays.
- Adhere to the FSU Teacher Candidate Handbook, policies and procedures
- Compile daily detailed scripted lesson plans and make available to University Supervisor during visits as well as in accordance to the LEA requirements
- Provide documentations and evidences to support the North Carolina Professional Teaching Standards

## 9. EVALUATION CRITERIA

The final grade will be determined by the cooperating teacher and the university supervisor. The exit criteria will be utilized to determine the grade.

### POSSIBLE POINTS ON EXIT CRITERIA

| NOT MET | EMERGING | DEVELOPING | PROFICIENT | ACCOMPLISHED |
|---------|----------|------------|------------|--------------|
| 22      | 23-44    | 45-72      | 73-88      | 89 -100      |
| 1 =F    | 2 = D    | 3 = C      | 4=B        | 5 =A         |

## 10. COURSE OUTLINE (with Assignment Schedule)

- Weeks 1 - 5** In-school Orientation (Methods Field Experience)  
(Student Teachers report to assigned school on Mondays for one full day each week)
- Week 6** In-class Observation
- Weeks 7 -14** Begin to assume teaching load until teaching full Load  
University Supervisor Initial visit  
University Supervisor Evaluation #1  
Conference with University Supervisor  
University Supervisor Evaluation #2  
Conference with University Supervisor  
Decrease Teaching Load (See Appropriate Schedule)  
Observation of Lower and /or Upper grade levels
- Week 15** Exit Evaluations and Conference

## 11. TEACHING STRATEGIES

The University Supervisor will conduct conferences and provide support for the teacher candidate as needed. Demonstrations, illustrations, examples, and referrals will be provided as appropriate.

## 12. REFERENCES (Suggested Readings, Internet and/or Multi-media Resources)

- Albert, L. (1996). Cooperative Discipline . Circle Pines, MI: American Guidance Services.
- Allen, D. (1998). Assessing Student Learning. NY: Teachers College Press.
- Billington, B. (2001). Professional Portfolios for Educators: A Guide for

Preprofessional Teachers . ABC'S Bee Publications, Inc.

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Echevarria, J., Vogt, M.E., and Short, D.J. (2004). *Making Content  
Comprehensible for English Learners – The SIOP Model*. Boston, MA:  
Pearson, Allyn and Bacon.

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for All Children*. Portsmouth, NH: Heinemann.

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MA: Pearson, Allyn and Bacon.

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NJ: Prentice-Hall.

McMillan, J.H. (2004). *Classroom Assessment: Principles and Practices for  
Effective Instruction*. Boston, MA: Pearson, Allyn, and Bacon.

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Student Teaching Experience*. NJ: Prentice-Hall.

Popham, W.J. (2002). *Classroom Assessment – What Teachers Need to Know*.  
Boston, MA: Allyn and Bacon.

Roberts, P.L. and Kellough, R.D. (1996). *A Guide for Developing an  
Interdisciplinary Unit*. NJ: Simon & Schuster.

- Ryan, M. (2003). *Ask the Teacher – A Practitioner’s Guide to Teaching and Learning in the Diverse Classroom*. Boston, MA: Allyn and Bacon.
- Sprick, R., Garrison, M., and Howard, L (1998). *CHAMPs – A Proactive and Positive Approach to Classroom Management*. Longmont, CO: SOPRIS WEST.
- Wahlstrom, D. (1999). *Using DATA to Improve Student Achievement*. Virginia Beach, VA: Successline Inc.
- Wandberg, R. and Rohwer, J. (2003). *Eaching to the Standards of Effective Practice – A Guide to Becoming a Successful Teacher*. Boston, MA: Allyn and Bacon.
- Wile, W., Bosse, M.I., Hutchison, J., and Kindsvatter, R (2004). *Dynamics of Effective Secondary Teaching*. Boston, MA: Allyn and Bacon.
- Wong, H.K. and Wong, R.T. (2005). *The First Days of School: How to be an Effective Teacher*. Sunnyvale, CA: Harry Wong Publications.
- Wood, K.E. (1997). *Interdisciplinary Instruction*. Upper Saddle River, NJ: Merrill/Prentice-Hall
- Zemelman, S., Daniels, H., and Hyde, A. (1998). *Bet Practice: New Standards for Teaching and Learning in America’s Schools*. Portsmouth, NH: Heinemann.