

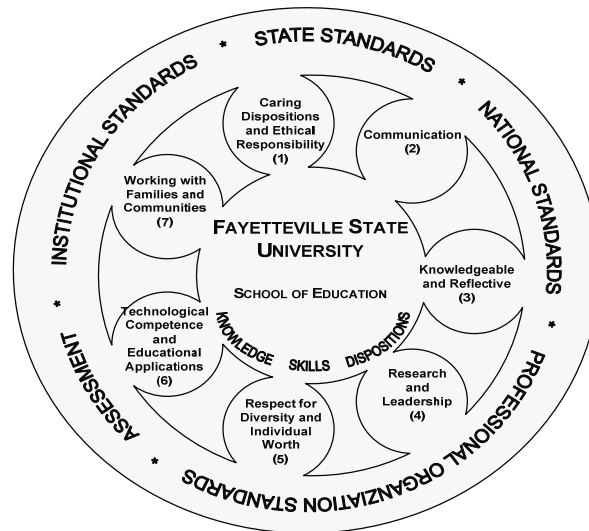


1200 Murchison Road
Fayetteville, North Carolina

School of Education
Department of Middle Grades, Secondary, and Special Education
Phone (910) 672 - 1181

SYLLABUS

EDUC 211-05: Lab Experiences in Area School (2 credits)



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| Instructor: Leontye L. Lewis, Ed. D. |
| Phone Number: (910) 672 - 1265 |
| Email Address: llewis8@uncfsu.edu |
| Semester: Fall 2009 |
| Course Location: Butler 211 |
| Meeting Day & Time: Tuesday, 9:00 – 9:50 a.m. |
| Office Hours: By Appointment Only |

1. **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>

2. **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. **Twenty hours of field experiences and a minimum of thirty hours of computer assignments in the Plato instructional series are required. Documentation of Plato Profiles is required.** Oral and written communication performance on Plato Pre-Test may reduce the number of required PRAXIS Lab hours.

3. **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 (1st Floor); 910 672 – 1203.

4. **Textbook**
 Kauchack, D. & Eggen, P. (2008). Introduction to Teaching: Becoming a Professional (3rd ed.). New Jersey: Pearson Merrill Prentice Hall.
 - Bobrow, J. (2001). *Cliffs Test Prep Praxis I: PPST*. Wiley, John, & Sons, Inc., (ISBN – 13-9780764563973- cost \$16.99 in book store – online cheaper)

5. **Standards:**

The course is aligned to the standards of the School of Education's Conceptual Framework and the Department of Public Instruction (DPI) Teaching Standards.

Conceptual Framework

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision, which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and

global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (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.

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 standards, in their entirety, will be distributed in class.)

| | | | | |
|---|---|--|--|--|
| I: Teachers demonstrate leadership | II: Teachers establish a respectful environment for a diverse population of students | III: Teachers know the content they teach | IV: Teachers facilitate learning for their students | V: Teachers reflect on their practice |
|---|---|--|--|--|

NCDPI Technology Standards

The following technology standards developed by NC DPI will also be addressed through the activities outlined in this course.

| | | | | | |
|---|--|---|---|--|--|
| I: Teachers demonstrate a sound understanding of technology operations and concepts. | II: Teachers plan and design effective learning environments and experiences supported by technology. | III: Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. | IV: Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. | V: Teachers use technology to enhance their productivity and professional practice. | VI: Teachers understand the social, ethical, legal and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice |
|---|--|---|---|--|--|

NCDPI Diversity Standards

The following diversity standards developed by NC DPI will also be addressed through the activities outlined in this course.

| | | | | | |
|--|--|--|---|--|--|
| Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners. | Teachers understand how students' cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions. | Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members, and agencies that enhance the educational experiences and well being of diverse learners. | Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners. | Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity. | Teachers of diverse students are reflective practitioners who are committed to educational equity. |
|--|--|--|---|--|--|

6. **Student Learning Outcomes:** Upon completion of the course, each student will demonstrate beginning **knowledge** of:

- A. The motivation and maturity to complete a teacher education program.
- B. New ideas and understandings in the field of education.
- C. Whether teaching is their calling with the realization that teaching requires dedication.
- D. Recognition that all students are individuals with a variety of cognitive, physical, and social differences.
- E. Requirements for the satisfactory completion of teacher preparation programs at FSU.
- F. Diversity in today's classroom.
- G. The basic premise behind curriculum, learning environments, and effective instruction.
- H. Current issues in education, specifically as related to legal and ethical issues and school organization.

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

- A. Secure passing scores on the Plato Diagnostic test and Praxis I examination.
- B. Manage time effectively.
- C. Write and speak clearly and effectively.
- D. Serve the public school community.
- E. Work collaboratively with peers to enhance personal skills.

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 and respectful.
- H. Have a positive professional attitude.
- I. Accept and use constructive criticism.
- J. Value and respect diversity and individual differences.

7. **Course Outline and Calendar:** (The Instructor reserves the right to adjust the course outline as deemed necessary by students' needs.)

- Week I: Introduction and Overview of the Course
- A. Review of Course Syllabus and Expectations
 - B. Introduction to the Conceptual Framework Themes and Indicators
 - C. DPI Teaching Standards
 - D. The Field Experience Requirement: Placement and Expectations
 - E. Plato/Praxis I Expectations and Profile Sheets
 - F. Technology Fluency and the Teacher Education Major

- Week II: The Teaching Profession: Do I want to be a Teacher?
- A. Article: *“Mayonnaise Jar and two cups of Coffee”*
 - B. Expectations for your Teacher Preparation
 - C. Rewards and Challenges in Teaching
 - D. Diversity: The Changing Face in the U. S. Classroom
 - E. Teacher Preparation and Meeting the Diversity in the Classroom
 - F. Professional Development, Professionalism, and the Teacher Candidate
- Week III: *United We Serve*: Professional Service to Public Schools (PS²)
- A. Understanding Service and The Teacher Education candidate
 - B. Participating in the September 11, Public School Service
- Week IV: Developing as a Professional
- A. Understanding Licensure in North Carolina
 - B. Teacher Preparation Programs at FSU
 - C. Perspectives and Survival of the Pre-service and Beginning Teacher
 - D. Life-Long Learning and the Teacher
 - E. Participation in Professional Activities and Organizations
 - F. Review for Quiz
- Week V: Quiz # 1
- Week VI: Students: Helping Diverse Learners Succeed in Today’s Classroom
- A. Article: *“What are your Expectations? The Challenge of Teaching Across Race”*
 - B. Types of Diversity
 - C. Society’s Changes in Today’s Classroom
 - D. Impact on Differentiated Learning in the Classroom
 - E. All-Inclusive, Community-Based Instruction: Collaborative Teaching
- Week VII: Foundations: Education in the US: Its Historical Roots
- A. Article: *“In the Middle”*
 - B. Review of Educational History in US – Colonial to Modern Eras
- Week VIII: Educational Philosophy: The Intellectual Foundations of American Education
- A. Schools of Philosophy
 - B. Philosophies of Education
 - C. Developing Your Philosophy of Education

- Week IX: The Organization of American Schools
- A. School Organizations
 - B. School levels
 - C. The Effective School
 - D. Governance and Finance: Regulating and Funding
 - E. Review for Quiz
- Week X: Quiz # 2
- Week XI: School Law: Ethical and Legal Influences on Teaching
- A. Teachers' Rights and Responsibilities
 - B. Students' Rights and responsibilities
 - C. Religion and the Law
- Week XII: Teaching: The Curriculum
- A. The Curriculum
 - B. Components of the Curriculum
 - C. Forces that Influence the Curriculum
 - D. Curriculum Controversies
 - E. The NCDPI Curriculum
- Week XIII: The Learning Environment
- A. *Bloom's Taxonomy of Cognitive Domain*
 - B. Productive Learning Environments
 - C. Creating safe and Supportive Learning
 - D. Strategies for and Benefits of Involving Parents
- Week XIV: Effective Instruction in American Schools
- A. Article: "*But they all read at Different Levels*"
 - B. Teaching and Learning
 - C. Planning for Effective Teaching
 - D. Models of Instruction
 - E. Technology and Teaching
- Week XV: Wrap-Up and Review
- A. The Teaching Professional
 - B. Preparing for Praxis I/Admission to Teacher Education

8. Modes of Instruction:

- A. Cooperative/Collaborative Learning
- B. Large/Small Group Discussion
- C. Individual/Peers, and Group Reports and Presentation
- D. Computer-Based Demonstrations and Interactions
- E. Classroom Observations and Interactions
- F. Self-Assessments
- G. Visiting Scholars

H. Videotape Presentation

9. Assessment and Evaluation:

Please Note: If a student has at least an 1100 on the SAT or a composite score of 24 ACT, then s/he is exempt from the 30 Plato lab hours and the PRAXIS I test. The student who meets this requirement must provide a copy of the actual test scores to the instructor by September 1, 2009.

1. **Attendance and Participation** **(On Going)** **15 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. **Plato Profile Sheets (Math, Reading, Writing)***** **(Due 9/1)** **35 Points**
Each student will complete the Plato Diagnostic Test and submit Profile Sheets reflecting scores on the test. Scores will determine the number of hours required completing Plato Learning Modules or other Supplemental Instruction Activities. Details and expectations will be discussed further in class. (NCDPI PTS I, IV, V: CF 2, 3)
3. **Plato Learning Modules/Supplemental Instruction** **(On Going)** **25 Points**
Each student is required to complete an assigned number of hours (to be determined based on earned Plato or Praxis I scores) in Supplemental Instruction activities, which may include Plato Learning Modules, visits to support labs, etc. based on scores. (NCDPI PTS I, IV,V: CF 2, 3)
4. **Monthly Reflective Journal** **(Due monthly on last day of class)** **10 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 self-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 to be compiled in a notebook at the end of the course.* (NCDPI PTS V; CF 1, 2, 3, 4)
5. **Current Event Reflection** **(Due 9/22)** **10 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 students' beliefs, training, and 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)
6. **Quiz # 1** **(Due 9/29)** **15 Points**
Students will complete a comprehensive quiz during the fifth week 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)
7. **Article Critique** **(Due 10/13)** **15 Points**
Each student will select an article that addresses school law and conduct an article review/analysis. The student must use appropriate language in the narrative, drawing 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)

- 8. Quiz # 2** (Due 11/3) **15 Points**
Students will complete a comprehensive quiz during the tenth week 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)
- 9. Field Experience Report***** (Due 11/24) **30 Points**
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 Evaluation Form and the Disposition Checklist, to be completed and signed by the supervising teacher, **MUST** be included in the report! Forms are available to: <http://www.uncc.edu/ote/forms.htm> Additional specifications for the completion of the report will be outlined and discussed in class. (NCDPI PTS All; CF All)
- 10. Final Examination***** (Due 12/10/2009 8:00-9:50 a.m.) **30 Points**
Students will complete a final examination that will involve constructed responses and multiple choice questions reflecting the course content.

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

- 10. 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:

| Course Points Scale | University Grading Scale | Letter Grade |
|---------------------|--------------------------|--------------|
| 184-200 | 92-100 | A |
| 166-184 | 83-91 | B |
| 146-165 | 73-82 | C |
| 128-145 | 64-72 | D |
| 127 or less | 64 & Below | F |

11. Institutional Guidelines:

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

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. 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. 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 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, will receive a final grade based on the evaluation criteria for the class.

Please note that the WN grade is no longer in effect. Students must not expect faculty to withdraw them from classes.

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)

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12. Additional Resource:

<http://www.ncpublicschools.org/curriculum/>

<http://aacte.org/briefs/?id=105826&email=llewis8@uncfsu.edu>

Academic Progression Standards – Limitation on Class Withdrawals

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