

**UNIVERSITY OF NORTH CAROLINA-GREENSBORO
SCHOOL OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION**

**COURSE SYLLABUS –Spring 2006
Course Prefix and Number: CUI 375**

1. Course Title: Internship II: Inquiry in Teaching and Learning

2. Credits: 3

3. Course Prerequisites: Successful completion of CUI 350 and admission to elementary education.

4. Instructors:	Email:	Office Hours:
Kathryn Kear	makear@uncg.edu	Wed. 3:00-4:00; Fri. 11:00-12:00
Margaret Kennedy	makenned@uncg.edu	By appointment
Roya Leiphart	rqlleipha@uncg.edu	Wed. 3:00-4:00; Fri. 11:00-12:00

5. For Whom Planned: This is the second of three seminars required for undergraduate elementary education majors who are pursuing K-6 teacher licensure.

6. Course Purpose: The purpose of the course is to introduce preservice teachers to the world of public school classrooms, to the tasks of teaching, and to their personal stance regarding a career in teaching.

7. Catalog Description: Supervised in-school internship and seminar focused on understanding individual differences and meeting the needs of students with special educational needs included in regular education classrooms. This is a writing intensive course.

8. Teachers Academy Conceptual framework Mission Statement:

The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individuals as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.

9. Americans with Disabilities Act (ADA) compliance: UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on disabilities must be registered with the Office of Disability Services, located at 208 Elliott University Center, phone 336-334-5440 V/TTY.

10. Course Goals and Objectives/Student Learning Outcomes: By the end of the course, students will have completed a field-based project at the school where they are assigned (to be preserved in their professional portfolios) that will cover four strands and three INTASC requirements:

- Strand 1: Analyzing one's own attitudes and beliefs regarding teaching (#9);
- Strand 2: Understanding differences in children, including developmental, cultural/ethnic and academic (#3);
- Strand 3: Developing understandings about the nature of classroom life and how teachers' decisions affect children (#5); and
- Strand 4: Developing ways to manage classrooms and disruptive pupils (also #5).

Strand 1: Determining Self Knowledge

Objective: By the end of the course, students will have completed several reflected writings that analyze their personal beliefs about teaching and in particular their beliefs about diverse learners (including students with learning disabilities, physical disabilities, mental challenges, and giftedness), their degree of commitment and the impact they wish to have on society by virtue of teaching; and that provide evidence of their potential to become self-regulated and independent professionals.

Strand 2: Understanding Differences

Objectives:

1. By the end of the course, students will be able to recognize and discuss the influence of cultural/ethnic heritage, gender, socioeconomic status, and exceptionalities on particular children in the classrooms where they are working;
2. By the end of the course, students will be able to discuss the developmental growth of particular children in the classrooms where they are teaching.
3. By the end of the course, students will be able to use their knowledge of the reading process and informal assessment devices to determine specific children's reading levels, strengths and needs and will be able to use the data to determine appropriate instruction in a tutoring situation;
4. By the end of the course, students will become knowledgeable about the procedures for determining the appropriate educational placement for students with special educational needs; and
5. By the end of the course, students will be able to understand and discuss the role of teachers as cultural brokers.

Strand 3: Understanding the Nature of Classroom Life

Objective: By the end of the course, students will be able to describe and catalog various tasks of teaching and how different decisions and different kinds of academic tasks lead children to construct different understandings.

Strand 4: Managing Classrooms and Students

Objectives:

1. By the end of the course, students will be able to select from among various classroom management strategies their preferred management system and justify why that particular approach to classroom management encourages pupils to construct the kinds of understandings the teacher has as a vision; and
2. By the end of the course, students will be able to select from among various strategies for handling disruptive student behavior, and will demonstrate an ability to use the strategies when dealing with students at their field site.

11. Teaching Strategies: This seminar is a writing intensive course. The assignments of the course will include writings and reflections.

Assignments: Instructors will require the following assignments during the course of the semester:

1. Selected readings, assignments (texts, articles, blackboard and Iris Peabody/Star Legacy Website), and journal club participation;
2. Reflective writings both informal and formal, which will be evaluated both for depth of content and writing ability;
3. Formal (2) and informal (2) observations (one each with OSTE and supervisor), a total of four observations.
4. Tutoring lesson plans and post-lesson evaluations;
5. “Quick writes” designed to determine students’ thoughtfulness and application of ideas discussed in readings and in class and/or observed in the field;
6. Online quizzes based on the textbook chapters;
7. Exceptional Children Focus Assignments – 2 required and 3 topics of interest to guide observing and learning about children with special needs and disabilities (description attached to syllabus);
8. Disability Research Project, including PowerPoint presentation, and handout with references (description attached to syllabus);
9. Vision statements;
10. Final project/exam (TBD);
11. Participation in our professional learning community.

CONSISTENT THEMES ACROSS SEMINARS AND LITERACY COURSES

Theme 1: Development of independent professional thinking

- development of a clear personal vision of professional commitment that promotes self-regulated professional action (as opposed to passive compliance with external authority).

Theme 2: Sensitivity to diversity in all its forms

- understanding differences (cultural, ethnic, gender, learning, etc.);
- commitment to adapting instruction to meet individual needs.

Theme 3: Constructivist learning

- understanding how children’s experiences in school result in conceptual understandings about what teachers value and, therefore, what they should strive to be;
- designing classroom management, learning environment and academic tasks so that children construct understandings consistent with the teacher’s vision for what pupils should become.

Theme 4: Judgment-focused instruction

- diagnostic approach to instructional decision making so that responsiveness to pupils’ individual needs becomes a priority focus;
- not only “knowing” professional knowledge but being able to transform it in order to adapt it to different instructional situations;
- creating a classroom management system that supports the differentiated instruction needed to meet individual needs.

Theme 5: Motivation through problem-based instruction

- academic tasks embedded in activity or projects that children pursue because they are high-challenge and result in solution of valued problems.

Theme 6: Practice-based use of learning

- instructional activity that emphasizes extensive use of connected text in both reading and writing.

12. Required Text:

- Culatta, R.A., Tompkins, J.R., & Werts, M.G. (2003). *Fundamentals of Special Education (2nd ed.)*. Upper Saddle River, NJ: Pearson Education, Inc.
- Jones, R. (1976). *The Acorn People*. Laurel Leaf: New York.
- Selected readings from 2 issues of *Educational Leadership*:
 - 2001: v. 59, no. 3
 - 2003: v. 61, no. 2

13. Expectations:

- **Assignments:** Teaching is professional work. Accordingly, it is expected that students' academic work will have the intellectual rigor and thoughtfully adaptive characteristics associated with professional work. Additionally, of course, students must abide by the UNCG Academic Honor Code.
- **Professional Behavior in the Field:** Students' behavior and dress in the field will be consistent with responsible professionals. Teachers are expected to be at school every day for the students they teach. The exceptions are for illness, professional development, and emergency situations. Interns will be held to the same level of expectation. **Unexcused absenteeism and tardiness are not attributes that the School of Education tolerates.** Interns who cannot adhere to the high expectations of attendance, promptness and appropriate dress may be asked by their supervisor to report to tenured faculty advisors who will determine a course of action.
- **Tardiness** includes leaving early and entering class late. Coming back from break late is also considered a tardy. Being tardy three times will count as 1 absence.
- **Absences** will influence your grade. Two absences will reduce your grade by one letter. Four absences will result in a failing grade (F).

14. Criteria for Evaluation: Final grades will be based on the instructor's professional judgment regarding the student's teaching potential. Specific criteria will include performance on assignments, the final project and a final exam, as well as professional behavior, speaking and writing ability, potential for being a thoughtfully adaptive user of professional knowledge, curiosity about how to improve, ability with children, and collaboration with other professionals.

15. Major Assignments and Projects Include:

- **Weekly readings from the journals and textbook**
- **Online quizzes will be completed prior to attending class**
- **Quick Writes: Jan. 25, Feb. 22, March 22, & April 26**
- **Timeline of assignments: OSTE signature due Feb. 1 to my mailbox**
- **Vision statements due to Blackboard: Feb. 15 & April 19**
- **Acorn People discussion will be March 15**
- **By March 29 you will post items on TaskStream for the evaluation process**
- **Focus assignments due April 5 & 26**
- **April 12 – Research presentations**

Focus on Exceptional Children

Assignment description:

You will complete two of the required focuses (in bold) and choose three additional focuses from the topics listed below, for a total of five focus assignments. The two from the bold print are due April 5. The remaining three are due April 26.

You will provide the following for the two required from the bold print:

- Description of the setting (who, what, when, where)
- Description and detailed explanation
- Artifact(s) that document(s) your participation
- Reflection:
 - What did you learn?
 - How would this experience impact your future teaching?
 - What further questions do you have regarding this topic/experience?
- APA Style: 2-4 pages; typed; double spaced

Pick two of the following/Required:

- **Shadow a student with special needs in your class. You will need to document the special need and what is being done to help the student achieve.**
- **Visit any resource class with students from your classroom and observe lessons. This is different from above.**
- **Become familiar with IEPs and the testing, and assessments used in developing IEPs.**
- **Observe a Student Assistance Team Meeting (check school for proper term).**

Pick three of the following additional focuses:

You will submit evidence of completion for each of the 3 you select.

- Sit in on a parent/teacher conference of a child with special needs.
- Observe a self-contained classroom.
- Observe an inclusion classroom.
- Observe students from a self-contained classroom during special classes such as art, music, physical education.
- Interview a parent of a special needs child.
- Interview a resource teacher.
- Interview the principal or teacher from Gateway.
- Interview a special needs student.
- Interview someone from the medical or psychological field regarding a specific disability or disorder.
- Interview the school psychologist or guidance counselor.
- Identify physical accommodations in your school for students with handicapping conditions. Also, identify any physical obstacles that may be in your school.
- If you have another idea, it must be pre-approved.

Disability Project Outline

In today's climate of accountability, it is extremely important that teachers meet the needs of all students. Within your classrooms you will most likely find regular education students and students with special needs. These needs range from the students with learning disabilities and behavior problems to accelerated learners. Even though you may be in a classroom in an inclusive school, it will still be your responsibility to teach to every child's potential.

Project description: For this study, you will be provided a specific disability/special need and research it thoroughly presenting your findings in a class presentation. You will work with a small group of 3 on this project. Presentations will occur April 12.

Requirements:

1. Research this disability/special need extensively addressing the topics below. This list is not exhaustive. Please add any other specifics of importance in understanding the disability/special need that you are researching.
 - a. What is a clear, specific definition of this disability/special need?
 - b. What are the characteristics of this disability/special need in school-age children?
 - c. What resources are available for support within the classroom setting?
 - d. What can be done by the teacher to make the special needs student feel comfortable, secure, and included in the classroom setting?
 - e. What academic/behavior modifications might be specified on an Individual Education Plan (IEP) for this specific need within the classroom setting?
 - f. What types of instruction would enable a child with this specific need to show growth?
 - g. How will a student with this specific need be assessed?
2. The presentation will:
 - a. be within a 30 minute time frame;
 - b. communicate your findings to the class through a PowerPoint presentation and a detailed 1-page handout (you will provide each class member a copy of your PowerPoint) containing your references in APA style;
 - c. provide a brief activity for class participation based on your research;
 - d. include a written reflection to be turned in one week following the presentation.