

COURSE SYLLABUS – Spring 2002

1. **Course Prefix and Number:** CUI 462
2. **Course Title:** Student Teaching and Seminar: Middle Grades
3. **Credits:** 12
4. **Course Prerequisites/Co requisites:** Successful completion of CUI 350, CUI 375, CUI 400
5. **For Whom Planned:** Required for all undergraduate Middle grades majors.

6. Instructor Information:

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Mondays 1-3 PM
and by appointment

7. **Course Purpose/Catalog Description:** Supervised student teaching in a middle grades setting (grades 6-9) under direction of a cooperating teacher with University supervision. Full-time teaching assignment in cooperating schools for a full semester.

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 individual 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. Course Goals and/or Objectives/Student Learning Outcomes:

- a) Demonstrate knowledge of the general operational policies and procedures of schools and be skillful in performing routine professional tasks (INTASC Standard # 5).
- b) Demonstrate skill in interpersonal relationships in educational settings. (INTASC Standard # 3).
- c) Create a learning atmosphere which fosters inquiry, independence, and creativity. (INTASC Standard # 6).
- d) Select, plan and implement learning activities appropriate for young adolescent learners. (INTASC Standard # 1, 2).
- e) Devise and implement appropriate teaching strategies and materials for working with individual students, groups, and whole classes (INTASC Standard # 1, 2, 4, 7).
- f) Diagnose students' performances in the affective and cognitive domains. (INTASC Standard # 8).
- g) Analyze diagnostic results to determine the content needs, learning strategies, and motivational factors appropriate for young adolescent learners (INTASC Standard # 5).
- h) Demonstrate the ability to establish and maintain behavior management techniques in the classroom. (INTASC Standard # 5).
- i) Exhibit the positive behaviors identified in the INTASC dispositions (INTASC Standard # 9, 10).

10. **Teaching Strategies:** Class discussion, group work, student presentations

11. Evaluation Methods and Guidelines for Assignments:

- a) Reflective teaching reports and internship log. (50%) Preservice teachers will report their “back to school internship activities” and write a reflective analysis of two lessons they have taught, working from videotapes of the lesson or from notes from an observer (team mate or supervisor). Reflective analyses will include
 - a. a brief summary of the plan of the lesson (goals, activities, assessments)
 - b. description of responses from students
 - c. analysis of strengths of the lesson
 - d. suggestions for improvement
- b) Student teaching portfolio (50%) - Using guidelines developed in class, students will assemble a portfolio that meets expectations for Advanced Technology Standards.

RUBRIC FOR GRADING ASSIGNMENTS

1) Clarity of presentation:

The author presents information very clearly in a way that is useful to other teachers. = A

The author presents information fairly clearly that might be useful to other teachers. = B

The author presents information that is inconsistent and incomplete. = C.

2) Integration and documentation of readings.

The author integrates research in a powerful way and offers thorough documentation. = A

The author draws from useful research and offers adequate documentation. = B

The author makes limited use of research and offers minimal documentation. = C

3) Applications of theory and research to practice.

The author has thought critically and creatively about ways to use this information. = A

The author offers insightful suggestions for professional applications. = B

The author offers few useful ways to put information from this course into practice. = C

12. Required Text(s)/Readings/References:

Wong, H., and Wong, R. (1998). The First Days of School. Wong Publications.

13. Topical Outline:

Review of the Developmental Needs of Young Adolescents

Review of Classroom Management & Positive Discipline

Assignment: Wong and Wong, Unit A, B, C

Instructional Strategies Workshop

Assignment: Wong and Wong, Unit D

Using Technology to Improve Instruction

Organizing and Evaluating Student Progress

Parent and community involvement

14. Other Information:

N/A

15. Recommended Text(s) and/or Readings:

N/A

16. Alignment with State and National Standards: See Guidelines matrix