

COURSE SYLLABUS

Course Prefix and Number: CUI 350

Course Title: Internship I: Inquiry in Teaching and Learning

Course Prerequisites: prior admission to elementary education

For Whom Planned: This course is a required course for undergraduate elementary education majors who are pursuing K-6 teacher licensure.

Instructor Information:

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Office Hours: by appointment

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.

Required Texts:

Wong, H. (2001). First Days of School. Wong Publications.

Course Purpose: This course is designed to introduce preservice teachers in elementary education to the world of public school education. Students will participate in weekly seminars and an internship in Guilford County Professional Development Schools (PDS) – Southwest Elementary School and Union Hill Elementary School. Students will spend 10 hours per week at an internship site, under the guidance of an On Site Teacher Educator (OSTE), during which students will carry out assignments from seminar and 2 methods classes. During the internship and seminars students will begin to explore children's ways of knowing, curriculum, teaching methodology, and classroom management.

Course Objectives:

Through this course, pre-service teachers will:

1. begin to analyze how one's own way of knowing influences one's attitudes and beliefs about teaching and learning (INTASC 9).
2. begin to see different ways of managing classroom behavior and start to develop a methodology of one's own (INTASC 5)
3. recognize common aspects of classroom life and how the choices a teacher makes affect the education of a child (INTASC 5)
4. begin to recognize and appreciate the influence of cultural/ethnic heritage, gender, socioeconomic status, and exceptionalities have on ways of knowing (INTASC 3)

Course Assignments and Criteria for Evaluation of Student Performance:

- All requirements are to be done individually, unless otherwise indicated.
- All written assignments are to be complete and thorough, with content aligned to assignment instructions. Assignments should be presented clearly (appropriate language structure, vocabulary, punctuation and spelling, etc.). All written assignments are to be word processed or typed (12 pt., double-spaced/Arial or similar font and 1 inch margins – all sides). All assignments should be submitted on time (beginning of class).
- All class members will abide by the UNCG Academic Honor Code.
- Attendance at seminars is expected. Any absence over one will lower your grade by one letter grade. Please do not be tardy. Two tardies (15 minutes before or at end of class) result in one absence.

INTERNSHIP SCHEDULE

Interns will be in the classroom all day Wednesday and Friday morning. Times will be discussed in class. Every intern is required to serve an internship for 10 hours per week.

August 18	Internship Assignments and introduction to sites Union Hill Elementary/Fairview Elementary School
August 23	Internship begins – Introduction to OSTE's at sites Meet at Union Hill Elementary for early seminar – 7:30 – 9:00 – Interns will be in classes the rest of the day
August 25	Interns in classes all day
September 4	Labor Day – interns will not be in the classrooms
October 6	Interns will be at NCCTM Conference – Greensboro
November 10	Veterans Day Holiday – no internship
November 22/24	Thanksgiving Holidays
December 1	Last day of internship

Course of Study for Elementary Education Majors (Junior and Senior Years):

Fall, Junior Year

Internship (10 hours/week)
Seminar Focus: Classroom Management

Spring, Junior Year

Internship (10 hours/week)
Seminar Focus: Children with Disabilities
Writing Intensive

Fall, Senior Year

Internship (10 hours/week)
Seminar Focus: Diversity, Multicultural Issues
Speaking Intensive

Spring, Senior Year

16 weeks in school full-time; at least 6 weeks
of full teaching responsibility
Seminar

Tentative Class Schedule and Outline - M. Preddy
CUI350 - Seminar
Friday, 12:00 – 1:50

SESSION	DATE	ACTIVITY
1	8/18/06	Introduction – Overview – Getting to Know You Activity Bring downloaded syllabus and Field Experience Handbook from Blackboard
	8/23/06	Meet at Union Hill for Introduction to OSTE's – 8:00 am
	8/25/06	No seminar – Interns in class all day
2	9/1/06	Goal Setting — Sharing – syllabus work
3	9/8/06	Setting Up the Classroom Text – Wong – Unit A Summary of Assignments due
4	9/15/06	Identification of Classroom Management Models – Due dates will vary according to assigned times for models. Be sure to sign up for time. Reflection Log 1 due Text – Wong – Unit B and chapters 1, 19, 20 Work on group work with classroom models
5	9/22/06	UNCG – Work on Task Stream – Computer Lab on 3 rd floor Curry – 9:00 – will need a credit card to begin subscription (\$65.00)
6	9/29/06	Text – Wong – Unit C (chapters 11-17) Presentation of Classroom Management Models Assertive Discipline Reflection Log 2 due
8	10/06/06	NCCTM conference – Koury Convention Center – Greensboro, NC (Four Seasons Mall) – required – registration fee \$10.00
7	10/13/06	Presentation of Classroom Management Models Responsive Classroom Text – Wong – Unit D NCCTM critiques due
9	10/20/06	Remain in internship classes to observe complete day
10	10/27/06	Presentation of Classroom Management Models Judicious Discipline and Discipline without Tears Reflection Log 3 due
11	11/3/06	Presentation of Classroom Management Models Discipline with Dignity Text – Wong – Unit E
12	11/10/06	Presentation of Classroom Management Models Peer Mediation Reflection Log 4 due
13	11/17/06	Presentation of Classroom Management Plan – Small group and then submit for grade
14	12/1/06	Internship log and documentation of requirements due Turn in weekly log graphic organizer

Exam TBA

CLASSROOM MANAGEMENT MODELS

CLASSROOM MANAGEMENT MODEL	TEAM MEMBERS	PRESENTATION DATE
Assertive Discipline		9/29/06
Responsive Classroom		10/13/06
Judicious Discipline		10/27/06
Discipline without Tears		
Discipline with Dignity		11/3/06
Peer Mediation		11/10/06

COURSE ASSIGNMENTS AND RUBRICS

**** Note: All Task Stream evaluations MUST be submitted before the end of the semester. The OSTE evaluation has to be completed before Marilyn can complete her evaluation (with input from Liz). The OSTE evaluation is to be completed BEFORE December 1, 2006. Heavy points will be deducted from your grade if this requirement is not met.**

1. **Internship Log – PDS:** (15 points) 10 hours per week. Exceptions include school holidays (not workdays) and internship field trips. Please keep the log in the office area current. This log will be checked twice weekly.
2. **Activities/Reflection/Attendance Log:** (32 points) This log is to serve as a documentation of your attendance, reflections and experiences during the semester. It may be handwritten or computer generated using the graphic organizer. You may wish to include photos of classroom arrangement, student groups, etc. so a disposable camera may be helpful. Make sure any students photographed have video releases on file at PDS sites. For each activity entry, you will need to have some sort of documentation – teacher note/sign off on sheet, program, agenda, etc. You will need to turn in the rubric with each submission – note dates. Upon return of documents to you by instructor, you may place in your portfolio (3 ring binder, folder, etc.)

There are 3 parts to the log:

- 1) Your attendance needs to be documented by your OSTE. Have him/her sign or initial each time you are in your PDS classroom.
 - 2) Reflection: Address the following:
 - What was the best thing that happened these weeks?
 - What was the most challenging thing that happened these weeks? How did you address the challenge? Was it resolved? What would you do differently next time?
 - 3) PDS Activities: Choose at least 4 (These are suggestions. If you choose to use others, please clear with Marilyn.)
 - Visit a resource class with students from your classroom and observe a lesson (ESOL, LD, Speech, AL, etc.)
 - Visit a “special” with students from your classroom and observe a lesson (PE, Music, Art, etc.)
 - Become familiar with report cards, interim reports, Benchmarks and other formal and informal assessments by discussing these with OSTE (provide examples if available)
 - Sit in on a parent/teacher and/or student/teacher conference (with OSTE’s permission)
 - Attend a grade level meeting/planning
 - Attend a PTA or after-school event
3. **Summary of all Course Requirements:** (10 points) **Due 9/8/06** You are asked to meet with your OSTE and discuss all of your course

requirement/assignments that pertain to the classroom for the semester with him/her – either from this class or any methods class. If you need to make arrangements to be in other classrooms (for instance, if math is not taught by your OSTE), do so at this time. These course requirements/assignments should be neatly typed and three copies made: one for you, one for your OSTE, and one for me.

- 4. Classroom Management MODEL:** (20 points) You will work with a team of 3 - 4 members to learn about and present a lesson on a classroom management model. For this assignment, you will need to (a) sign up for a management model in class, (b) Read the required readings for the class period and investigate other research and web sites for your selected model, (c) Make a 20 - 30 minute (approximately) presentation to the class on your model in which you provide an overview of this model, the theoretical foundations of this model, possible strengths and weaknesses of this model and a simulation of model in which class members can participate in a classroom in which this model was utilized. You will have the choice of presenting one of the following models:

- Discipline with Dignity
- Discipline without Tears
- Judicious Discipline
- Peer Mediation
- Responsive Classroom
- Assertive Discipline

Please remember to be creative with this and to use proper grammar and punctuation. Your grade will be determined on individual presentation and group participation.

- 5. Classroom Management PLAN:** (20 points) **Due 11/17/06** Describe the management system(s) used by your OSTE. How is the classroom arranged? Are there special reasons for the room arrangement? What are the expected and accepted behaviors during different activities? How are they taught? Are there classroom rules and procedure posted? What happens when a student does not behave in a way that is acceptable? Are extrinsic motivators (rewards) used? Are they effective? Is there research to support the plan in use? How would your management plan be similar and different to your OSTE's plan? Refer to your text and readings for references and evaluation. This paper should be no more than 4 pages, with two of the pages being diagrams of your OSTE's classroom arrangement and the arrangement you might use in your own future classroom.

- 6. Teaching Lessons:** (20 points total – 10 per lesson) You need to teach two lessons in your OSTE's classroom, with one being observed by your OSTE and one observed by either Liz or I. This lesson can be a required lesson from another methods class. I prefer you teach in the whole classroom setting. I realize that this is difficult at first and I want to use these lessons to give you constructive feedback, not embarrass you or make you fail. Your grade is dependent on successful completion of two

lessons. Should one lesson fail (and we've all had them fail!), I will ask you to schedule another observation rather than fail you for this part of the course. Please schedule these with your OSTE and Liz or I as soon as possible. You'll also be required to turn in a brief reflection of 1 page about how the lesson went, what you would change, if anything, and possible follow-ups or extensions. I want to see how you might use the feedback you receive to improve the lesson when it is taught again. Use the Classroom Observation Feedback form provided for you. Make sure you have a blank copy for the observer, with your name, etc. already filled out, and a copy of your lesson plan ready for the observer. The reflection and the observation forms should be submitted with the rubric and a copy of your lesson plan for grading of this assignment.

- 7. National Council of Teacher's of Mathematics Conference:** (10 points) **Due 10/13/06** The NCCTM Conference in October is a requirement. You will attend the conference rather than go to your PDS site and seminar. You may earn extra credit by working at the registration booth on Wednesday evening or Thursday (10 additional points). Your attendance and participation in registration can be used in your resume. At this time, the registration fee is \$10.00. This fee also includes student membership in the organization. We'll discuss this more in class and I'll have the registration forms for you when they arrive. You'll need to submit a brief critique of the sessions/workshops you attend – ½ page each, and your nametag for documentation. If you work the registration desks, please have the conference person working the booths sign the back of your name badge.

Point Value for Grading Purposes – Total point value of all assignments is 127 points

- A – 117 - 127
- B – 99 - 116
- C – 86 - 99
- D – 68 - 86

ATTENDANCE LOG CLASSROOM – OSTE INITIALS - Due 12/1/06

	OSTE Initial		OSTE Initial
8/23– Introduction – First day in classes - workday		11/8	
8/25 – Interns in classes all day – First student day		11/10	
8/30		11/15	
9/1		11/17	
9/6		11/22 – Holiday	
9/8		11/24 - Holiday	
9/13		11/29	
9/15		12/1 – Last day of internship	
9/20 – Early Release – students in classes all day			
9/22 – Interns not in classes – UNCG work			
9/27			
9/29			
10/4			
10/6 – NCCTM – G’boro Interns not in classes			
10/11			
10/13			
10/18 - Early Release – students in classes all day			
10/20 – interns in classes all day			
10/25			
10/27			
11/1			
11/3			

WEEKLY LOG

9/15/06

Final with all components attached due 11/10/06

Attach a rubric

NAME:	DATE:
Reflection: Best thing:	
Challenge:	
PDS Activity:	
What:	
When:	
Remarks:	
Documentation:	
Comments or concerns:	

WEEKLY LOG
Due 9/29/06
Final with all components attached due 11/10/06
Attach a rubric

NAME:	DATE:
<p>Reflection: Best thing:</p> <p>Challenge:</p>	
<p>PDS Activity:</p> <p>What:</p> <p>When:</p> <p>Remarks:</p> <p>Documentation:</p>	
<p>Comments or concerns:</p>	

WEEKLY LOG
Due 10/27/06
Final with all components attached due 11/10/06
Attach a rubric

NAME:	DATE:
<p>Reflection: Best thing:</p> <p>Challenge:</p>	
<p>PDS Activity:</p> <p>What:</p> <p>When:</p> <p>Remarks:</p> <p>Documentation:</p>	
<p>Comments or concerns:</p>	

WEEKLY LOG
Due 11/10/06
Final with all components attached due 11/10/06
Attach a rubric

NAME:	DATE:
<p>Reflection: Best thing:</p> <p>Challenge:</p>	
<p>PDS Activity:</p> <p>What:</p> <p>When:</p> <p>Remarks:</p> <p>Documentation:</p>	
<p>Comments or concerns:</p>	

WEEKLY LOG RUBRIC
8 points
ATTACH TO EACH SUBMISSION
9/15/06

Criteria for Evaluation	Needs Improvement 0.5 points	Adequate 1 point	Good 1.5 points	Exceptional 2 points
One of four activities completed according to criteria				
Documentation and remarks clear for activities				
Documentation – OSTE Initials – clear for Attendance				
Reflections clearly address all criteria and are grammatically correct, neat and legible				

WEEKLY LOG RUBRIC
8 points
ATTACH TO EACH SUBMISSION
9/29/06

Criteria for Evaluation	Needs Improvement 0.5 points	Adequate 1 point	Good 1.5 points	Exceptional 2 points
One of four activities completed according to criteria				
Documentation and remarks clear for activities				
Documentation – OSTE Initials – clear for Attendance				
Reflections clearly address all criteria and are grammatically correct, neat and legible				

WEEKLY LOG RUBRIC
8 points
ATTACH TO EACH SUBMISSION
10/27/06

Criteria for Evaluation	Needs Improvement 0.5 points	Adequate 1 point	Good 1.5 points	Exceptional 2 points
One of four activities completed according to criteria				
Documentation and remarks clear for activities				
Documentation – OSTE Initials – clear for Attendance				
Reflections clearly address all criteria and are grammatically correct, neat and legible				

SUMMARY OF ASSIGNMENTS RUBRIC
10 POINTS
ATTACH TO ASSIGNMENT
9/8/06

Criteria for Evaluation	Does not meet expectations 0 points	Meets expectations 2 points	Exceptional 2.5 points
All course requirements listed			
OSTE signature			
Assignment neat, clear and grammatically correct			
Copies appropriately distributed			

CLASSROOM MANAGEMENT MODEL AND PRESENTATION
20 POINTS

**PROVIDE COPY FOR INSTRUCTOR AT PRESENTATION DATE WITH NAME
AND DATE**

Criteria for Evaluation	Needs Improvement 1 point	Adequate 2 points	Good 3 - 4 points	Exceptional 5 points
Overview and explanation of model provided with theoretical foundations, strengths/concerns, and supporting references clearly addressed				
Presentation (power point) is clear, legible and grammatically correct				
Engaging, creative and professional presentation by individual (with evidence of individual work and team cohesiveness)				
Engaging, creative and professional presentation by group (with evidence of group work and team cohesiveness)				

CLASSROOM MANAGEMENT PLAN AND PRESENTATION
20 POINTS
Attach to assignment
11/17/06

Criteria for Evaluation	Needs Improvement 1 – 2 points	Adequate 3 points	Good 4 points	Exceptional 5 points
Accurate, neat diagrams of OSTE and Intern's classroom arrangement (2 diagrams)				
Complete, thorough explanation of OSTE's classroom behavior plan and comparison to Intern's plan – all questions addressed				
Appropriate references to text(s)				
Neat, legible and grammatically correct				

**RUBRIC FOR TEACHING LESSONS
20 POINTS (10 PER OBSERVATION)
ATTACH RUBRIC TO OBSERVATION AND REFLECTION**

Criteria for Evaluation	Needs Improvement 0.5 point	Adequate 1 point	Good 1.5 points	Exceptional 2 points
Goals/objectives clear				
Specific ideas for OSTE or supervisor to observe				
Form filled out indicating strengths and/or suggestions				
Clear, thoughtful reflection with reference to observation form remarks				
Reflection is neat, legible and grammatically correct				

NCCTM CONFERENCE RUBRIC
10 points
ATTACH TO ASSIGNMENT

Criteria for Evaluation	Needs Improvement 1 point	Meets Requirements 2 points	Shows Excellence 2.5 points
Full attendance – 1 day (name tag attached)			
Workshops attended	1 workshop or sessions	2 workshops or sessions	3 + workshops or sessions
Detailed critiques with clear, thoughtful reference to information shared in workshop or session			
Critiques are neat, legible and grammatically correct			

POINTS:

EXTRA CREDIT (WITH A. PALMER'S SIGNATURE):

TOTAL POINTS:

COMMENTS AS NEEDED:

INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM (INTASC) STANDARDS

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of individual and group behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

