

The University of North Carolina at Greensboro
School of Education
Department of Curriculum and Instruction CUI 680-A/CUI 680-B
Clinical Experience in Teaching
Spring, 2006, Mondays, 4:15-7:05
Jesse Wharton/ Kernersville-Alternating

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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 based 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.

COURSE PURPOSE:

This course accompanies the student teaching semester for students in the M.Ed.-Classroom Practice Track program in Elementary Education. The course is designed to help students meet all the North Carolina Advanced Competencies of a Master Teacher (AC) and all the INTASC Standards for what every beginning teacher should know and be able to do. Students engage in learning experiences that will help them complete their integrated M.Ed. Teaching and Technology E-Portfolio, which are based on the NETS-T standards and the AC competencies.

This is a web-enhanced course that makes use of the tools provided at <http://bb.uncg.edu> and Taskstream.

COURSE OBJECTIVES;

Upon completion of the course, students will:

Write at least six reflective essays that address the NC Advanced Competencies of a Master Teacher (AC). These reflections will follow the Reflection Cycle and incorporate the language of the ACs.

Show mastery of the North Carolina Advanced Competencies of a Master Teacher through (a) evidence and reflections presented in electronic portfolios and (b) readings and follow-up discussions.

Show mastery of INTASC Standards 7 (Planning), 9 (Reflective Practice: Professional Development), and 10 (School and Community Involvement) through (a) active engagement in all experiences offered during student teaching, and (b) readings and follow-up discussions.

REQUIRED READING:

Choice Words: How Our Language Affects Children's Learning (Paperback)
Peter H. Johnston

All additional readings will be available on the Internet, from Journal Finder, or handed out in class.

EVALUATION for CUI 680 A:

Your final grade for CUI 680-A (6 credits for student teaching) will be determined by Mary Lou Kyle in consultation with Libby Graham and your OSTE. Your grade is based on your professional and instructional performance during student teaching as determined by formal and informal observations, written evaluation, assessment of materials in your planning Notebook, and the Exit Criteria Form completed at the end of the semester by your OSTE. Completion of all requirements for student teaching (15 weeks with a minimum of 6 weeks of successful solo teaching) and your timely submission of all required paperwork is expected. Please keep all paperwork and required forms in your Planning Notebook so that they are accessible to your supervisors. Requirements for CUI 680-A include the following:

1. Six (6) formal observations that are pre-scheduled so that you are able to complete a formal written lesson plan before teaching the lesson. Your OSTE should complete at least three of these formal observations and your UNCG supervisors should do 2 formal observations and a peer.
2. Peer coaching is a requirement during student teaching. You should serve as a coach and also be coached at least one time during this semester. It is very important to conference with your peer-coaching partner both before and after the observation. When you are the teacher you must complete the Praise-Question-Polish form ahead of time and discuss it with your coach before your observation. Both you and your peer coach must complete the Reflective Comments form following your post-observation conference. Copies of these forms can be printed from Dr. Levin's website at www.uncg.edu/~bblevin.
3. You may choose to do either weekly Goal Setting or to write a weekly Reflection during the next six-weeks. If you choose to do goal setting each week you may use the same Goal Setting Form you used during your internships, which is available on Dr. Levin's website. If you choose to write weekly reflections, you may do them by hand or on the computer. The format for completing weekly reflection is open, although you might practice using the Reflection Cycle. Which ever you choose, you must keep your written goals or reflections in you Planning Notebook so that your UNCG Supervisors can read them when they come to observe you. You may place them behind your daily lesson plans or in a separate area of your Planning Notebook.
4. Schedule a final Exit Conference with your OSTE and a UNCG Supervisor to go over the Exit Criteria form during the last week or two of the student teaching semester. This form must be signed by all parties and will accompany your application for a teaching license, which is sent to Raleigh by the Teachers Academy after you complete student teaching successfully. Your UNCG Supervisor will provide your OSTE the necessary forms to complete before the Exit Conference.

COURSE ASSIGNMENTS FOR CUI 680-B

1. **Letter of introduction:** In class discussion about the specifics of this letter.
2. **Daily/weekly planning template and notebook:** Develop a template on your computer that you can use for daily and weekly planning. This form should include all the regular times for routines such as morning work, resource classes, bathroom breaks, snack, recess, lunch, etc. so that you don't have to write this information down every day. There should be plenty of space for writing in specific information about lessons you will teach including your essential questions(s) and or SCOS objectives(s) for the lesson, materials needed (e.g., name trade book or text being used), teaching strategies, grouping strategies, assessment plan, and needed modifications for specific students. Additional notes, adjustments, and reflections should be handwritten on the back of each page after you teach each day. Copies of all handouts, assessments, and/or

homework should be placed right behind each day's lesson plan. You should end up with 75 copies of this template in a Planning Notebook, if you use one page for each day of your student teaching placement. Lesson plans should be completed for a full week at a time during your 6 weeks of solo teaching. Your UNCG supervisors will look at your Planning Notebook as they visit your classroom to assess progress in short-term (daily and weekly) and long-term (monthly or by units) planning, which is a very important part of evaluating successful student teaching. Please plan to turn in a copy of your template on March 20.

3. **Substitute Folder:** This folder, notebook, or section of your Planning Notebook should contain the following information: (a) List of students' names, (b) parent contact information, (c) information about how students get home (bus numbers, car riders, walkers), (d) lunch numbers and status (free, reduced, full pay), (e) daily class schedule, (h) duty schedule, and (i) Notes about any other special scheduling issues should also be included. You also need to include explanation of classroom routines and policies including (j) a list of class rules and consequences, (k) homework policies/routines, (l) how/when the classroom computer is used, (m) names and locations of textbooks used regularly, (n) names of students who can provide reliable help and information to the substitute, and (o) names of nearby teachers who can also provide reliable help and information. Finally, you need to include information about (p) what to do and where to go during a fire or tornado drill and any other emergency procedures. You may add anything else you feel is relevant for a substitute teacher or that you will need to know when you are flying solo and have no one around to ask.

4. **Action Research or Student Work Sampling:**

The Action Research project requires that you develop a step-by-step plan that addresses one of your PPTs. This plan must include specific actions that you will take to get closer to achieving the PPT you selected. You must delineate at least three (3) kinds of data you will collect to use to assess your progress toward achieving your PPT. The Action Research plan must include a timeline for taking specific action steps and collecting data for a period of at least 6 weeks. After your Action Research plan is completed you will collect and analyze your data and write up your findings. Part of the final write up will include a reflection about future action steps/goals during your first year of teaching related to this PPT or a different one. A copy of your final Action Research Report and reflection is due April 10.

The Student Work Sampling project requires that you develop a pre/post assessment for a unit that you will teach during your student teaching semester, preferably during your solo time. This may be a unit you have already put together or a new one. The teaching of this unit should last at least 4 –5 days. The assessment instrument you develop can include objective, open-ended, and /or performance-based items. The pre and post assessment instrument must be identical so that you will be able to evaluate your students' learning following your instruction. You may not use a commercially published test. After your unit is completed and you have given the post assessments, you will analyze your data and write up your findings. Part of this final write up will include a reflection about what you learned and how you plan to approach student evaluation during your first year of teaching.

5. Portfolio submissions (artifacts and reflections): In order to complete your M.Ed.

Teaching and Technology E-Portfolio, you will submit at least 6 artifacts and reflections that address the NC Advanced Competencies of a Master Teacher (AC). You will submit your reflections on approximately the following dates

Feb.13/Feb. 27/ Mar. 13/ Mar.27/ Apr.10/ Apr. 18

Each reflection for your M.Ed. Portfolio will address a specific AC, incorporate the language of the AC, and be accompanied by evidence/artifacts. At least three people must evaluate and sign-off on your final E-Portfolio-two UNCG people and one or two school people (like Your OSTE). You will present information about your portfolio on April 24 beginning at 4:30.

Criteria for evaluation of student performance:

All students are expected to adhere to the UNCG Academic Integrity Policy. Please be sure to read this policy at <http://saf.dept.uncg.edu/studiscp/Honor.html>.

Attendance, preparation for and participation in this class are expected and highly valued in this class. More than one excused absence will affect your grade in this course. Arriving late or leaving early more than twice will also affect your grade in this course. Preparation for class includes completing all assigned readings and written assignments in time to participate wholeheartedly in the in-class and on-line discussions. Active participation is expected.

CRITERIA FOR GRADING:

1. You attend all classes, are punctual, and actively participate in all activities and discussions.
2. Your work is thorough, thoughtful, and warranted by the readings and ideas presented and discussed in this course.
3. Your work is complete and follows UNCG's Academic Integrity Policy.

Tentative Calendar for CUI 680-B Spring 2006

Date	Where	Topic
January 9		Reading Recovery Conference
January 16		Martin Luther King Day
January 23	J	Conference Sharing/Course Expectations/Advanced Competencies Group Work
January 30		Career Day
February 6	K	Tribes Activities (Energizers)
February 13	J	Sheila Groves—Scheduling and Managing Time
February 20	K	David Fitzpatrick—New Teacher Wisdom Chapter 1 <i>Choice Words</i> -The Language of Influence in Teaching
February 27	J	Chapters 2-5 <i>Choice Words</i> Group Presentations 2. Noticing and Naming 3. Identity 4. Agency and Becoming Strategic 5. Flexibility and Transfer (or Generalizing)

March 6		On-line Class Read the article "If They'd Only Do Their Work!" in Educational Leadership 63 no5 8-13 F 2006 Respond on the Discussion Board for CUI 680B Collect Student Work
March 13	K	Student Work Examination Class
March 20	J	Valerie Bridges—School Report Card Chapter 6- <i>Choice Words</i> Knowing
March 27	K	Parent Involvement Case Studies Chapter 7- <i>Choice Words</i> An Evolutionary, Democratic Learning Community
April 3	J	Dr. G. Duffy-Comprehension
April 10		On-line Chapter 8- <i>Choice Words</i> Who Do You Think You're Talking To?
April 17	K	Putting It All Together
April 24	Curry	Meeting with CPTs 2007