

COURSE SYLLABUS

1. **Course Prefix and Number:** EDU 497
2. **Course Title:** INTERNSHIP/SEMINAR I
3. **Credits:** 3 semester hours
4. **Course Prerequisites:** EDU 491: Introduction to Schooling, Schools in Society, EDU 492: Foundations of Educational Psychology, S0E 493: Introduction to Instructional Planning, EDU 494: Fundamentals of Assessment, EDU 495: Fundamentals of Classroom Management, EDU 496: Foundations of Teaching Diverse Learners
5. **For Whom Planned:** Alternative licensure candidates working toward North Carolina "A" licensure
6. **Instructor Information:**

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7. **Course Purpose/Catalog Description:** Participants will build upon the knowledge and skills acquired in the first six courses of the Alternative Licensure Program, learn more complex pedagogical theories, and develop advanced teaching techniques.
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:**
The student will extend their understanding, knowledge and skills about 1) schools, schooling and society; 2) educational psychology; 3) instructional planning; 4) classroom management; 5) assessment; 6) diverse learners; and 7) professional use of technology

Schooling, Schools in Society

- Demonstrate understanding of the Codes of Ethics for North Carolina Educators
- Analyze ethical standards as they relate to classroom teachers, students and staff
- Apply ethical standards in their professional roles

Educational Psychology

- Demonstrate understanding of internal and external influences on student learning
- Analyze internal and external influences
- Apply information about internal and external influences when making instructional decisions
- Demonstrate understandings about ethical, legal and administrative requirements related to working with students with learning exceptionalities
- Apply understandings in terms of instructional planning and assessment

Instructional Planning

- Demonstrate understanding of the concept and techniques of differentiated instruction
- Recognize the purpose and need for differentiated instruction

Assessment

- Demonstrate understanding of the development and use of assessment including benchmarks assessments
- Demonstrate understanding of the development and use of informal and formal assessment
- Demonstrate skill in planning instruction that is driven by assessment

Classroom Management

- Demonstrate understanding of best practices (models) of classroom management
- Apply models to classroom situations

Diverse Learners

- Demonstrate understanding of characteristics and etiologies of diversity among students, with emphasis on language and class differences among students
- Apply information about diversity to instruction, management, assessment and communication with professionals, students, family and community

Technology

- Demonstrate basic and advanced technology skills
- Demonstrate understanding of ISTE/NETS standards
- Apply technology skills to instruction, assessment and other professional roles

10. **Teaching Strategies:** A variety of research based and practical teacher-tested strategies will be explored. Strategies will include lecture, class discussion, group activities, case discussions, role-playing, self-assessment, and student presentations.

11. Evaluation Methods and Guidelines for Assignments:

Evaluation

- Rubrics will be used in the assessment of candidate's knowledge and skills.
- Each assignment is weighted as a percentage of the course grade. See below.

Assignments

Candidates will extend their understanding, knowledge and skills about 1) schools, schooling and society; 2) educational psychology; 3) instructional planning; 4) classroom management; 5) assessment; 6) diverse learners; and 7) technology

- **Schooling, Schools in Society** 20%
 - Demonstrate understanding of the Codes of Ethics for North Carolina Educators
 - Analyze ethical standards as they relate to classroom teachers, students and staff
 - Apply ethical standards in their professional roles
 - Apply ethical standards in their professional roles
 - Activity: Participation in Blackboard Discussion (online) related to professional ethical scenarios (dilemmas) in which candidates reflect, share and critique applications of ethical standards to professional behaviors
- **Educational Psychology** 15%
 - Demonstrate understanding of internal and external influences on student learning
 - Analyze internal and external influences
 - Apply information about internal and external influences when making instructional decisions
 - Demonstrate understandings about ethical, legal and administrative requirements related to working with students with learning exceptionalities
 - Apply understandings in terms of instructional planning and assessment
 - Activity: Write reflection
- **Instructional Planning** 15%
 - Demonstrate understanding of the concept and techniques of differentiated instruction
 - Recognize the purpose and need for differentiated instruction
 - Activities: Modification of lesson plans and unit
- **Assessment** 15%
 - Demonstrate understanding of the development and use of assessment including benchmarks assessments

- Demonstrate understanding of the development and use of informal and formal assessment
- Demonstrate skill in planning instruction that is driven by assessment
- Activities: Online examination and critiquing of assessment tools; class discussion; modification of lesson plans and unit
- **Classroom Management** 15%
 - Demonstrate understanding of best practices (models) of classroom management
 - Apply models to classroom situations
 - Activities: Class role-playing; discussion and collaborative problem solving related to teaching experiences; modification of classroom management plan
- **Diverse Learners** 20%
 - Demonstrate understanding of characteristics and etiologies of diversity among students, with emphasis on language and class differences among students
 - Apply information about diversity to instruction, management, assessment and communication with professionals, students, family and community
 - Activities: RIQ and classroom discussions
- **Technology** P/F
 - Demonstrate basic and advanced technology skills
 - Demonstrate understanding of ISTE/NETS standards
 - Apply technology skills to instruction, assessment and other professional roles
 - Assignment: Development of a portfolio

12. **Required Text(s):**

Annual editions: Educational psychology 03/04. Guilford, CT: Dushkin/McGraw-Hill, or Cauley, K. M., Linder, F., & McMillan, J. (2001). *POWERWEB: Educational psychology*. Guilford, CT: Dushkin/McGraw-Hill.

Armstrong, D. G., Henson, K. T., & Savage, T. V. (1993). *Teaching today: An introduction to education*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Code of Ethics for North Carolina Educators,
http://www.ncpublicschools.org/teacher_education/ethics.pdf

Emmer, T., Evertson, C., & Worsham, M.E. (2000). *Classroom management for secondary teachers, 6th edition*. Boston: Allyn and Bacon.

Differentiating instruction, <http://www.ascd.org/pdi/demo/diffinstr/differentiated1.html>

Ormond, J.E. (2003). *Educational psychology: Developing learners* (4th Ed.). Upper Saddle River, NJ: Merrill. Selected chapters, or chapters from other 2002 or 2003 educational psychology text which deals with the course topics in depth equivalent to that of Ormond's *Educational psychology: Developing learners* (4th Ed.).

Section .0600 - Code of Professional Practice and Conduct for North Carolina Educators,
http://www.ncpublicschools.org/teacher_education/conductcode.htm

Tomlinson, C. (1999) *Mapping a route to differentiated instruction*

Wehrmann, K. S. (Sept. 2000). Baby steps: A beginner's guide, *Educational Leadership*.

13. **Topical Outline:**

Session 1: Schools, Schooling and Society – Ethics, Society and Schooling

Session 2: Diverse Learners – Language minority students, RIQ introduction

Session 3: Educational Psychology – Internal and External Influences on Learning and Behavior

Session 4: Class Management – Models

Session 5: Instructional Planning – Differentiated Instruction

Session 6: Assessment – Understanding Data and Using Data as a Planning Tool

Session 7: Diverse Learners – Class issues

Session 8: Educational Psychology – Administrative and Legal Procedures in Special Education

Session 9: Instructional Planning – Reflection and Peer Collaboration

Session 10: Technology – ISTE/NETS and Application

14. Other Information:

Sequence of Courses

- a. The six one-semester hour courses focus on the critical information and skills that a new teacher needs as he or she begins to teach. Coursework focuses on the critical areas by delivering fundamentals, rather than conceptual explorations, of schools and schooling, educational psychology, instructional planning, assessment, classroom management, and diverse learners. Candidates have multiple opportunities for simulated classroom-based applications.
- b. The six one-semester hour courses are sequenced, interconnected and integrated. For example,
 - i. EDU 491: Introduction to Schools, Schooling and Society, EDU 492: Foundations of Educational Psychology and EDU 496: Foundations of Teacher Diverse Learners are complementary. Topics were selected for broadest coverage possible without repetition.
 - ii. EDU 493: Introduction to Instructional Planning; EDU 494: Fundamentals of Assessment and EDU 495: Fundamentals of Classroom Management are integrated courses, with assignments that build developmentally. Lesson plans and a unit are developed in EDU 493, modified to integrate information about assessment in EDU 494, and modified again to integrate information about classroom management in EDU 495.
- c. In the practica/seminars, candidates build on the knowledge and skills that they acquire in the introductory or “fundamentals” courses and study more complex information and concepts. At this time, candidates are teaching and can apply coursework to their classroom work.
- d. Courses are aligned with state and national standards.

Additional Course Information

- a. Academic Honor Code: Each student is required to sign an honor statement on all major work submitted for the course.
- b. Attendance and Participation Policy: Attendance and participation are expected during all sessions.

- i. Participation in class discussions and activities is important to the learning of the individual student and the group, and will be taken into consideration in assigning the course grade.
- ii. Missing more than ten percent of scheduled sessions will adversely impact the student's grade. Emergency situations will be addressed on an individual basis.
- c. Turn-in Policy: Assignments must be submitted to the instructor on the date they are due.
 - i. If the student cannot submit the assignment by the due date, he or she must make arrangements to turn it in early or email it to the instructor prior to the class.
 - ii. Online assignments must also be completed and submitted by the due date.
 - iii. Grades for assignments turned in and/or completed after the due date will be reduced by 10 points per day for each day late, unless a previous arrangement has been made with the instructor.
 - iv. All assignments must be turned in and/or completed or a course grade of Incomplete will be assigned.

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

- Albert, L. (1996). *Cooperative discipline*. MN: AGS.
- Banks, J.A. (1994). *An introduction to multicultural education*. Boston: Allyn & Bacon.
- Cole, R. W., Ed. (1995). *Education everybody's children: Diverse teaching strategies for diverse learners*. VA: Association for Supervision and Curriculum Development.
- Crawford, J. (1995). *Bilingual education: History, politics, theory and practice*. Los Angeles, CA: Bilingual Education Press.
- Cusher, K. & Brislin, R.W. (1996). *Intercultural interactions: A practical guide*. Thousand Oaks, CA: Sage.
- Davidman, L. & Davidman, P.T. (1997). *Teaching with a multicultural perspective: A practical guide* (2nd ed.). New York: Longman.
- Derman-Sparks, L & Phillips, C.B. (1997). *Teaching/learning anti-racism*. New York: Teachers College Press.
- Dettmer, P.A., Dyck, N.T., & Thurston, L.P. (1996). *Consultation, collaboration, and teamwork for students with special needs*. Boston: Allyn & Bacon.
- Friend, M. & Bursuck, W.D. (1999). *Including students with special needs: A practical guide for classroom teachers* (2nd ed.). Boston: Allyn & Bacon.
- Fu, D. (1995). *My trouble is my English*. Portsmouth, N.H.: Boynton/Cook.
- Gay, G. (2000). *Culturally responsive teaching: Theory, research, & practice*. New York: Teachers College Press.
- Gordon, E. W. (1999). *Education and justice: A view from the back of the bus*. New York: Teachers College.
- Grossman, H. (1994). *Classroom behavior management in a diverse society* (2nd ed.). Mt. View, CA: Mayfield.
- Grossman, H. (2004). *Classroom behavior management for diverse and inclusive schools*, 3rd ed. MD: Rowman & Littlefield Publishers, Inc.
- Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American Children*. San Francisco, CA: Jossey-Bass.
- Ladson-Billings, G. (2001). *Crossing over to Canaan*. San Francisco, CA: Jossey-Bass.
- Landsman, J. (2001). *A White teacher talks about race*. Lanham, MD: The Scarecrow Press, Inc.
- Kottler, E., Kottler, J.A., & Kottler, C.J. (1998). *Secrets for secondary teachers*. Thousand Oaks, CA: Corwin Press.
- McTighe, J. & Wiggins, G. (1999). *Understanding by design handbook*. VA: Association for Supervision and Curriculum Development.

Shade, B.J., Kelly, C. & Oberg, M. (1997). *Creating culturally responsive classrooms*. Washington, DC: American Psychological Association.

Silver, H.F., Strong, R.W., & Perini, M. J. (2000). *So each may learn: Integrating learning styles and multiple intelligences*. VA: Association for Supervision and Curriculum Development.

Wiggins, G., & McTighe, J. (1998). *Understanding by design*. VA: Association for Supervision and Curriculum Development.

16. Alignment with State and DPI Standards

OBJECTIVES / GOALS	INTASC	NCDPI Core Standards	NCDPI Diversity Standards	NCDPI Technology Standards	ISTE/NETS
Schools, Schooling and Society – Ethics, Society and Schooling	10	4, 6	5, 6	5	V-A, B, C, D
Diverse Learners – Language minority students, RIQ introduction	3	2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 5, 6	I-A; II-A; III-B; V-A, C, D
Educational Psychology – Internal and External Influences on Learning and Behavior	2, 3	2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 5	I-B; III-B, C, D; IV-A, B; V-A, B, C, D
Classroom Management – Models	5, 7	2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 5	I-B; III-B, D; IV-B; V-A, B, C, D; VI-D
Instructional Planning – Differentiated Instruction	1, 2, 3, 4, 5, 7, 8	1, 2, 3, 5	1, 2, 4, 5, 6	1, 2, 3, 5, 6	I-B; II-A, B, C, D, E; III-A, B, C, D; IV-B, C; V-A, B, C, D; VI-A, B, C, D, E
Assessment – Understanding Data and Using Data as a Planning Tool	7, 8	2, 5	2, 5	1, 4, 5	I-B; III-B,D; IV-A, B,C; V-B,C; VI-A, C,D
Diverse Learners – Class Issues	3, 10	2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 5, 6	I-A; II-A; III-B; V-A, C, D
Educational Psychology – Administrative and Legal Procedures in Special Education	3, 7, 10	2, 3, 4, 6	2, 5	1, 5	I-B; III-B, C, D; IV-A, B; V-A, B, C, D; VI-B
Instructional Planning – Reflection and Peer Collaboration	1, 2, 3, 4, 5, 7, 8	1, 2, 3, 5	1, 2, 4, 5, 6	1, 2, 3, 5, 6	I-B; II-A, B, C, D, E; III-A, B, C, D; IV-B, C; V-A, B, C, D; VI-A, B, C,

					D, E
Technology					I, II, III, IV, V, VI