

**University of North Carolina at Chapel Hill  
School of Education**

<p>Program Course Information:</p>	<p><b>PROGRAM:</b> Master of Arts in Teaching</p> <p><b>EDUC 646 SECTION 005</b>  <b>COURSE TITLE:</b> Practica Student Internship (3 Credit Hours)</p> <p><b>INSTRUCTOR NAME and CONTACT INFORMATION:</b>  Eileen Parsons, 307-B Peabody Hall  <b>Office phone:</b> (919) 843-9133  <b>Office email:</b> rparsons@email.unc.edu  <b>Office hours:</b> Tuesdays from 11:30-12:30</p> <p><b>GRADUATE ASSISTANT</b>  Spike Petersen  <b>email:</b> spetersn@email.unc.edu</p> <p><b>DATE SYLLABUS REVISED:</b> August 14, 2007</p> <p><b>COURSE DESCRIPTION:</b> Provides students with the opportunity to observe and become involved with all aspects of teaching and schools within their content area.</p>
<p>UNC-CH School of Education Conceptual Framework:</p>	<p><b>Preparing Leaders in Education</b></p> <p>The School of Education is committed to the preparation of candidates who can assume leadership roles in the field of education. Such preparation is accomplished through the coherent integration of the abilities and predispositions of candidates, the knowledge and abilities of faculty, and the contextual elements of academic and field settings. Candidates accept their professional responsibilities and focus their expertise and energy on supporting Birth-12 student development and learning. They must work to maintain a meaningful involvement in activities within schools and in partnership with parents and the community.</p> <p>The growth and development of candidates is promoted through curriculum, instruction, research, field experiences, clinical practice, assessments, evaluations, and interactions with faculty and peers. All of these elements work together to build a solid foundation for exemplary practice in education, creating educational practitioners who are prepared to better serve children, families and schools, as well as business and agencies of government within North Carolina, across the nation and throughout the world.</p> <p><b>For Equity and Excellence</b></p> <p>Preparation of educational leaders for today's society is based in values of equity and excellence that assure our candidates' and their students' future success. Attending to the challenge of promoting both equity and excellence is imperative. To address only one of these goals would, on the one hand, sacrifice those put at risk by social and cultural hierarchies in society or would, on the other hand, fail to press for the highest possible levels of accomplishment. Equity and excellence must be pursued concurrently to assure that all students are well served and that all are encouraged to perform at their highest level.</p> <p>Within the School of Education, equity is seen as the state, quality, or ideal of social justice and fairness. It begins with the recognition that there is individual and cultural achievement among all social groups and that this achievement benefits all students and educators. Equity</p>

acknowledges that ignorance of the richness of diversity limits human potential. A perspective of equity also acknowledges the unequal treatment of those who have been historically discriminated against based on their ability, parents' income, race, gender, ethnicity, culture, neighborhood, sexuality, or home language, and supports the closure of gaps in academic achievement. Decisions grounded in equity must establish that a wide range of learners have access to high quality education in order to release the excellence of culture and character which can be utilized by all citizens of a democratic society.

Within the School of Education, excellence is seen as striving for optimal development, high levels of achievement and performance for all and in all that is done. In preparatory programs across grade levels, curriculum and instruction furthers excellence when it moves a learner as effectively as possible toward expertise as a thinker, problem solver and creator of knowledge. Excellence entails a commitment to fully developing candidates, not only academically but also in moral and political senses.

### **In a Democratic Society**

The preparation of exemplary practitioners in education to meet the challenges of equity The preparation of exemplary practitioners in education to meet the challenges of equity and excellence is best accomplished through preparation for a democratic society. Democracy around the globe is an ideal, one with the potential to meet the needs, recognize the interests and establish the rights of all citizens. Education is a necessary foundation for this ideal, and both must be subscribed to and participated in by all.

### **School of Education Conceptual Framework Principles**

The School of Education is committed to diverse, equitable, democratic learning communities. As a result, candidates are expected to acquire and apply the knowledge, skills and dispositions that prepare them to support the development and education of all students. The School of Education uses the following unit principles, applicable at all program levels, to identify the knowledge and skills that are central to preparation of candidates. It is the School of Education's goal that candidates will become leaders supporting and promoting the development, teaching and learning of all students in multiple contexts.

1. Candidates possess the necessary content knowledge to support and enhance student development and learning.
2. Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance student learning.
3. Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments.
4. Candidates view and conduct themselves as professionals, providing leadership in their chosen field, including effective communication and collaboration with students and stakeholders.

### **SOE Conceptual Framework Dispositions**

	<p>Certain dispositions are essential to prepare leaders who support equity and excellence in education within a democratic society. Dispositions are beliefs that foster commitments, leading to actions within educational environments with students, colleagues, families, and communities. Candidates strengthen these dispositions as they think deeply, reflect critically and act responsibly in their professional practice.</p> <p>These dispositions are interconnected with knowledge and skills; specific dispositions connect to and exemplify unit principles, facilitating their enactment in particular programs.</p> <ol style="list-style-type: none"> <li>1. Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.</li> <li>2. Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.</li> </ol>
Course Objectives:	<p>To understand the varied roles of a teacher.</p> <p>To understand the rights and responsibilities of the student.</p> <p>To understand the school community.</p> <p>To understand the community in which the school is located.</p>
Course Standards (Addressed):	<p>INTASC-9: The teacher of science 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.</p> <p>SOE Principle 4: Candidates view and conduct themselves as professionals, providing leadership in their chosen field, including effective communication and collaboration with students and stakeholders.</p> <p>SOE Disposition 2: Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.</p>
Course Standards (Assessed):	<p>INTASC-9: The teacher of science 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.</p> <p>SOE Disposition 2: Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.</p>
Assignments:	<p><i>Semester Assignments:</i> Keep a weekly <b>electronic</b> journal on your observations, paying careful attention to the focus items listed on the schedule below. During the class sessions to be held once a month for three hours, you will make a presentation based upon your journal entries.</p> <p><i>Science Teaching Conference:</i> Attend the North Carolina Science Teacher's Association meeting held at the Koury Convention Center in Greensboro, North Carolina on <b>November 14-16, 2007</b>. Participate in at least one session on either <b>Thursday, Nov. 14th or Friday, Nov. 15th</b>. Briefly describe the session and reflect upon it (<b>see field visit focus in schedule below</b>)</p>
Requirements & Grading:	<p><b>Attendance</b></p> <p>You should spend a full school day at the school site every week. <b>The day you spend from week to week should be the same so the teacher can make plans for you and depend upon your presence in the classroom.</b> The internship is graded as Pass/ Fail. Your initial grade will begin at 90 points. Three instances of unprofessional behavior of any kind (e.g., tardy, leaving early, half days, absences, missed presentation) will result in a grade of "F."</p>
Schedule:	<p>The schedule for the class will consist of 3-hour class sessions at CCEE once a month and weekly visits to your assigned school site. The focus of the field visits are described below.</p>

<b>Visit #</b>	<b>Observation Dates</b>	<b>Focus of Visit (Electronic Journal entries)</b>
<b>1</b>	Week of Aug. 20th	<i>None</i> <b>(Class meeting on Tuesday, Aug. 21st from 4:10-6:50 in 103 CCEE)</b>
<b>2</b>	Week of Aug. 27th	<i>Contact cooperating teacher to introduce yourself and to indicate the weekday you will do your full-school day visit</i>
<b>3</b>	Week of Sept. 3rd	<i>Find out what science teachers do during the week before students return to school from summer break and what they do during the first week of science classes</i>
<b>4</b>	Week of Sept. 10th	<i>-Find out about student diversity (e.g., culture, race, special needs, socioeconomics, gender) within your cooperating teacher's science classes -Find out how the cooperating teacher assessed what students learned (make a list)</i>
<b>5</b>	Week of Sept. 17th	<i>-Address the assignment given in EDUC 647 on Sept. 12th</i> <b>(Class meeting on Tuesday, Sept. 18th from 4:10-6:50; CCEE room to be determined; Presentations should cover visits 3 &amp; 4)</b>
<b>6</b>	Week of Sept. 24th	<i>-UNC students should be co-teaching. -For the lesson you co-taught or a lesson you observed, which external expectations (those in EDUC 647 readings for Sept. 26th) were addressed? How?</i>
<b>7</b>	Week of Oct. 1st	<i>-UNC students should be co-teaching. -For the lesson you co-taught or a lesson you observed, use Bloom's taxonomy to classify the lesson's objectives. Discuss the relevancy of these objectives to developing scientific literacy.</i>
<b>8</b>	Week of Oct. 8th	<i>-UNC students should begin co-teaching. -For the lesson you co-taught or a lesson you observed, describe the teaching methods used. Discuss how closely these teaching methods corresponded to the lesson objectives.</i>
<b>9</b>	Week of Oct. 15th	<b>NONE-UNC FALL BREAK</b>
<b>10</b>	Week of Oct. 22nd	<i>-UNC students should continue to co-teach or solo teach part of a lesson. -For the lesson you co-taught or a lesson you observed, describe the teaching methods used. Discuss how closely these teaching methods corresponded to the lesson objectives. -Find out how the teacher assessed student learning (add to the list you began in September)</i> <b>(Class meeting on Tuesday, October 23rd from 4:10-6:50 in 103 CCEE; Presentations should cover visits 5, 6, 7 &amp; 8)</b>
<b>11</b>	Week of Oct. 29th	<i>-UNC students should continue to co-teach or solo teach part of a lesson.</i>

			<p>-For the lesson you co-taught or a lesson you observed, please use the attached guide to reflect upon the lesson.</p> <p>-UNC students should begin to converse about the units they will teach in the spring semester and choose one for the mid-year assessment for the MAT program.</p>
	<b>12</b>	Week of Nov. 5th	<p>-UNC students should continue to co-teach or <b>solo</b> teach part of a lesson.</p> <p>-For the lesson you co-taught or a lesson you observed, please use the guide given in class to reflect upon the lesson.</p> <p>-UNC students should <b>continue to</b> converse about the units they will teach in the spring semester and choose one for the mid-year assessment for the MAT program.</p>
	<b>13</b>	Week of Nov. 12th	<p>-UNC students should solo teach one lesson.</p> <p>-Students should attend the North Carolina Science Teachers' Association Professional Development Institute in Greensboro (Thursday, the 14th or Friday, the 15th)</p> <p><b>(Class meeting on Tuesday, Nov. 13th from 4:10-6:50; CCEE room to be determined; Presentations should cover visits 10, 11, &amp; 12)</b></p>
	<b>14</b>	Week of Nov. 19th	<b>NONE- THANKSGIVING BREAK</b>
	<b>15</b>	Week of Nov. 26th	<p>-Get your cooperating teacher's views of your strengths and weaknesses as you broach student teaching</p> <p>-Reflect upon your weaknesses and think of ways to alleviate their impact upon your teaching effectiveness <b>(Be prepared to discuss on Wednesday, December 5th during EDUC 647)</b></p>

**Observation Form**

Directions: To assist in your reflection, responding to the items below may be helpful.

Date of Visit: \_\_\_\_\_ Class Observed: \_\_\_\_\_

Area 1: How did the teacher:

1. Start the lesson? \_\_\_\_\_  
\_\_\_\_\_
2. Tie it to previous learning? \_\_\_\_\_  
\_\_\_\_\_
3. Arouse students' interest? \_\_\_\_\_  
\_\_\_\_\_

Area 2: How did the teacher make the purpose and relevance of the lesson apparent?

1. Through direct teacher statements? \_\_\_\_ If so, summarize these statements.  
\_\_\_\_\_  
\_\_\_\_\_
2. By eliciting reactions from students? \_\_\_\_ If so, summarize to what students reacted.  
\_\_\_\_\_  
\_\_\_\_\_
3. Other (specify). \_\_\_\_\_  
\_\_\_\_\_

Area 3: What methods were incorporated into the body of the lesson?

1. Lecture \_\_\_\_\_
2. Discussion \_\_\_\_\_
3. Audiovisual presentations \_\_\_\_\_
4. Demonstration \_\_\_\_\_
5. Student Activities \_\_\_\_\_
6. Other (specify): \_\_\_\_\_

Area 4: What materials were used in the course of the lesson?

1. Textbooks \_\_\_\_\_
2. Supplementary books \_\_\_\_\_
3. Films \_\_\_\_\_
4. Computers \_\_\_\_\_
5. Audiotapes \_\_\_\_\_
6. Videotapes \_\_\_\_\_
7. Television \_\_\_\_\_
8. Concrete objects \_\_\_\_\_
9. Transparencies \_\_\_\_\_
10. Visuals \_\_\_\_\_
11. Demonstrations \_\_\_\_\_

- 12. Models (3-D) \_\_\_\_\_
- 13. Videodiscs \_\_\_\_\_
- 14. Other (specify): \_\_\_\_\_

Area 5: What provisions were made for individual differences?

- 1. Small group work \_\_\_\_\_
- 2. Individualized assignments \_\_\_\_\_
- 3. Differentiated reading materials \_\_\_\_\_
- 4. Other (Specify) \_\_\_\_\_

Area 6: How did the teacher end the lesson?

- 1. Summarized the day's learning \_\_\_\_\_
- 2. Assigned homework \_\_\_\_\_ If so, what kind of assignment was given? \_\_\_\_\_  
\_\_\_\_\_
- 3. Other (specify): \_\_\_\_\_

Area 7: What evaluation techniques did the teacher use in the course of the lesson?

- 1. Oral questions \_\_\_\_\_
- 2. Written questions \_\_\_\_\_
- 3. Observation of students' verbal responses \_\_\_\_\_
- 4. Observation of students' performances on tasks \_\_\_\_\_
- 5. Other (specify): \_\_\_\_\_

## Questions to Facilitate Reflection

Date: \_\_\_\_\_

Lesson: \_\_\_\_\_

Directions: As PART of your reflection, you may consider the questions below.

1. Did the students learn anything? How do you know? If they did learn something, why do you think they learned it? If they did not, why do you think they did not learn?
2. Did anything significant occur? If so, what? Why do you think it occurred?
3. Was the instructional strategies used the most effective ones for this lesson? If not, what other strategies might have been more effective?
4. How well did you relate the lesson to the students' prior knowledge, experiences, and interests? How might you have done this better?
5. How aware were you of the students' reactions to the lesson? How flexible were you in modifying the lesson according to the students' responses?
6. What are some alternatives for implementing today's lesson?
7. How did you motivate students to engage in the lesson? What are some other ways you might have motivated them?
8. Did you consider learning theory in preparing and implementing your lesson? If so, what theories did you consider? If not, what theories should you have considered?
9. Did you create opportunities for students to direct their own learning? If so, how? If not, how could you have done this?
10. As a result of today's lesson, what have you learned about teaching? How might you change to become a better teacher?