

**EDUC 3413**

**Fundamentals of Elementary and Middle Grades Education**

 **Fall 2018**

 **Tuesday and Thursday, 12:30-1:45**

**Room: Goodhue 206**

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Office Hours: Tues./Thurs 7:30 to 8:00., 11:00-12:15 and by appointment

**Course Description:** This course introduces the pre-service teacher to the purpose, structure, and governance of the elementary and a middle school, including exploration of curriculum design, education reform, and issues that impact teaching and learning. Standards-based instructional design is introduced and students learn to develop lesson plans based on the Kentucky Academic Standards incorporating assessment that provides feedback for impact on student learning. In addition, the course requires field hours in the public schools.

**Course Prerequisites:** Successful completion of The Teaching Profession.

**Conceptual Framework:** This course supports the Division of Education and the Unit for Teacher Preparation’s Conceptual Framework, philosophy “Teacher as Leader for the 21st Century.” It is essential for teachers who provide leadership in Kentucky schools to have the knowledge, skills, and dispositions to implement instruction to meet the diverse learning needs of students in the 21st century. The course will also guide them to assume leadership roles in their school. In addition, teacher candidates will learn to incorporate the Characteristics of Highly Effective Teaching and Learning as outlined by the Kentucky Department of Education and the requirements for Unbridled Learning.

**Required Text:** Burden, P.R., & Byrd, D.M. (2010). Methods for Effective Teaching: Meeting the Needs of All Students (7th ed.) New York, N,Y,: Pearson, Allyn and Bacon

**Supplemental Materials:** Kentucky Academic Standards, Kentucky Teacher Standards and Division of Education Candidate Handbook. These may be accessed online or the student may choose to print a copy.

**Supplies Needed:** $10.00 Criminal Record Check and a 3 ring binder for the Portfolio

**Course Objectives**: In this course students will meet the following objectives:

1. Demonstrate the ability to collaborate with colleagues and others; (KTS 1,2,3,4,6,7)
2. Utilize pedagogical activities and strategies in a variety of settings appropriate for his/her major area(s); including the development and implementation of lesson plans, bulletin boards, learning centers, and web quest that are sensitive to individual differences (diversity) of students by using differentiated educational techniques as appropriate (KTS 1,2,3,4,5,6,7)
3. Use instructional media and technology (KTS 6)
4. Engage in professional development (KTS 9)
5. Demonstrate the principles and techniques of classroom assessment involved in evaluating student progress; and reflect on student assessments to improve student achievement (KTS 1.2.3.4.5.6.7)
6. Demonstrate knowledge of Public School and District Policy (KTS 1,2,3,4,5,6,7)
7. Demonstrate knowledge of content in teaching situations (KTS 1,2,4,5)
8. Demonstrate appropriate professional dispositions (KTS 3)
9. Connect class work to field experiences (KTS 1,2,3,4,5,6,7)

**Senate Bill 1 Initiatives**

This course will provide students an opportunity to advance their knowledge and mastery of the “tools” associated with Kentucky education reform, including Kentucky Core Academic Standards, Characteristics of Highly Effective Teaching and Learning, College and Career Readiness, literacy and assessment for learning. As students carry out projects and complete assignments that involve instructional activities for P-5 students in Kentucky schools, they will address one or more components of the Senate Bill 1 initiatives.

**Technology**

Candidates are required to use technology for class assignments, lesson plan design and preparation, class presentations and record keeping. Candidates are required to successfully complete course work that focuses on using technology. Candidates are required to communicate via electronic mail, assess the Internet and online databases, and use digital texts and modes for projects and presentations.

**Policy Statements**

**Deadlines**

Late assignments or projects will not be accepted. If you cannot meet a deadline, ask for a deadline extension BEFORE the deadline arrives. Although extensions may be granted, they are not automatic. If you miss a deadline without receiving an extension, you may not make up the missed work.

**Emergency Exceptions**

The only exception to the rule regarding missed deadlines is if you have had an emergency just before class or during class. If you choose to ask for an emergency exception, you will be required to provide written proof of the emergency. If your case qualifies as an emergency and you have written evidence, you will be allowed to make up the missed assignment or in-class work without penalty. Note: An appointment with a doctor, dentist or other health professional will not qualify as an emergency.

**Cell Phone Policy**

No cell phones are to be visible or turned on in public school classrooms including all clinical field experiences, practicum, and student teaching. If the cell phone is to be used for legitimate instructional purpose such as students responding on a website, used as a timer, or used as assessment (clickers), it must be written as part of the lesson plan and approved by the cooperating teacher.

The Education Division will adhere to the Lindsey Wilson cell phone policy for college classrooms that states “Student cell phones will be off during class time unless prior arrangement is made with the instructor. All cell phones must be put away during the class period. “ Violation of LWC policy will be grounds for dismissal from class. Education instructors may impose additional cell phone policies and note these in their course syllabi. Any requests to keep the cell phone on but silent and not visible, such as family or medical emergencies, must be given prior approval by the classroom instructor.

Bring treats to share with peers on August 30,2018.

**Dress**

Observation- Khaki or dress pants, no shorts or sweats; polo or button down dress shirt; skirt and blouse, dresses; comfortable shoes- NO tennis shoes, flip flops, etc.; No hats, or refreshments such as candy, chewing gum, cola, water, etc.

Class – No hats.

**Class Absences**

In keeping with Lindsey Wilson College policy, students are responsible for regular class attendance, in-class participation, and completion of assignments. In the Education Program students are expected to attend all class sessions and absences are counted. Absences from classes that meet one day a week will count as three class absences since the session is credited for three class periods. Excessive tardiness especially those students who habitually arrive to class late, can result in being counted absent from the class. If an emergency arises, the student must make every effort to notify the instructor prior to class through email or by calling if during regular office hours.

Students will only be allowed to make up work or tests from missed classes if the absence is excused. Excused absences include doctor appointments, funerals for immediate family, or valid emergencies. In order to have an absence excused, the student must submit a signed excuse from the physician or bring proof of the emergency. This should be submitted to the instructor on the day the student return to class. Missing class or arriving late because of taking a test in another course will not be excused unless the request is submitted to the instructor for prior approval. The approval is at the discretion of the instructor. Completion of field hours is NOT an excuse for missing an education class or any other class. Field hours are assigned early enough in the semester and at times when no classes are scheduled. Work is also not a valid excuse for missing classes.

According to College policy, absences for scheduled, authorized obligations (e.g., athletic events, choir tours, field trips in other classes, etc.) are not counted as class absences. In order for these to be excused, the student must notify the instructor prior to the absence. Students are responsible for completion of missed class work due to an authorized absence within a reasonable (defined by instructor) length of time. Participation in extracurricular activities (intercollegiate athletics in particular) place additional demands and responsibilities on students and therefore requires that any additional absences may jeopardize the course grade.

When a pattern of excessive absence, tardiness, or other unsatisfactory performance occurs, the instructor will take one of the following actions:

 1. Request the student make special arrangements to improve his/her performance (e.g., meeting with a tutor);

 2. Enter the student in Starfish, a system in which the student’s instructor, academic or freshman advisor, Academic Affairs Office, Student Affairs Office, and coach (if the student is an athlete);

3. Place the student on attendance probation, whereby an additional unexcused absence would result in a grade of F for the course; and

4. Contact the student’s parent(s)/legal guardian about continuing problems if the student has given written permission for contacts.

**Course requirements/assessment task**

**1. Lesson Plan for Content Instruction (KTS 1,2,3,4,5,6)**

Students will design two lesson plans based on the LWC Education Department lesson plan format to learn the elements of lesson design. The lesson plan template maybe found on the education division website.

**2. Micro Teaching (KTS 1,2,4,5,6)**

Students will teach a micro-lesson in class using one of the lessons written for the course. Classmates will respond to instruction appropriately, providing the student (teacher) with feedback. A rubric for scoring will be given later.

3. Kentucky Department of Education Web Site Assignment (Researching links). (KTS 1,2)

**4. Stage l Portfolio and completion of all Stage 1 requirements (KTS 1,2)**

1. **Signature Writing Assignment (ESLO) (KTS 7,9)**
2. **Final exam (KTS 1)**
3. **Manipulative bulletin board (KTS 1,2)**
4. **Reflection Paper (KTS 1,7)**

**10. Field Hours 20 hours (KTS 7,8,9)**

This experience must include:

* Completion of assignments from this course for the classroom. This includes work with an ESL / ELL student and tutoring. (3 hrs.)
* Participation in a family night out (2 hrs.)
* Observation of a School Board and Site Based Council Meeting. (3 hrs.—1.5 hrs. per meeting)
* Observing and providing classroom assistance to the teacher, as requested – tutoring, grading papers, etc. (12 hrs.) The LAST day for observation is November 30th. NO extensions of field hours will be given past November 30th.
* Completing an observation log. Students will type a FULL one page log that is a review/reflection for EACH hour. No more than three (3) hours can be spent in the classroom in one day. and this form must be signed by the teacher. Hours should be totaled.
* Submit all information in the KFETS system. Submit to instructor hard copies of field logs on the following dates:
* Tuesday, September4—Placement sheet signed

Tuesday, September 18 (5 hrs. total)

Tuesday, October 9 ( 5 hours---10 hrs. total)

Tuesday, November 6 (5 hour---15 total

Tuesday, November 29 (5 hours---20 hrs. total)

 Submit the classroom teacher’s Evaluation and Signed Record of Field Experience Hours by Tuesday December 4th

 All hours need to be recorded in KFETS by December 4, 2018

This course is a **Writing Intensive (WI)** course, a part of the Lindsey *Writes* Quality Enhancement Program. In addition, it meets the Essential Student Learning Outcome requirement for Communication / Writing at the intermediate level. WI courses require the equivalent of 3,500 words of writing as part of the students' course curriculum. This word count will include all writing completed for the course including lesson plans. The Signature Writing Assignment is a key assessment in the course. Lindsey Wilson students participating in WI courses will learn to: 1. Write effectively using the conventions, style and vocabulary of their major disciplines. 2. Be able to articulate and understand the elements of successful written communication in their major discipline.

The Signature Writing Assignment for this course is a paper that will be scored by the Written Communication VALUE rubric as well as an additional rubric for content course requirements. The paper will address one of the following areas: teacher professionalism, school structure, standards based instruction, school district policy, or a topic from the course readings.  Specific guidelines and scoring rubrics will be given at the time of the assignment. You will need to meet with the writing tutor. This paper must be three to five pages in length with an abstract and resource page included. You need to have two to three resources for this paper. Use the APA style of writing/

**Grading:**

 Two lesson plans 850 pts. (425 pts. each)

 Micro Teaching 45 pts.

 Bulletin Board 45 pts.

Stage 1 Portfolio (90 pts.)

KDE Web Site Assignment 45 pts.

Reflection paper 70 pts.

Signature Writing Assignment (WI Paper) 125 pts.

Field Experience Grade will be “0” if any items are missing 135 pts. (20 pts. per due day and 35 pts for KFETS)

* Final Exam 100 pts.

 TOTAL: 1505 pts.

**Grade Scale \*\*\*\***

|  |  |
| --- | --- |
| 1425-1505 | A |
| 1345-1424 | A- |
| 1265-1344 | B+ |
| 1232-1264 | B |
| 1184-1231 | B- |
| 1103-1183 | C+ |
| 1070-1102 | C |
| 1023-1069 | C- |
| 963-1022 | D |
| 962 or below | F |

**\*\*\*\*\*\*The Education Department requires at least a C in every coarse.**

 **TENTATIVE SCHEDULE**

 AUG. 21---LWC Class Begin Syllabus ASSIGN. Signed syllabus due Aug. 30th

 23---Syllabus Q & A Discussion about bulletin board ASSIGN. Chapter 1

 27---Last day to drop/add a class

 28---Chapter 1 “All Together” Activity Draw for bulletin board ASSIGN. Chapter 2

 30---Chapter 2 Signed syllabus due Talk about WI topics ASSIGN. WI Thesis due Sept.13th

 SEPT. 3---Labor Day---Holiday

 4---Practice Math Praxis Test Observation permission form due

 6-- Computer lab—sign up for Praxis Test ASSIGN. Chapter 3

 11---Chapter 3 ASSIGN. Chapter 4 1st set of observation logs due (5 Hrs.) Sept. 18th

 13---Chapter 4 WI Thesis due

 18---Hannah Rogers’ presentation LIBRARY 1st set of logs due ( 5 hours)

 20--- Finish chapter 4 ASSIGN: Chapter 11

 25---Finish chapter 11

 27---Mr. Harmon Presentation ASSIGN. 2nd set of observation logs due the Oct. 9th (5 hrs.)

 OCT. 2---Lesson Plan Template Demonstration/Sample

 4---Mr. Jarod Odd presentation

 9---Finish Lesson plan demonstration 2nd set of logs due ( 5 hours—total 10 hrs.)

 11---Work Day Lesson Plan #1 due October 25th ASSIGN. Chapter 8 &9

 16---FALL BREAK

 18---FALL BREAK

 23---Chapters 8 & 9 ASSIGN. 2-3 paragraphs on WI paper due Nov 8th

 25---Make a Difference Video Lesson Plan # 1 due

 30---Lesson plan revision and discussion ASSIGN 3rd set of observation logs due Nov. 6th (5 hrs.)

 NOV. 1---Laura Burwash Presentation ASSIGN. Lesson Plan #1 due Nov. 15th

 6---Work Day 3rd set observations due (5 hrs for a total of 15) ASSIGN. Chapters 12 & 13

 8--In class reflection paper 2-3 paragraphs of WI paper due

 12—Last day to drop a class

 13---Chapters 12 and 13 ASSIGN. Rough Draft of WI paper due November 20th

 15---Lesson Plan #2 due Micro Teaching ASSIGN Final set observations due (5hrs—total 20 hrs)

 Nov. 29th

 20---Micro Teaching WI rough draft due ASSIGN. WI paper due Nov. 27th

 22---Thanksgiving---Holiday

 23---No Classes at LWC

 27---Micro Teaching WI paper due.

 29---Micro Teaching 4th set observation ( 5 hrs for a total of 20 hrs.), due NO EXTENSIONS

 DEC 4---Micro Teaching ALL observation (total 20 hrs.), logs, reflections, sign sheet,and KFETS print

 out due

 6---Micro Teaching Review for Final

 10-13---Finals

##  **Education Policies and Procedures**

The Policies and Procedures of the Division of Education apply to all students who take courses in the education program including those courses designated as pre-entry or have been admitted to the program.   This includes students who take EDUC 2123, 2713, 3123, and 3143 without the intent of entering the program. The Policies and Procedures include all those outlined in the Candidate Handbook, the Field Handbook, and the Student Teaching Handbook.  Failure to comply to the approved policies and procedures of the Lindsey Wilson College Education Program, the Kentucky Education Professional Standards Board, or the Kentucky Department of Education can result in a reprimand, the consequences outlined in the policy, the need to drop the course where the violation occurred or, if more serious in nature, not being admitted to the program or being dropped from the program.

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**Audio and Video Recordings**

Any recording of class sessions, group information meetings offered by the Education Division, meetings with advisers or individual instructors, Stage interview sessions, or meetings with education faculty are not to be recorded either through audio or video.  If there is a valid reason for recording, this request must be made prior to the meeting and have approval from all participating parties. Any meetings involving discussion of public school students or situations in the public schools may not be recorded because of FERPA and privacy issues.

**Privacy Policy and Social Media**

Students cannot disclose information or incidence that occur in the public schools, classrooms, or clinical situation either through personal interaction or social media with friends and family.  This includes any private meetings with P-12 faculty or administration. Avoid posting any school information, student information or education division information on Social media including Facebook, Twitter, Instagram, and similar forms of social media.  This does not include general school announcements from authorized school officials to the general public.   The policy is supported by KY Code of Ethics and FERPA regulations for student / faculty privacy.

**Interactions with P-12 Students and Teachers**

Lindsey Wilson College education students are in the schools as guests of the school system.  The school is a work place for teachers and administrators, as well a safe learning environment for students.  It is not a forum for socialization with teachers and / or students. Education students will not be placed in schools where immediate family members are present in order to avoid conflict of interest.  Education students who are placed in a school for field / clinical experiences, especially for student teaching, will have no social contact with P-12 students in the school they meet initially during the field experience.  All interaction should relate to classroom work or extracurricular assignments. All interaction with students must take place on school grounds and be supervised by school personnel. In those field experience situations where teacher candidates have previous social contact with teachers and students, the candidate must use their best judgment in social interaction.  During hours when completing the field experience, the candidate must maintain professional conduct in all interactions with P-12 students and teachers. During the student teaching semester, teacher candidates must avoid socialization, interaction through social media, and transporting by car all P-12 students in the school to which they are assigned.

Teacher education candidates must respect the work environment and maintain professional interaction with P-12 teachers.  Teacher education candidates must avoid initiating inappropriate or excessive contact with faculty in the schools where they are assigned.

**Incomplete Field Observation Hours**

Students will not receive credit for field hours until all hours have been uploaded and entered in the KFETS database and approved by the LWC course instructor.  Failure to upload all field hours in KFETS will result in an incomplete (I) grade for the course. The Coordinator of Field Placements must place students for additional hours.

Assessments Fundamentals 3413

1.Daily Work/ attendance/assignments 100 pts.

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| --- | --- | --- | --- | --- |
| Criteria | 95-100 pts. | 80-94 pts. | 70-79pts. | 0-69 pts. |
| Daily assignments, activities, participation | Skills/activities with exemplary completion and by due date | Skills/activities completed well with one late assignment | Some skills/activities completed with 1-2 late assignments. | Very little skills/activities completed with more than l late assignment. |
| Attendance | 1 absence | 1-2 absences | 3 absences | 3+ absences |
| Tardiness | 1-2 tardies | 2-3 tardies | 3-4 tardies | 5+ tardies |
| Professional Attitude | excellent | good | fair | Fair/poor |

**2. Lesson plan 850 pts , 425 for each lesson plan (KTS 1,2,3,4,5,6)**

**Lesson Plan Rubric**

This rubric was created by the instructor and was based on the major requirement of the course—

**Create 3- Lesson Plans** **on a reading topic using the Kentucky Academic Standards and appropriate SPA’s (425 points)**

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| --- | --- | --- | --- | --- | --- | --- |
| **Criteria** | **425 pts**  | **360 pts**  | **300 pts**  | **210 pts**  | **140 pts**  | **70 pts.**  |
| **Lesson Plan & Daily Objectives****Essential Questions** | All meaningful; fully based on KAS & SPA for appropriate subject area/s, fully aligned, tied to real world, mastered in Lesson Plan | All meaningful; fully based on KAS & SPA for appropriate subject area/s, aligned, real world tie, mastery possible as written | All based on KAS & SPA for appropriate subject area/s, aligned, suggest real world, mastery  | All suggest KAS & SPA for appropriate subject area/s, partially aligned, suggest real world, not fully mastered  | Related to KAS & SPA for appropriate subject area/s, poor alignment, minimal real world problems with mastery | Unclear objectives reworded KAS & SPA for appropriate subject area/s, not aligned, no real world, not mastered  |
| **Lessons Overview**1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes,1.3: Understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement. | Fully developed with strong, compelling theme. Instructional Plan for Learning Literacy Strategies is fully developed with strong daily objectives and assessments fully aligned, excellent strategies that are highly appropriate, strong differentiation that is highly appropriate and with excellent resources listed  | Complete with appropriate / important theme. Instructional Plan for Learning Literacy Strategies is complete with additional items; daily objectives and assessments good alignment, strong strategies, strong differentiation and resources listed  | Complete with good theme. Instructional Plan for Learning Literacy Strategies is complete with daily objectives and assessments aligned, good strategies, good differentiation and resources listed  | Complete with nominal theme. Instructional Plan for Learning Literacy Strategies is complete with daily objectives and assessments related, limited strategies, limited differentiation and resources listed  | Some items missing; nominal topic but no theme integrated. Instructional Plan for Learning Literacy Strategies needs work in spots; daily objectives and assessments not aligned, inappropriate strategies listed, inappropriate differentiation and resources  | Incomplete with topic or theme not integrated. Instructional Plan for Learning Literacy Strategies is incomplete with daily objectives and assessments not related, one poor or no strategies listed, no differentiation; resources minimal. |
| **Lesson Plans - Knowledge, Reasoning, Performance Skills, Products, Higher Order Thinking** 2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections. | Mastery of knowledge base, fully incorporates higher level reasoning daily, skills mastered; products meaningful, teacher instruction / strategies learning in lesson plan | Mastery of knowledge base, incorporates higher level reasoning daily, skills mastered; products good /help students learn, teacher instruction / strategies learning in lesson plan | Addresses knowledge base, incorporates higher level reasoning, teaches needed skills; products good and help students learn, teacher instruction / strategies learning in lesson plan | Addresses knowledge at basic level, basic higher level reasoning, teaches needed skills; products relate to objectives and real world; teacher instruction / strategies learning in lesson plan | Minimal mastery of knowledge base, minimal higher level reasoning, skills; some products included may not align with objectives, teacher instruction / strategies learning in lessonplan |  Does not master knowledge base, minimal or no higher level reasoning, skills; none or irrelevant products, 4+ lessons st. testing or activity but no instruction |
| **Lesson Plans, Resources, technology**2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources. | Meet all template guidelines, excellent sources; provide rich Literacy knowledge base, developmentally appropriate, excellent reading/writing activities, encourages critical thinking, strategies actively use tech / resources; all used effectively, | Meet all template guidelines, approved sources; provide good knowledge base; developmentally appropriate, good reading/writing activities, good source for critical thinking; strategies actively use tech and resources; most used effectively, | Some minor revision needed in template guidelines; approved sources; provide required knowledge base; developmentally appropriate; reasonable reading/writing activities, source for critical thinking; basic best practice; strategies use tech and resources; overall effective use | Revisions needed to meet template guidelines; some not develop appropriate; gaps in required knowledge base some used inappropriately; basic reading/writing activities, basic source for critical thinking; used overall appropriately addresses best practice | Major revisions needed to meet template guidelines; several not develop appropriate; minimal required knowledge base at times used inappropriately; limited reading/writing activities, limited source for critical thinking; limited best practice | Parts of template blank, not developmentally appropriate; fails to meet knowledge base; resources and tech used inappropriately; no evidence of reading/writing activities, not a base for critical thinking |
| **Lesson Plans, Context, Differentiation, Accommodations**2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.4.2: Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity.5.1: Design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction.5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction. | Lesson plans fully developed; reflect context; excellent incorporation of differentiation and accommodations; excellent lesson sequence; excellent ties between lessons building on each day’s instruction; excellent literacy component, excellent classroom configurations system to maximize learning |  Lesson plans fully developed; reflect context; good incorporation of differentiation and accommodations; good lesson sequence; good ties between lessons building on each day’s instruction; good literacy component, effective classroom configurations system to maximize learning | Lesson plans well developed; reflect context; good incorporation of differentiation and accommodations; good lesson sequence; basic ties between lessons building on each day’s instruction; good literacy component, good classroom configurations system to maximize learning | Lesson plans adequately developed; basic reflection of context; incorporates differentiation and accommodations; basic lesson sequence; basic ties between lessons building on each day’s instruction; basic literacy component, basic classroom configurations system to maximize learning | Lesson plans basic developed; limited reflection of context; cites differentiation / accommodations but not incorporated; limited lesson sequence; few ties between lessons instruction does not build; limited literacy component, limited classroom configurations system to maximize learning | Lesson plans not developed; no reflection of context; cites differentiation / accommodations but not incorporated; no lesson sequence; no ties between lessons instruction does not build; no literacy component eneffective classroom configurations system to maximize learning evidence,  |
| **Assessments**3.1: Understand types of assessments and their purposes, strengths, and limitations.3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.3.3: Use assessment information to plan and evaluate instruction.3.4: Communicate assessment results and implications to a variety of audiences. | Effective formative assessment throughout, pre / post test meet all guidelines; effectively measures literacy skills,Culminating demonstrates mastery of Objectives/ effective summative assessment; template complete; self-assessment effective, | Good formative assessment throughout, pre / post test meet guidelines; effectively measures literacy skills, Culminating demonstrates mastery of Objectives. / effective summative assessment;template complete; good self-assessment  | Basic formative assessment throughout, pre / post test meet guidelines; basically measures literacy skills, Culminating addresses mastery of Objectives. / good summative assessment; template complete; good self-assessment | Formative assessment needs revision, pre / post test meets basic guidelines; the measurement of literacy skills needs revisions, Culminating does not address all ob / basic summative assessment; template missing a few items; basic elf-assessment | Formative assessment not used for feedback, pre/post test doesn’t address mastery; limited measurement of literacy skills, good culminating activity but doesn’t align with Unit Obj/ basic summative assessment; template missing a few items; no self-assessment | Poor or no formative assessment, pre/post test not effective ; no evidence of measurement of literacy skills, poor culminating activity that doesn’t align with Unit Obj/ poor summative assessment; template missing several items; no self-assessment |

**3. Micro Teaching 45pts. (KTS 1,2,4,5,6)**

 **Target statement given---5 pts**

 **I Can statement given---5 pts.**

 **Lesson introduction---5 pts.**

 **Presentation of lesson content---15 pts.**

 **Lesson closing---5 pts.**

 **Self assessment given---5 pts.**

 **Appropriate eye contact/tone/voice---5 pts.**

**4. Web Site research 45 pts. (KTS 1,6)**

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| --- |
|  **Criteria 1st attempt 2nd attempt 3+ attempts** |
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| --- | --- | --- | --- |
| **KDE Common Core** | **23** | **12** | **0** |
| **KFETS** | **22** | **10** | **0** |

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**5. Stage 1 Portfolio and Stage 1 requirements completed 90 pts. (KTS 1,2)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **82-90 pts** | **70-81 pts** | **60-69 pts** | **0-59 pts** |
| **Portfolio and Stage 1 documents** | **Portfolio completed and all essential documents submitted.** | **Portfolio completed but one essential document not submitted.** | **Portfolio completed but one to two essential documents not submitted.** | **Portfolio is not complete or more than two essential documents not submitted.** |
| **Portfolio** | **Completed and submitted on time.** | **Complete but submitted late.** | **Not complete but submitted on time.** | **Not complete and not submitted on time OR not submitted at all.** |

**6. Signature Writing Assignment ESLO 125 pts. (KTS 7,9)**

**110-125 pts. Completion of writing assignment was exemplary, on time, with no grammatical or spelling errors with required abstract and a length of three to five pages including a resource page.**

**85-109 pts. Completion of writing assignment was excellent, on time, with one to three grammatical or spelling errors with an abstract and a length of three pages including a resource page.**

**70-84 pts Completion of writing assignment was fair, on time, with four to five grammatical or spelling errors with/without an abstract and a paper length of two pages not including a resource page.**

**0-69 pts. Completion of writing assignment was poor, may or may not be on time, with six plus grammatical or spelling errors with or without an abstract and paper length of one to two pages with or without a resource page.**

 **7. Final Exam 100 pts. (KTS 1)**

**Exam will be scored according to an answer key with a score up to 100.**

 **8. Manipulative Bulletin Board 45 pts. (KTS 1,2)**

 **Title---2 pts.**

 **Manipulative—4 pts.**

 **Common Core standard number given—3 pts.**

 **Common Core standard written out---3 pts.**

 **Target Statement—5 pts.**

 **“I Can” statement---8 pts.**

 **Hand Made---5 pts.**

 **Directions—5 pts.**

 **Answer Key—5 pts.**

 **Colorful, appealing (creative) 5 pts.**

 **9. Reflection Paper 70 pts. (KTS 1,7)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **65-70 pts.** | **55-64 pts.** | **40-54 pts** | **0-39 pts.** |
| **Topic** | **From assigned list of topics** | **From assigned list of topics** | **From assigned list of topics** | **Not from assigned list** |
| **Length** | **One and a half or more pages** | **One page** | **One half to three fourths page** | **Less than half a page** |
| **Information/Critique** | **Excellent** | **Good** | **Fair** | **Poor** |
| **Grammar/spelling/mechanics** | **0-1 errors** | **2-3 errors** | **4 errors** | **5+ errors** |

 **10. Field Hours—20 hours 135 pts (27 pts. per due date and 27 pts. for KFETS) (KTS 7,8,9)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **125-135 pts.** | **101-124 pts.** | **70-100 pts.** | **0-69 pts.** |
| **Field hours on LWC field observation form** | **20 field hours documented on LWC observation log sheet with all signatures given** | **20 field hours documented on LWC observation log sheet but missing one to two signatures** | **Less than 20 field hours documented on LWC observation log sheet and all signatures given** | **Less than 20 field hours documented on LWC observation log sheet and at least one signature is missing** |
| **20 reflections with one or more pages in length** | **Required reflections written of one or more pages in length with only one to two grammatical/ spelling errors.** | **Required reflections written of three fourths to a page in length with some grammatical/ spelling errors.** | **Required reflections written of one half to three fourths of a page with numerous grammatical/spelling errors** | **Required reflections written of less than half a page with excessive grammatical/ spelling errors**  |
| **KFETS** | **All 20 hours appropriately inputted into KFETS.** | **All 20 hours appropriately inputted into KFETS.** | **All 20 hours appropriately inputted into KFETS.** | **Less than 20 hours appropriately inputted into KFETS.** |

**CROSSWALK**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Objectives** | **ISTE****National Educational Technology Standards** | **Conceptual Framework****Key Concepts/****Program SLO’s** | **LWC Student Essential Learning Outcomes** | **EPSB Themes** | **Assessment Tasks** |
| 1. Demonstrate the ability to collaborate

with colleagues and others | Communication collaboration | Reflective Best Practice |  1 | 1, 2, & 3 | Micro teaching |
| 2 Utilize pedagogical activities and strategies in a variety of settings appropriate for his/her major area(s); including the development and implementation of lesson plans, units, bulletin boards, learning centers, and web quests that are sensitive to individual differences (diversity) of students by using differentiated education techniques as appropriate. | CreativityCritical thinkingProblem solvingdecision making | KnowledgePedagogyReflective Best Practice | 4 | 1, 2, 3, & 4 | Lesson planWeb siteBulletin board |
|  3. Use instructional media and technology.  |  Technology operationsResearch information fluency | KnowledgePedagogy | 1,4 | 1 & 4 | Lesson planMicro teaching |
| 4. Engage in professional development. |  Creativity and innovationDigital citizenship | KnowledgePedagogyReflective Best Practice | 1 | 1, 2, & 4  |  Web siteField hours |
| 5. Demonstrate the principles and techniques of classroom assessment involved in evaluating student progress; and reflect on student assessments to improve student achievement;  |  Technology operations and conceptsCritical thinking and decision making | Knowledge PedagogyReflective Best Practice | 1, 4 | 1, 2, 3, & 4  | PortfolioReflection paper  |
| 6. Demonstrate knowledge of Public School and District Policy | Communication and collaboration2 | KnowledgePedagogyReflective Best Practice | 2 | 1, 2, & 4  | Field hoursWI paper |
| 7. Demonstrate knowledge of content in teaching situations.  | Creativity and innovation | KnowledgeReflective Best Practice | 1, 4 | 3 | Lesson planMicro teaching,  |
| 8. Demonstrate appropriate professional dispositions | Communication and collaboration | - | 1, 3 |   | Portfolio |
| 9. Connect class work to field experiences | Communication and CollaborationDigital Citizenship | KnowledgePedagogyReflective Best Practice | 1, 3, 4 | 1, 2, 3, & 4 | Portfolio |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Objective** | **KTS** | **INTASC** | **CAEP** | **KAS** | **ELS/****NCTE** | **NCTM** | **NSTA** | **NCSS** | **Assessment****Description** | **CAEP Diversity Theme****Yes/No** | **CAEP Technology Theme****Yes/No** |
| Demonstrate the ability to collaborate with colleagues and others | 1,2,3,8  | 4,10  | 1,2  |   | 1  | 1 | 1 | 1 | Bulletin BoardLesson Plans | Yes | Yes |
| Explain the purpose of the Kentucky Academic Standards in instru8ctional design and the assessment of student learning | 1,2,3,4,5,6,7,8  | 1-8  | 1,2  | AllKASOption  |  1 | 1 | 1 | 1 | Lesson plans and unit |  |  |
| Use the KTIP lesson plan format in designing basic instruction for content area and grade level |  1,2,3,4,5,6,7 | 1-7  | 1  |   AllKASOption  | 1  | 1 | 1 | 1 | Lesson plans |  |  |
| Explain the purpose of units in instructional design and identify the major parts of a unit |  1,2,3,4,5,6,7,8 |  1-8 | 1  | AllKASOption   | 1  | 1 | 1 | 1 | Unit |  |  |
| Demonstrate understanding of classroom assessment (including formative assessment) in the development of lesson plans; and descriptive feedback for student learning in the lesson |  1,2,3,4,5,6 |  4,5,6 |  1 |   AllKASOption  | 1  | 1 | 1 | 1 | Micro teaching lesson plan |  |  |
| Demonstrate knowledge of content in designing lesson plans | 1,2,3,4,5,6,7 | 1-8 | 1 | AllKASOption  | 1 | 1 | 1 | 1 | Lesson Plans |  |  |
| Use instructional media and technology appropriately in lesson plans | 1,2,3,6 | 1,3,4,5,8 | 1 |  | 1 | 1 | 1 | 1 | Lesson plans and unit |  |  |
| Demonstrate the use of best practice in designing lesson plans and in micro teaching one lesson | 1,2,3,4,5,6,7,8 | 1-8 | 1 | AllKASOption  | 1 | 1 | 1 | 1 | Lesson plan and unit |  |  |
| Demonstrate the ability to use the Kentucky Department of Education website to access needed resources | 1,9 | 1,2,3,4 | 1,2 |  | 1 | 1 | 1 | 1 | Lesson plans |  |  |
| Demonstrate sensitivity to individual student differences (diversity) by explaining and identifying differentiated education techniques as appropriate | 1,2,3,4,5 | 1,2,3,4 | 1 |  |  |  |  |  | Lesson Plans |  |  |
| Explain the purpose of the Kentucky Department of Education Professional Growth and Effectiveness System for Teachers and the role it plans in developing an effective teacher | 1,9 | 4,5,9,10 | 1 | 1 | 1 | 1 | 1 | 1 | Professional Growth Plan |  |  |
| Engage in professional development through attendance at a school board and site based council meeting | 1,9 | 3,4,5,9,10 |  |  |  |  |  |  | Reflective pieces |  |  |
| Demonstrate appropriate professional dispositions | 1 | 1,4,3,19 | 1 |  |  |  |  |  | DispositionAssessment |  |  |
| Demonstrate knowledge of the Characteristics of Highly Effective Teaching and Learning Practices (CHETL); and Connect course work to field experience | 1,2,3 | 1-8 | 1,2 | AllKASOption  | 1 | 1 | 1 | 1 | FieldExperiences |  |  |
| Complete all requirements for Stage 1(including CASE assessment) and develop the Stage 1 Portfolio | 1 | 1-10 | 1,2 | AllKASOption  |  |  |  |  | Reflections, lesson plan,portfolio |  |  |

\*All standards are options for lesson plans. Lesson plan standards are determined by classroom teacher/ school curriculum

\*\* Ky. Academic Standards are taught in this course and used in lesson plan and unit design.

**KAS-**

[**http://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky%20Academic%20Standards\_Final-9%2011%2015.pdf**](http://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky%20Academic%20Standards_Final-9%2011%2015.pdf)

**ILA Standards: Pre-K and Elementary Classroom Teacher**

[**Standard 1: Foundational Knowledge**](http://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals/standards-2010-standard-1)

|  |
| --- |
| **Elements** |
| 1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections. |
| 1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components. |
| 1.3: Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement. |

[**Standard 2: Curriculum and Instruction**](http://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals/standards-2010-standard-2)

|  |
| --- |
| **Elements** |
| 2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. |
| 2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections. |
| 2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources. |

**Standard 3: Assessment and EvaluationStandard**

|  |
| --- |
| 3.1: Understand types of assessments and their purposes, strengths, and limitations. |
| 3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes. |
| 3.3: Use assessment information to plan and evaluate instruction. |
| 3.4: Communicate assessment results and implications to a variety of audiences. |

[**Standard 4: Diversity**](http://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals/standards-2010-standard-4)

|  |
| --- |
| 4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. |
| 4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity. |
| 4.3: Develop and implement strategies to advocate for equity. |

[**Standard 5: Literate Environment**](http://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals/standards-2010-standard-5)

|  |
| --- |
| 5.1: Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction. |
| 5.2: Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write. |
| 5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback). |
| 5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction. |

[**Standard 6: Professional Learning and Leadership**](http://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals/standards-2010-standard-6)

|  |
| --- |
| 6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture. |
| 6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. |
| 6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs. |
| 6.4: Understand and influence local, state, or national policy decisions. |

**Association for Childhood Education International Elementary Education Standards**

**DEVELOPMENT, LEARNING AND MOTIVATION**

1.1 Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.

**CURRICULUM**

 2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

2.2 Science—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;

2.3 Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation; 2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;

 5-07

2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

**INSTRUCTION**

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving;

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;

3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

**ASSESSMENT**

 4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

**PROFESSIONALISM**

 5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.2 Collaboration with families, colleagues, and community agencies— Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth

**Standards for English Language Arts Sponsored by the National Council of Teachers of English and the International Literacy Association**

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meanings and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences for different purposes.

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structures, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non- print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across curriculum.

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literate communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information.

**NCSS Standards**

1. HISTORY Teachers who are licensed to teach history should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of history.

Learner Expectations- The study of history and how historians study the past allows learners to understand their place in time and location. The knowledge base of historical content drawn from United States and world history provides the basis from which learners develop historical understanding and competence in ways of historical thinking. Historical thinking skills enable learners to evaluate evidence, develop comparative and causal analyses, interpret the historical record, and construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

1. GEOGRAPHY Teachers who are licensed to teach geography at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of geography.

Learner Expectations- The study of geography allows learners to develop an understanding of the spatial contexts of people, places, and environments. It provides knowledge of Earth’s physical and human systems and the interdependency of living things and physical environments. Studying geography stimulates curiosity about the world and the world’s diverse inhabitants and places, as well as about local, regional, and global issues. Geography allows learners to understand and make decisions about issues at the global as well as the local level.

1. CIVICS AND GOVERNMENT Teachers who are licensed to teach civics and/or government at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civics and government.

Learner Expectations- The goal of education in civics and government is informed, responsible participation in political life by competent citizens committed to the fundamental values and principles of American constitutional democracy. This effective and responsible participation requires the acquisition of a body of knowledge and of intellectual and participatory skills. Effective and responsible participation also is furthered by the development of certain dispositions or traits of character that enhance the individual’s capacity to participate in the political process and contribute to the healthy functioning of the political system and improvement of society.

1. ECONOMICS Teachers who are licensed to teach economics at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of economics.

Learner Expectations- The study of economics provides learners with basic information about how people attempt to satisfy their wants and helps them employ logical reasoning in thinking about economic issues. It enables them to understand the economic issues that affect them every day, the roles they play as consumers and producers, and the costs and benefits associated with their personal decisions as well as governmental practice. It enables them to understand the universal questions: What will be produced? How will production be organized? How will goods and services be distributed? How will factors of production (land, labor, capital, and management) be allocated?

1. PSYCHOLOGY Teachers who are licensed to teach psychology at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of psychology.

Learner Expectations- The study of psychology and human behavior allows learners to understand major theories that have been proposed to describe human thinking, learning, memory, development, personality, and behavior. It helps them address questions such as the following: Who am I? What factors have contributed to my becoming who I am? How can I adjust to, cope with, benefit from, and contribute to my own well-being and to the well-being of others? What is involved in mental and emotional health, and how can one become and remain mentally and emotionally healthy and prevent or overcome psychological disorders?

**Five Core Competencies for Social Studies Teacher Education**

**Standard 1. Content Knowledge**

*Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.*

**Standard 2. Application of Content Through Planning**

*Candidates plan learning sequences that draw upon social studies knowledge and literacies to support the civic competence of learners.*

**Standard 3. Design and Implementation of Instruction and Assessment**

*Candidates design and implement instruction and authentic assessments for social studies that promote learning and competence in civic life.*

**Standard 4. Social Studies Learners and Learning**

*Candidates plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.*

**Standard 5. Professional Responsibility and Informed Action**

*Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to adapt practice, promote social justice, and take informed action in schools and/or communities*

**Science Standards**

* + - 1. **Life Science**
* K. [Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=2)
* [Structure, Function and Information Processing](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=5)
* [Interdependent Relationships in Ecosystems](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=8)
* [Grades K-2 Engineering Design Introduction](http://ngss.nsta.org/k-2-engineering-design.aspx)
* [Interdependent Relationships in Ecosystems](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=12)
* [Inheritance and Variation of Traits](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=13)
* [Structure, Function, and Information Processing](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=17)
* [Matter and Energy in Organisms and Ecosystems](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=20)
* [Grades 3-5 Engineering Design Introduction](http://ngss.nsta.org/3-5-engineering-design.aspx)

**2. Earth & Space Science**

* K. [Weather and Climate](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=3)
* [Space Systems: Patterns and Cycles](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=6)
* [Earth’s Systems: Processes That Shape the Earth](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=9)
* [Grades K-2 Engineering Design Introduction](http://ngss.nsta.org/k-2-engineering-design.aspx)
* [Weather and Climate](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=14)
* [Earth's Systems: Processes That Shape the Earth](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=18)
* [Earth's Systems](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=21)
* [Space Systems: Stars and the Solar System](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=22)
* [Grades 3-5 Engineering Design Introduction](http://ngss.nsta.org/3-5-engineering-design.aspx)
	+ - 1. **Physical Science**
* K. [Forces and Interactions: Pushes and Pulls](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=1)
* [Waves: Light and Sound](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=4)
* [Structure and Properties of Matter](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=7)
* [Grades K-2 Engineering Design Introduction](http://ngss.nsta.org/k-2-engineering-design.aspx)
* [Forces and Interactions](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=11)
* [Energy](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=15)
* [Waves: Waves and Information](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=16)
* [Structure and Properties of Matter](http://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=19)
* [Grades 3-5 Engineering Design Introduction](http://ngss.nsta.org/3-5-engineering-design.aspx)

**NCTM CAEP Standards (2012) – Middle Grades (Initial Preparation**)

**Standard 1**

Content Knowledge Effective teachers of middle grades mathematics demonstrate and apply knowledge of major NCTM CAEP Standards (2012) – Middle Grades (Initial Preparation)

Standard 1: Content Knowledge

Effective teachers of middle grades mathematics demonstrate and apply knowledge of major

mathematics concepts, algorithms, procedures, connections, and applications within and among

mathematical content domains.

Preservice teacher candidates:

1a) Demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures,

applications in varied contexts, and connections within and among mathematical domains

(Number, Algebra, Geometry, Trigonometry, Statistics, Probability, and Calculus) as

outlined in the NCTM CAEP Mathematics Content for Middle Grades.

**Standard 2:**

Mathematical Practices

Effective teachers of middle grades mathematics solve problems, represent mathematical ideas,

reason, prove, use mathematical models, attend to precision, identify elements of structure,

generalize, engage in mathematical communication, and make connections as essential

mathematical practices. They understand that these practices intersect with mathematical content

and that understanding relies on the ability to demonstrate these practices within and among

mathematical domains and in their teaching.

Preservice teacher candidates:

2a) Use problem solving to develop conceptual understanding, make sense of a wide variety of

problems and persevere in solving them, apply and adapt a variety of strategies in solving

problems confronted within the field of mathematics and other contexts, and formulate and

test conjectures in order to frame generalizations.

2b) Reason abstractly, reflectively, and quantitatively with attention to units, constructing

viable arguments and proofs, and critiquing the reasoning of others; represent and model

generalizations using mathematics; recognize structure and express regularity in patterns of

mathematical reasoning; use multiple representations to model and describe mathematics;

and utilize appropriate mathematical vocabulary and symbols to communicate

mathematical ideas to others.

2c) Formulate, represent, analyze, and interpret mathematical models derived from real-world

contexts or mathematical problems.

2d) Organize mathematical thinking and use the language of mathematics to express ideas

precisely, both orally and in writing to multiple audiences.

2e) Demonstrate the interconnectedness of mathematical ideas and how they build on one

another and recognize and apply mathematical connections among mathematical ideas and

across various content areas and real-world contexts.

2f) Model how the development of mathematical understanding within and among

mathematical domains intersects with the mathematical practices of problem solving,

reasoning, communicating, connecting, and representing.

2

NCTM CAEP Standards (2012) - Middle Grades

**Standard 3:**

 Content Pedagogy

Effective teachers of middle grades mathematics apply knowledge of curriculum standards for

mathematics and their relationship to student learning within and across mathematical domains.

They incorporate research-based mathematical experiences and include multiple instructional

strategies and mathematics-specific technological tools in their teaching to develop all students’

mathematical understanding and proficiency. They provide students with opportunities to do

mathematics – talking about it and connecting it to both theoretical and real-world contexts.

They plan, select, implement, interpret, and use formative and summative assessments for

monitoring student learning, measuring student mathematical understanding, and informing

practice.

Preservice teacher candidates:

3a) Apply knowledge of curriculum standards for middle grades mathematics and their

relationship to student learning within and across mathematical domains.

3b) Analyze and consider research in planning for and leading students in rich

mathematical learning experiences.

3c) Plan lessons and units that incorporate a variety of strategies, differentiated instruction for

diverse populations, and mathematics-specific and instructional technologies in building all

students’ conceptual understanding and procedural proficiency.

3d) Provide students with opportunities to communicate about mathematics and make

connections among mathematics, other content areas, everyday life, and the workplace.

3e) Implement techniques related to student engagement and communication including

selecting high quality tasks, guiding mathematical discussions, identifying key

mathematical ideas, identifying and addressing student misconceptions, and employing a

range of questioning strategies,

3f) Plan, select, implement, interpret, and use formative and summative assessments to inform

instruction by reflecting on mathematical proficiencies essential for all students.

3g) Monitor students’ progress, make instructional decisions, and measure students’

mathematical understanding and ability using formative and summative assessments.

**Standard 4**

Mathematical Learning Environment

Effective teachers of middle grades mathematics exhibit knowledge of pre-adolescent and

adolescent learning, development, and behavior. They use this knowledge to plan and create

sequential learning opportunities grounded in mathematics education research where students are

actively engaged in the mathematics they are learning and building from prior knowledge and

skills. They demonstrate a positive disposition toward mathematical practices and learning,

include culturally relevant perspectives in teaching, and demonstrate equitable and ethical

treatment of and high expectations for all students. They use instructional tools such as

manipulatives, digital tools, and virtual resources to enhance learning while recognizing the

possible limitations of such tools.

Preservice teacher candidates:

4a) Exhibit knowledge of pre-adolescent and adolescent learning, development, and behavior

and demonstrate a positive disposition toward mathematical processes and learning.

4b) Plan and create developmentally appropriate, sequential, and challenging learning

opportunities grounded in mathematics education research in which students are actively

engaged in building new knowledge from prior knowledge and experiences.

4c) Incorporate knowledge of individual differences and the cultural and language diversity

that exists within classrooms and include culturally relevant perspectives as a means to

motivate and engage students.

4d) Demonstrate equitable and ethical treatment of and high expectations for all students.

4e) Apply mathematical content and pedagogical knowledge to select and use instructional

tools such as manipulatives and physical models, drawings, virtual environments,

spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing

tools and interactive geometry software); and make sound decisions about when such tools

enhance teaching and learning, recognizing both the insights to be gained and possible

limitations of such tools.

**Standard 5**

Impact on Student Learning

Effective teachers of middle grades mathematics provide evidence demonstrating that as a result

of their instruction, middle grades students’ conceptual understanding, procedural fluency,

strategic competence, adaptive reasoning, and application of major mathematics concepts in

varied contexts have increased. These teachers support the continual development of a positive

disposition toward mathematics. They show that new student mathematical knowledge has been

created as a consequence of their ability to engage students in mathematical experiences that are

developmentally appropriate, require active engagement, and include mathematics-specific

technology in building new knowledge.

**Preservice teacher candidates**

5a) Verify that middle grades students demonstrate conceptual understanding; procedural

fluency; the ability to formulate, represent, and solve problems; logical reasoning and

continuous reflection on that reasoning; productive disposition toward mathematics; and

the application of mathematics in a variety of contexts within major mathematical domains.

5b) Engage students in developmentally appropriate mathematical activities and investigations

that require active engagement and include mathematics-specific technology in building

new knowledge.

5c) Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment

evidence and determine the extent to which students’ mathematical proficiencies have

increased as a result of their instruction.

**Standard 6**

Professional Knowledge and Skills

Effective teachers of middle grades mathematics are lifelong learners and recognize that learning

is often collaborative. They participate in professional development experiences specific to

mathematics and mathematics education, draw upon mathematics education research to inform

practice, continuously reflect on their practice, and utilize resources from professional

mathematics organizations.

Preservice teacher candidates:

6a) Take an active role in their professional growth by participating in professional

development experiences that directly relate to the learning and teaching of mathematics.

6b) Engage in continuous and collaborative learning that draws upon research in mathematics

education to inform practice; enhance learning opportunities for all students’ mathematical

knowledge development; involve colleagues, other school professionals, families, and

various stakeholders; and advance their development as a reflective practitioner.

6c) Utilize resources from professional mathematics education organizations such as print,

digital, and virtual resources/collections.

**Kentucky Teacher Standards (KTS)**

|  |  |
| --- | --- |
| Standard 1---Demonstrates Applied Content KnowledgeStandard 2---Designs and Plans InstructionStandard 3---Creates and Maintains Learning ClimateStandard 4---Implements and Manages InstructionStandard 5---Assesses and Communicates Learning Results | Standard 6---Demonstrates the Implementation of TechnologyStandard 7---Reflects on and Evaluates Teaching and LearningStandard 8---Collaborates with Colleagues/Parents/OthersStandard 9---Evaluates Teaching and Implements Professional DevelopmentStandard 10---Provides Leadership within School/Community/Profession  |

**Diversity Standards**

KTS 1.2 Connects content to life experiences of student.

KTS 1.4 Regularly guides students to understand content from appropriate diverse, multicultural, or global perspectives.

KTS 2.2 Uses contextual data to design instruction relevant to students.

KTS 2.4 Plans instructional strategies and activities that address learning objectives for all students.

KTS 2.5 Plans instructional strategies and activities that facilitate multiple levels of learning

KTS 3.3 Values and supports student diversity and addresses individual needs

KTS 4.2 Implements instruction based on diverse student needs and assessment data.

KTS 8.1 Identifies students whose learning could be enhanced by collaboration

KTS 8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort

**Lindsey Wilson College Essential Learning Outcomes:**

1. Communicate Effectively
2. Effective skills of inquiry and analysis
3. Engaged, culturally aware citizen of the nation and the world.
4. Integrate and apply knowledge

**Division of Education Candidate Learning Outcomes**

1. Knowledge
2. Pedagogy
3. Leadership
4. Reflective Best Practice

**EPSB Themes:**

1. Diversity (with specific attention to exceptional children including the gifted and talented, cultural and ethnic diversity)
2. Assessment (developing skills to assess student learning)
3. Literacy/Reading
4. Closing the Achievement Gap (identify what courses emphasize strategies for closing the gap)

**ISTE National Educational Technology Standards:**

***For Students:***

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

***For Teachers:***

1. Facilitate and Inspire Student Learning and Creativity
2. Design and Develop Digital-Age Learning Experiences and Assessments
3. Model Digital-Age Work and Learning
4. Promote and Model Digital Citizenship and Responsibility
5. Engage in Professional Growth and Leadership

**Characteristics of Highly Effective Teaching and Learning (CHETL)**

1. Learning Climate
2. Classroom Assessment and Reflection
3. Instructional Rigor and Student Engagement
4. Instructional Relevance
5. Knowledge of Content

**21st Century Skills Standards**

1. Life and Career Skills
2. Learning and Innovation Skills
3. Information, Media, and Technology Skills: Information Literacy, Media Literacy, and ICT Literacy
4. Core Subjects and 21st Century Skills

###   **LINDSEY WILSON COLLEGE**

### **STATEMENTS FOR INCLUSION IN THE SYLLABUS**

###  **2018-2019**

**Academic Integrity**

Academic integrity is essential to the existence of an academic community. Every student is responsible for fostering a culture of academic honesty, and for maintaining the integrity and academic reputation of Lindsey Wilson College. Maintaining a culture that supports learning and growth requires that each student make a commitment to the fundamental academic values: honesty, integrity, responsibility, trust, respect for self and others, fairness and justice.

To foster commitment to academic integrity, faculty are asked to require each student to place and sign the following honor code on tests, exams and other assignments as appropriate: **On my honor as a student, I have neither given nor received any unauthorized aid on this assignment/exam.**

Violations of the academic integrity policy include cheating, plagiarism, or lying about academic matters.  Plagiarism is defined as any use of another writer’s words, concepts, or sequence of ideas without acknowledging that writer by the use of proper documentation. Not only the direct quotation of another writer’s words, but also any paraphrase or summary of another writer’s concepts or ideas without documentation is plagiarizing that writer’s materials. Academic dishonesty is a profoundly serious offense because it involves an act of fraud that jeopardizes genuine efforts by faculty and students to teach and learn together. It is not tolerated at Lindsey Wilson College.

Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examinations may expect an “F” for the activity in question or an “F” for the course, at the discretion of the instructor. All incidents of cheating or plagiarism are reported by the instructor to the Academic Affairs Office along with copies of all relevant materials. Each instance of cheating or plagiarism is counted separately. A student who cheats or plagiarizes in two assignments or tests during the same semester will be deemed guilty of two offenses. If the evidence is unclear, or if a second offense occurs at any time in the student’s academic career, the Academic Affairs Office may, in consultation with the dean of students, refer the case to the Judicial Board for review. Violations will ordinarily result in disciplinary suspension or expulsion from the college, depending on the severity of the violation involved. **Note:** The college has access to a web product to detect plagiarized documents. Faculty members are encouraged to use this tool.

**Questioning a Grade -- The Student Academic Complaint Policy**

A student, who wishes to question **an assignment grade, or other academic issue**, should follow the procedure below:

1. Whenever possible, the student will first go to the faculty member who has assigned the disputed grade. Complaints regarding grades should be made within seven (7) days of receipt of the disputed grade and, if possible, will be decided by the faculty member within seven (7) days of receipt. If the disputed grade is the final grade for the course, “receipt” is defined by when the final grade is posted online by the Registrar’s Office. (Please refer to the next section for appealing a final grade.)
2. Unless there are extenuating circumstances, the student may, within seven (7) days, request in writing a review of such decision by the academic unit/division chair/director in which the grade was assigned. Upon receipt of such request, that chair/director will direct the faculty member and the student to each submit, within seven (7) days, if possible, a written account of the incident, providing specific information as to the nature of the dispute.
3. Upon receipt of these written accounts, the chair/director will meet, if possible, within seven (7) days with the faculty member and the student in an effort to resolve the dispute and will render his or her decision in writing.
4. If either the student or the faculty member desires to appeal the decision of the chair/director,  the student or faculty member may, within seven (7) days by written request to the chair/director, ask that the matter be reviewed by a Grade Appeals Panel\* convened by the Academic Affairs Office.
5. If the disputed grade is assigned at the end of a fall or spring semester and the student and faculty member cannot meet to resolve the issue, the student should contact the faculty member by email within seven (7) days of receipt of the disputed grade. If the issue cannot be resolved by email within the time limit, steps 2, 3, and 4 of the appeal may extend into the beginning of the semester immediately following receipt of the disputed grade by following the timeline above.

A student who wishes to question a **final grade** should follow the procedure below:

1. Confer with the faculty member who assigned the disputed grade.
2. If the disputed grade cannot be resolved, a written request for a grade appeal must be submitted to the Academic Affairs Office within ten calendar days of when the grade was issued or before the first day of the semester following the one in which the grade was issued, whichever comes later.  The written request must include the specific bases for the appeal.
3. The Academic Affairs Office will convene a Grade Appeals Panel.\*

*\*The grade Appeals Panel is comprised of the vice president for Academic Affairs, assistant vice president for Academic Affairs or the associate dean for the School of Professional Counseling,* *and thedirector/chair of the academic unit/division that houses the course for which the grade is appealed. If one of the members is the faculty member who issued the grade, an alternate will be appointed. The student and the faculty member may appear separately before the panel to explain their positions. The hearing is non-adversarial. Neither the faculty member nor the student may be accompanied by other individuals to the meeting of the Grade Appeals Panel. The Grade Appeals Panel will notify the student and the faculty member of its decision, if possible, within seven (7) days of the meeting.*

**Policy for Verification of Student Identity and Protection of Privacy**

In compliance with United States Federal Higher Education Opportunity Act (HEOA), Public Law 110-315, all credit-bearing courses and programs offered through distance learning methods must verify that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives academic credit. One or more of the following methods must be used:

        a)  A secure login and pass code;

        b)  Proctored examinations; and/or

        c)  Remote proctoring of one of more examinations using Tegrity or other technologies

Verification of student identity in distance learning must protect the privacy of student information.  Personally identifiable information collected by the College may be used, at the discretion of the institution, as the basis for identity verification. For instance, a student requesting that their learning system password be reset may be asked to provide two or more pieces of information for comparison with data on file. It is a violation of College policy for a student to give his or her password to another student.

Detailed information on privacy may be located at: <http://www.lindsey.edu/media/319883/Online%20Services%20Privacy%20Policy%204.20.12.pdf>

**Institutional Review Board (IRB) Policies**

The Lindsey Wilson College Institutional Review Board (IRB) safeguards the rights and welfare of human participants in research and other research activities. Lindsey Wilson College faculty, staff, and students, which comprise its academic unites, and facilities, are subject to the IRB policies. This includes any research for which a research agreement (e.g., MOU) identifies Lindsey Wilson College Institutional Review Board (IRB) as the IRB of record. All student-led human subject research must have a LWC faculty sponsor. All faculty members and students conducting human subject research are required to submit documentation of training on research involving human subjects that has been completed within two years of the onset of the proposed research. Online training is available at https://phrp.nihtraining.com/users/login.php.

**Statement on Disabilities**

Lindsey Wilson College accepts students with disabilities and provides reasonable accommodation that will facilitate success. Depending on the nature of the disability, some students may need to take a lighter course load and may need more than four years to graduate. New students needing accommodation should apply to the college as early as possible, usually before May 15 for the fall semester, October 1 for the spring semester, and March 1 for the summer term. Immediately after acceptance, students must identify and document the nature of their disabilities with Mr. Ben Martin, the learning & physical disabilities coordinator. It is the responsibility of the student to provide the learning & physical disabilities coordinator with appropriate materials documenting the disability. Disabilities are typically documented by a recent high school Individualized Education Program (IEP) and results from testing conducted by a psychologist, psychiatrist, or a qualified, licensed person. The college does not provide assessment services for students who may be disabled. Although Lindsey Wilson provides limited personal counseling for all students, the college does not have structured programs available for students with emotional or behavioral disabilities. For more information, contact Mr. Martin at (270) 384-7479.

**Academic Success Center**

Located in the T.D. & Rowena Everett Center, the Academic Success Center (ASC) offers peer tutoring to aid students in completing class assignments, preparing for examinations, and improving their understanding of content covered in a particular course. In addition, computers are available for students’ academic use. Online tutoring is provided for community campus and online students.

Students are encouraged to utilize the center as a resource for improving study strategies and reading techniques. The center also offers assistance with other academic problems. To schedule a live or online tutoring session or for further information or assistance, please contact Ms. Maretta Garner, tutor coordinator, at (270) 384-8037 or at garnerm@lindsey.edu.

**Writing Center and Mathematics Center**

The Writing Center (located in the W. W. Slider Humanities Center), and the Mathematics Center (located in the Jim & Helen Lee Fugitte Science Building) are available for specialized tutoring at no charge to students. Please contact Jared Odd, writing center coordinator, at 270-384-8209 or Linda Kessler, math tutor coordinator, at 270-384-8115 for further information and assistance.

**Final Exams**

Final Exams for day classes are scheduled for the Fall 2018 semester on **December 10-14 and May 6-10** for the Spring 2019 semester. (Check with instructors of eight-week long courses for finals dates.) The academic calendar, which contains the schedule for finals, is in the College Catalog and course schedule listing. Please make any necessary flight arrangements **after** final exams. **Students will not be permitted to take early finals** unless extenuating circumstances exist. “Extenuating circumstance” means illness, a verified family emergency or participation in officially sponsored travel in support of an event arranged by the College. **Travel arrangements must be made in sufficient time** that tickets may be obtained after final exams and the semester is officially over. All requests for early finals must be made in person to the Academic Affairs Office.

**Email Policy**

All Lindsey Wilson College students are required to communicate with LWC faculty and staff via LWC (Lindsey.edu) email addresses only. Alternative email addresses should not be used when communicating with LWC faculty and staff.

**Cell Phone Policy**

Student cell phones will be off during class time unless prior arrangement is made with the instructor.

**Adding/Dropping a Course**

Students enrolled in the following courses cannot drop these classes during the semester:  READ 0713, 0723, 0733, 0903, 1013 and 1023; STSK 1003; ENGL 0903 and 0904; and ESL 0803, 0804 and 0854.

For undergraduate classes at the A.P. White Campus in Columbia and for online students, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the advisor and, after the term begins, of the instructor for each course involved as indicated on the Drop/Add Form. The change must be reported to the Business Office and the Registrar's Office on a Drop/Add/Drop, which may be obtained from the Registrar's Office or online. For courses at the Scottsville campus, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the Scottsville enrollment manager. For courses taught at community campuses, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the site enrollment coordinator for the campus. Permission to add courses will not be given after the last date for late registration. Authorization for dropping a course will not be approved after more than 75 percent of the instructional days for a course are completed, as indicated by the college’s academic calendar.

If changes are not properly approved and officially reported as stated above, students will receive a grade of F in the courses for which they are officially registered, and they will be charged for all such courses. Students will not receive credit for changed or added courses unless they officially register for those courses.

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 Please read the entire syllabus, then sign, date, and return the statement below to Mrs. Judy Bradshaw by

 August 30,2018.

 I have read the entire syllabus for Fundamentals of Education class. I understand and agree to the grading

 and assignments required for the course.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Print Name)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Signature)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Date)