

**EDUC 4253**

**Method and Materials of Social Studies P-5**

Spring 2018

Section 01

Tuesday, Thursday 11:00-12:15 Goodhue 200

**Instructor:** Ms. Melissa Saunier-Arnold **Office:** 209 Goodhue

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**Office Hours:** Monday & Wednesday 8:30-11:30

Tuesday & Thursday 8:30- 10:30

**Prerequisites*:*** Acceptance into the Teacher Education Program and EDUC 3413.

**Course Description:**

This course explores the development of methods, materials, and principles of instructional strategies for teaching social studies in elementary schools. Computer software designed for social studies instruction will be applied and evaluated; includes a field experience component**.**

**Conceptual Framework:**

The Division of Education and the Unit for Teacher Preparation supports its philosophy and motto “Teacher as Leader for the 21st Century” through a rigorous professional education curriculum and through their Conceptual Framework. Knowledge, pedagogy, leadership, and reflective best practice are the four key concepts of the Conceptual Framework of which each certification program is based. This philosophy is depicted by the facilitation of learning experiences, the application of current theories, principles, concepts and skills of social studies that are meaningful to students and prepare them for their future teaching social studies to P-5 students. Leadership skills will be demonstrated by student preparing and presenting a “Living History Museum” and participation in service-learning projects in the area public schools. The 21st Century Skills will be intergraded throughout course instruction and assessment.

**Required Materials: 1.)** Chapin, June R( 2013); Elementary Social Studies- A Practical Guide, Eighth Edition, Pearson Publishing. ISBN-0-13-269715-7

**2.)** State Standards and Combined Curriculum Documents, 4.1**,** and Ky. Academic Standards, Frankfort, KY.

**3).** Candidate Handbook, 2018-19; Field Handbook, 2018-19

**4.)** Scrapbook supplies, one CD for Web-quest, marker board pen & one pocket folder

**Course Objectives:**

The goal of this course is to prepare candidates to incorporate Kentucky Academic Standards, 21st Century Skills and the College Career Readiness Standards in instructional design for a unit of study. Candidates will use knowledge from “*The Characteristics of Highly Effective Teaching and Learning (CHETL)* to create a common point of reference for discussing effective practices in teaching and learning by describing the role of the teacher and student in an exemplary instructional environment.”

At the completion of this course students will be meet the following objectives

:

1. Identify the disciplines of knowledge and 21st Century themes for social studies curricula assessed by text exams.

(KTS 1)

2. Incorporate map and globe awareness skills into teaching/learning strategies assessed by map quizzes.(KTS 1)

3. Utilizing a wide range of non-text topics, materials, and resources available for teaching social studies assessed by lesson plans. Demonstrate team teaching or other co-teaching strategies in lesson plans. (KTS 1, 2,3,4,5,6)

4. Plan and implement appropriate technology skills instructional for children assessed in lesson plans, glog and web-quest.

(KTS 1, 2,3,4,5,6)

5. Demonstrate knowledge of optimal cooperation between home and school assessed by service-learning project.

(KTS 1, 2,3,4,5,6,7,8)

6. Integrate economic education concepts into the primary curriculum assessed by lesson plans and co-teaching.

(KTS 1,2,3,4,5,6,7,8)

7. Utilize knowledge of diversity by addressing socio-economic, ESL, racial and other areas in interviews & lesson plans.

(KTS 1,2,3,4,5,6,7,8)

**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 the 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, access the Internet and online databases, and use digital texts and modes for projects and presentations.

**Course Policies**

**Deadlines:**

Homework is due the next class period. Late assignments or projects will **NOT** be accepted. If you cannot meet a deadline, you should contact the instructor and ask for a deadline extension **BEFORE** the deadline arrives. Although extensions may be granted, they are not automatic. Work that is given an extension will be have 20% deducted each day it is late. **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. Only the instructor can decide whether a situation qualifies as an “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.

**Appropriate Dress:** Dressing appropriately is considered part of the learning process of becoming a professional. Students should not wear clothing that may be provocative or distracting in a learning environment. No hats are allowed to be worn in class.

**\*\* All assignments must be typed wit a one inch margin at the top and bottom of each page/////\*\* Two points off for spelling and grammar mistakes in all work.**

**\*\*\*Work done for another class will not be accepted. \*\*\***

**\*\*\*If you miss class, you must e-mail your assignment before class meeting time to get credit for the assignement. Hardcopy due at next class meeting.\*\*\***

**NO LATE ASSIGNMENTS WILL BE ACCEPTED**

**Course Requirements or Assessment Tasks:**

1. Knowledge of content- Each student will develop a personal proficiency in map skills, to be tested at the discretion of the instructor. ( point value TBA) ( KTS 1, 1.1, 1.2, 1.3)
2. Knowledge of content-Students will be assigned text chapter questions, quiz or activities for each chapter. See tentative schedule for chapter discussion dates. Assignments are due next class period. ( Points will vary per assignment) (KTS 1)
3. Knowledge of content-Each student will design a Power Point to cover the content of an assigned text chapter. Present PP on assigned day (see syllabus) and co-teach with instructor. ( 100 points) (KTS 1)
4. Knowledge of content/ designs and plans instruction. Read an assigned Flat Stanley and give an oral presentation, Design a story- scrapbook of your Flat-Person (you name) adventures with you throughout semester; 15-20 pictures with a 5-7 sentence paragraph per page minimum.. ( 100 points)

(KTS 1,2)

1. Knowledge of content/ designs and plans instruction / creates learning climate/ assesses learning results/ implements technology/ reflects on learning/ collaborates with others. Signature Assignment: Student will choose an autobiography or biography on an historical figure (must be related to 5th grade content & approved by instructor). Books must be on at least 8-9th grade level A 7-10 minute presentation using note cards and Glog. (see # 7) Creative presentations of these books will be assessed. - ( 100 points) See # 12 for reflection.

(KTS 1,2,3,4,6,7,8 // 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.5, 6.1, 7.1, 8.1)

1. Knowledge of content/ implements technology Each student will design an **original** Web-quest technology activity and that correlates with an assigned topic. Each web-quest must be designed to be completed by one student. Typed guidelines with a separate answer key due for peers to complete in class. This should a 45-50 minute activity. (100 points) ( KTS 1, 6 // 1.1, 6.1, 6.2, 6.3, 6.5)
2. Knowledge of content/ implements technology, Each student will design a Glog that correlates with their historical figure. ( see # 5 above) Each Glog must include 3 related links and 4 related audio links to use during presentations, (100 points) ( KTS 1, 6 // 1.1, 6.1, 6.2, 6.3, 6.5) <http://edu.glogster.com/signup?type=student>

**Educator code: GLG1-VFUQXWEP-DN8S59QPX4.**

1. Knowledge of content/ designs and plans instruction / creates learning climate/ assesses learning results/ implements technology/ reflects on learning/ collaborates with others Develop an economic lesson plan using an assigned Ky. Academic Standards. Students will collaborate to develop lesson to co-teach in class. Co-teaching strategies will be assigned. (Individual plan- 50 pts designed first then developed into; Co-teaching plan 50 pts.) (KTS 1,2,3,4,5,6,7,8 // 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.2, 3.3, 3.4, 3.5, 4.1, 4.3, 4.4, 4.5, 5.2, 5.5, 5.6, 6.1, 6.2, 6.3, 6.5, 7.1, 8.2)
2. Knowledge of content- Three exams and a final exam. (100 points each) (KTS 1)
3. Knowledge of content and collaborates with others. Interview an assigned LWC International student. A current picture of the International student should be part of your presentation. A two page, double- spaced paper describing the student’s American experiences and cultural differences discussed in the interview. Oral presentation Nov. 7 (Picture -15 points. Report and presentation- 85 points) (KTS 1, 8 // 1.1, 1.2, 8.2)

Field Experience: 20 total hours required- Knowledge of content/ designs and plans instruction / creates learning climate/ assesses learning results/ implements technology/ reflects on learning/ collaborates with others

a.) 5 hours teaching at Camp Casey (two days in Sept. / lesson plans must be sent to instructor and Ms. Dana Harmon 1 week prior to teaching date; 3 hours of placement will be in Mr. Wilkerson’s Social Studies class- MUST be completed by Oct. 19, 1 1/2 hour at Early Release Friday at ACPC- grade levels will be assigned.

b.) Service Learning- 1 1/2 hours for Geography Night- and 2 1/2 hours for “The Living History Museum.”

c,) Teacher signature sheet and a cover sheet for each hour due Sept. 4; Logs 1-5 due Sept.17; Logs 6-10 due October 8; Logs 11-15 due Nov. 5 and Logs 1-20 due Dec. 3 Each hour must a typed one page summary of the class with a focus on integration of social studies topics/ or integrated subjects: all must be documented on a signed, totaled on field log form with cover sheet for each hour. (10 points each)

\*\*6 1/2 hours in an assigned classroom

d.) All logs must be uploaded into the KFETS database one week after due date before credit will be given. All logs must be uploaded by 11:00 on Dec. 3. Please bring a copy to document hours in KFETS for this class on Dec. 3

**\*\*\*Students will not pass this class or be eligible for student teaching unless all field hours are complete on time\*\*\* (KTS 1, 2,3,4, 5,6,7,8 // 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.2, 5.6, 6.1, 6.2, 6.3, 6.5, 6.1, 6.2, 7.1, 8.1, 8.2, 8.3)**

1. Knowledge of content- Service learning projects- Geography Night “Living History Museum.” Date & time TBA. One page reflection will be due class period after each project. (50 points each**) (KTS 1) Learning Center for Geography**

**Night with 4-5 activities (100 points)**

1. Signature assignment- a typed three page review of your Living History Museum presentation. Include the highlights of your historical figure with information used in your Glog, timeline and presentation. A one page reflection should be included at the end of assignment. Digital and hard copies due to instructor.

**Deadlines:**

Homework is due the next class period. Late assignments or projects will **NOT** be accepted. If you cannot meet a deadline, you should contact the instructor and ask for a deadline extension **BEFORE** the deadline arrives. Although extensions may be granted, they are not automatic. Work that is given an extension will be have 20% deducted each day it is late. Homework is due even if you are absent **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. Only the instructor can decide whether a situation qualifies as an “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.

**Appropriate Dress:** Dressing appropriately is considered part of the learning process of becoming a professional. Students should not wear clothing that may be provocative or distracting in a learning environment. No hats are allowed to be worn in class

**Assignments: a)** All assignments must be typed; b) All assignments MUST be stapled or in notebook ( if assigned) before class

c) Work done for another class will not be accepted. d) \*\*\*If you miss class, you must e-mail your assignment before class meeting time to get credit for the assignment. Hardcopy due at next class meeting.\*\*\*

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.

**Absent Policy- 1-3 absences- all work must be turned in on due date to be acceptable for full credit**

**4-absences- final grade will be dropped one letter grade**

**5- absences- student will drop class**

**\*\*\*Students should not be late for class. Two times late equal one absence.\*\*\***

**Grading:**

94-100% A

90-93% A-

87-89% B+

83-86% B

80-82% B-

77-79% C+

70-76 C

60-69% D

0-59% F

See assessment task for assignment values. Grades will be

determined on total point value using this scale:

**Two point deduction for each spelling, grammar and punctuation error**

**on each assignment.**

**All assignments MUST be typed and stapled before class**

**No work from another class will be accepted considered plagiarism**

**- see plagiarism at policy**

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\*\*Due dates are subject to change as determined by instructor\*\*

**Tentative Schedule:**

|  |  |  |
| --- | --- | --- |
| Week | Content | Assignments Due: |
| 1 8/ 21 | Get Acquainted/ Review Syllabus | Sign up at Gloster |
| 2 8/23 | Map skills/ assign chapters Power Point chapters/ Signed syllabus statement/ Chapter 1/ Design biography presentation rubric/ Assign topics for Web Quest, Glog and Economic lesson | Bring a copy of Content for 4 & 5 grade S. Studies/ ( may be digital) |
| 3 8-28 | Chapter 2/ map skills/ simulation/ Flat Stanley Book Oral Presentation  Check biography/ autobiography books- send to Mr. Wilkerson for approval on topics | Glog &Web Quest topics due ( 6 & 7) Power Point chapter due Sept. 1 (3) |
| 4 9/4 | Chapter 3/ map skills/ complete simulation | Field hours signature form due 9/4(11) |
| 5 9/11 | Test # 1 Chapters 1,2 & 3 (9) / map skills | Intro to International student due |
| 6 9/18 | Chapter 4/ Map Skills/ Practice for Living History Museum | Field hours due 1-5 10/8 ( 11)  Learning Centers due (3 |
| 7 10/2 | Chapter 5/ map skills/ Practice for Living History Museum | Chapter 5-10 Historical bk. Presentation (5))  KFETS screenshot due |
| 8 10/9 | Chapter 6/ map skills/ Practice for Living History Museum | Field hours due 6-10 10/8 ( 11) Map test (1) |
| 9 10/16 | Fall Break |  |
| 10 10/23 | Test # 2 Chapters 4, 5 & 6 (9) | Glog due (7) |
| 11 10-30 | Chapter # 7 / Practice for Living History Museum | Co-teaching economic lessons taught( 8) |
| 12 11/6 | Living History Museum | Field hours due 11-15 11/6 (11) International student interview project – Nov. 7( 10) |
| 13 11/13 | Chapter 8/ Nov. 12- Last Day to drop a class | / KFETS screenshot due Web Quest due (6) |
| 14 11/20 | Collaborative economic lesson | Flat Stanley project presentation (4) |
| 15 11/27 | Chapter 9/ last day for observations Nov. 30 | Signature assignment due ( 12) |
| 16 12/ 4 | Chapter 10 | Field hours due Dec. 4 (11)/ All hours with cover sheet and totals- Must be entered into KFETS/ KFETS documentation turned in to instructor with KFETS screenshot |

Dec. 10-14 Final Exams Chapters 7-10 (9)

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## 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.

**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 returns 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 or more of the following actions:

* Request the student make special arrangements to improve his or her performance (e.g., meeting with a tutor);
* Enter the student in the Starfish System, 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);
* Place the student on attendance probation, whereby an additional unexcused absence would result in a grade of F for the course; and
* Contact the student's parent(s)/legal guardian about continuing problems if the student has given written permission for contacts.
* On the 4th absence, the student's final grade will be dropped one letter grade
* If a student misses 5 times, he/she will be dropped from the class

**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. Cell phones seen by instructor will be placed on instructors desk until the end of class. Thereafter, the student's cell phone will be placed on the instructor's desk during each class meeting throughout the semester. Failure to adhere to this policy and/ or continued use of phone will result in student being dismissed from class. (this will count as an unexcused absence)

**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.

**Assessment 1- Map Scoring Rubric:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **47 – 50 points** | **42 – 46 points** | **38 - 41 points** | **35 – 37 points** | **0 – 34 points** |
| **Meets all criteria at highest level** | **Meets all criteria with minimal deficiencies that do not detract from the effectiveness of the skills** | **Addresses all criteria but some deficiencies that may have adversely affected mastery of the skills** | **Does not address all criteria and has some deficiencies that may have adversely affected skills** | **Does not adequately meet the outlined criteria.** |

**Assessment 2- Textbook Chapter Presentations**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **1-2** | **3** | **4** | **5** |
| **Textbooks Chapter Presentation** | No important content from the chapter is highlighted. | Little important content from the chapter is highlighted. | Some important content from the chapter is highlighted. | Important content from the chapter is significantly highlighted. |
| **Content/Creativity** | No creativity is evidence in the presentation of the chapter. | Little creativity is exhibited during the presentation. | Information is presented in a somewhat creative way. | Information is presented in a creative and interesting way. |
| **Group Cohesion**  **Contribution to class review** | Little evidence of group cohesion.  The presentation did not help students in the class to review the information in the chapter. | One or two group members dominated the presentation.  The presentation had limited evidence that helped students in the class to review the information in the chapters. | Some group members contributed to the presentation.  The presentation somewhat help students in the class to review the information in the chapter.in the chapter. | All group members contributed equally to the design and presentation of the chapter.  The presentation significantly helped students in the class to review the information in the chapter. |

**Assessment 3- Flat Stanley**

100% of the total points allotted: The completion of the assignment was exemplary, on time, proofread, grammatically correct and organized. There are 12-15 pictures that tell a story. All parapgraphs are 5-7 sentences per page.

75-99% of the total points allotted: The completed assignment was good, with most of the qualities that are described above but perhaps lacking in some element listed above.

51-74% of the total points allotted: The completed assignment needed improvement. It contained some of the required elements but was clearly lacking in some area(s).

1 to 50% of the total points allotted: The completed assignment was of poor quality, incomplete, or late.

0% of the total points allotted: The completed assignment was not submitted by the due date guidelines, or was of unacceptable quality, or contained evidence of plagiarism, or contained unacceptable language.

**Assessment 4- Presentations**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Criteria** | | **1-2** | **3** | **4** | **5** | | |
| **Presentation** | | No important content from the book is highlighted. | Little important content from nook is highlighted. | Some important content from the book is highlighted. | Important content from the book is significantly highlighted. | | |
| **Content/Creativity** | | No creativity is evidence in the presentation of the book. | Little creativity is exhibited during the book. | Information is presented in a somewhat creative way. | Information is presented in a creative and interesting way. | | |
| **Contribution to class review** | | The presentation did not help students in the class to review the information in the book. | .The presentation had limited evidence that helped students in the class to review the information in the book. | The presentation somewhat help students in the class to review the information in the chapter.in the book. | The presentation significantly helped students in the class to review the information in the book. | | |
| **Oral Communication VALUE Rubric**  *for more information, please contact value@aacu.org* | | | | |  |

**Definition**

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Capstone**  4 | **Milestones**  3 2 | | **Benchmark**  1 |
| **Organization** | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation. |
| **Language** | Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience. |
| **Delivery** | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable. |
| **Supporting Material** | A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic. | Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic. | Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic. | Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic. |
| **Central Message** | Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.) | Central message is clear and consistent with the supporting material. | Central message is basically understandable but is not often repeated and is not memorable. | Central message can be deduced, but is not explicitly stated in the presentation. |

**Assessment 5- Glog**

100% of the total points allotted: The completion of the assignment was exemplary, on time, proofread, grammatically correct and organized. There are 3 related links and 4 related audio linds for prestatation. Candidate makes a 7-10 minute presnetation.

75-99% of the total points allotted: The completed assignment was good, with most of the qualities that are described above but perhaps lacking in some element listed above.

51-74% of the total points allotted: The completed assignment needed improvement. It contained some of the required elements but was clearly lacking in some area(s).

1 to 50% of the total points allotted: The completed assignment was of poor quality, incomplete, or late.

0% of the total points allotted: The completed assignment was not submitted by the due date guidelines, or was of unacceptable quality, or contained evidence of plagiarism, or contained unacceptable language

**Assessment 6- Web Quest**

There are five basic components of an average Web Quest

|  |  |
| --- | --- |
| [http://www.internet4classrooms.com/wqintrobrick.gif](http://www.internet4classrooms.com/introduction.htm) | * set the stage for the activity &catch the reader's attention to draw them into the quest * provide background information * (5 pts. Each) |
|  | Total Points \_\_\_\_\_\_\_\_\_\_\_\_\_ |
| [http://www.internet4classrooms.com/wqtaskbrick.gif](http://www.internet4classrooms.com/task.htm) | * state what the students will be required to do * detail what products will be expected and the tools that are to be used to produce them * (10 pts. Each)   Total Points \_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  |
| [http://www.internet4classrooms.com/wqprocessbrick.gif](http://www.internet4classrooms.com/process.htm) | * give a step-by-step description, concise and clearly laid out * provide links to Internet sites interwoven within the steps * (15 pts. Each)   Total Points \_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  |
| [http://www.internet4classrooms.com/wqevaluationbrick.gif](http://www.internet4classrooms.com/evaluation.htm) | * display a detailed rubric to measure the product as objectively as possible * ( 25 pts.)   Total Points \_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  |
| [http://www.internet4classrooms.com/wqconclusionbrick.gif](http://www.internet4classrooms.com/conclusion.htm) | * summarize the experience * allow reflection about the process. * add higher level questions that may be researched at another time. * Give food for thought as to where they can go with the info they have learned, using it in a different situation * (5 pts. Each)   Total Points \_\_\_\_\_\_\_\_\_\_\_\_\_  Possible Points= 105 Points Earned=\_\_\_\_\_\_\_\_\_ |

http://www.internet4classrooms.com/using\_quest.htm#form

**Assessment 7- Lesson Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Criteria** | **94 - 100 pts A** | **87 - 93 pts A- /B+** | **80 - 86 pts B** | **70 – 79 pts C** | **60 - 69 pts D** | **0 – 59 pts. F** |
| **Lesson Plan & Daily Objectives**  **Essential Questions** | All meaningful; fully based on ILA, KAS, fully aligned, tied to real world, mastered in Lesson Plan | All meaningful; fully based on ILA NCSS, aligned, real world tie, mastery possible as written | All based on ILA KAS, aligned, suggest real world, mastery in Unit suggested | All suggest ILA KAS, partially aligned, suggest real world, not fully mastered in Unit | Related to ILA KAS, poor alignment, minimal real world problems with mastery | Unclear objectives reworded ILA KCAS, not aligned, no real world, not mastered in Unit |
| **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 lesson  plan | 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, |

**Assessment 8- Interview**

100% of the total points allotted: The completion of the assignment was exemplary, on time, proofread, grammatically correct and organized. Two typed pages reviewing the interview of the International student’s American experiences and cultural differences with a picture of the International student.

75-99% of the total points allotted: The completed assignment was good, with most of the qualities that are described above but perhaps lacking in some element listed above.

51-74% of the total points allotted: The completed assignment needed improvement. It contained some of the required elements but was clearly lacking in some area(s).

1 to 50% of the total points allotted: The completed assignment was of poor quality, incomplete, or late.

0% of the total points allotted: The completed assignment was not submitted by the due date guidelines, or was of unacceptable quality, or contained evidence of plagiarism, or contained unacceptable language

**Assessment 9- Field Experience**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Field hours and required reflections submitted on time**  **10 pts.**  One page of reflection for each hour.  All hours Must be uploaded in KFETS | **20 field hours** documented in the content classroom.  Few reflections submitted.  Limited observation hours appropriately inputted into **KFETS**  All hours complete | **20 field hours** documented in the content classroom.  Some reflections submitted.  Most observation hours appropriately inputted into **KFETS** | **20 field hours** documented in the content classroom.  Required reflections submitted.  Observation hours appropriately inputted into **KFETS** | **20 field hours** documented in the content classroom.  Well crafted required reflections and other components submitted  Observation hours appropriately inputted into **KFETS** |
|  | **100 Points** | **90-80 Points** | **79-60 Points** | **60 Points and Below** |

**Assessment 10- Service Learning Projects**

100% of the total points allotted: The completion of the assignment was exemplary, on time, proofread, grammatically correct and organized. Learning Center/ Glog presntation related to content with one page reflection.

75-99% of the total points allotted: The completed assignment was good, with most of the qualities that are described above but perhaps lacking in some element listed above.

51-74% of the total points allotted: The completed assignment needed improvement. It contained some of the required elements but was clearly lacking in some area(s).

1 to 50% of the total points allotted: The completed assignment was of poor quality, incomplete, or late.

0% of the total points allotted: The completed assignment was not submitted by the due date guidelines, or was of unacceptable quality, or contained evidence of plagiarism, or contained unacceptable language

**Assessment 11- Learning Center**

100% of the total points allotted: Learning Center on Board with five activities on assigned theme.

75-99% of the total points allotted: The completed assignment was good, with most of the qualities that are described above but perhaps lacking in some element listed above. Less then 5 activites.

51-74% of the total points allotted: The completed assignment needed improvement. It contained some of the required elements but was clearly lacking in some area(s).

1 to 50% of the total points allotted: The completed assignment was of poor quality, incomplete, or late.

0% of the total points allotted: The completed assignment was not submitted by the due date guidelines, or was of unacceptable quality, or contained evidence of plagiarism, or contained unacceptable language

**Assessment 12- Tests**

Test will be scored according to an answer key with a score up to 100 for each test.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Objective** | **KTS** | **INTASC** | **CAEP** | **ILA** | **ACEI** | **NCSS** | **LWC**  **Outcomes** | **KAS** | **Assessment**  **Description** | **CAEP Diversity Theme**  **Yes/No** | **CAEP Technology Theme**  **Yes/No** |
|  |  |  |  |  |  |  |  |  |  | **Yes** | **Yes** |
| Identify the disciplines of knowledge and 21st Century themes for social studies curricula assessed by text exams. | KTS 1  1.1 | 4,5,6 | 1.2  1.5  2.1 | 2.1 | 2.1  3.3 | 1,2,3,4  SS Core  1 | 4,5 | 1,2,3,4,5 | Test |  |  |
| Incorporate map and globe awareness skills into teaching/learning strategies assessed by map quizzes. | KTS 1  1.1  1.2  1.3 | 4,5,6 | 1.2 | 2.2  2.2,  3.1, | 1.0  2.1 | 2  SS  Core  1 | 3,4 | 4 | Map Skills |  |  |
| Utilizing a wide range of text and non-text topics, materials, and resources available for teaching social studies. DemonstraCo-teaching strategies in lesson plans. | KTS  1,2,3,4,5,6  1.1  1.2  1.3  1.4  1.5  2.1  2.3  2.4  2.5  3.1  3.2  3.3  3.4  3.5  4.1  4.2  4.3  4.5  5.2  6.1 | 1,2,3 | 1.2 | 3.1 | 1.0  2.1  3.2  3.3  3.4  4.0 | 1,2,3,4  SS  Core  1,2,3,4,5 | 3,4 | 1,2,3,4,5 | Text Presentations  Flat Stanley  Living History  L. Plan  Newspaper in Education  2,3,4,7,11 |  |  |
| Plan and implement appropriate technology skills instructional for children assesin lesson plan, glog and web-quest. | KTS  1,2,3,4,5,6,  1.1  1.2  1.3  1.4  2.1  2.2  2.3  2.3  2.4  2.5  3.1  3.2  3.3  3.4  3.5  4.1  4.2  4.3  4.4  4.5  5.2  5.6  6.1  6.2  6.3  6.5 | 1,2,3,4,5,6,7,8,9 | 1.2 | 2.2  3.3  4.3 | 1.0  2.1  3.2  3.4  3.5  4.0 | 1,2,3,4  SS  Core  1,2,3,4 | 1,2,4 | 1,2,3,5 | Web Quest, Glog  5,6 |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| Demonstrate knowledge of optimal cooperation between home and school assessed by service-learning project. | KTS  1,2,3,8  1.1  1.3  2.4  3.3  3.4  3.5  8.2  8.3 | 1,2,3,4,5,7,8,9,10 | 2.3 | 5.2 | 2.1  3.2  5.2 | 1,2,3,4  5.1  5.2  SS  Core  1,2,3,4,5 | 4 | 2,5 | Service Projects  10 |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| Integrate economic education concepts into the primary curriculum assessed by lesson plans and co-teaching | KTS  1,2,3,4,5,6,7,8  1.1  1.2  1.3  1.4  1.5  2.1  2.2  2.3  2.4  2.5  3.2  3.2  3.3  3.4  3.5  4.1  4.1  4.3  4.4  4.5  5.2  5.5  5.6  6.1  6.2  6.3  6.5  7.1  8.2 | 1,2,3,4,5,6,7,8,9,10 | 1.1,1.2,1.3,1.4,1.5 | 2.2,4.1, | 1.1,2.1,3.2,3.3,3.4,4.0,5.1 | 1,2,3,4  SS  Core  1,2,3,4 | 1,3,4 | 3 | Lesson Plan  7 |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

**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)

**CAEP Standards**

Standard 1 Content and Pedagogical Knowledge

Standard 2 Clinical Partnership and Practice

Standard 3 Candidate Quality. Recruitment and Selectivity

Standard 4 Program Impact

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

DEVELOPMENT, LEARNING AND MOTIVATION

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

**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.

**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.*

**Ky. Academic Standards**

**P-5 Social Studies**

Big Idea: Government and Civics

1.The study of government and civics equips students to understand the nature of government and the unique characteristics of American representative democracy, including its fundamental principles, structure and the role of citizens. Understanding the historical development of structures of power, authority and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.

Academic Expectations 2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations. 2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

Big Idea: Cultures and Societies

2. Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

Academic Expectations 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups. 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.

Big Idea: Economics

3.Economics includes the study of production, distribution, and consumption of goods and services. Students need to understand how their economic decisions affect them, others and the nation as a whole. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies and governments.

Academic Expectations 2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.

Big Idea: Geography

4.Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.

Academic Expectations 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

Big Idea: Historical Perspective

5. History is an account of events, people, ideas and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments, and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States and the World.

Academic Expectations 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

**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. Apply and Integrate Knowledge
5. Depth of Knowledge

**Kentucky Teacher Standards:**

1. The teacher demonstrates applied content knowledge.

2. The teacher designs and plans instruction.

3. The teacher creates and maintains learning climate.

4. The teacher implements and manages instruction.

5. The teacher assesses and communicates learning results.

6. The teacher demonstrates the implementation of technology.

7. Reflects on and evaluates teaching and learning.

8. Collaborates with colleagues/parents/others.

9. Evaluates teaching and implements professional development.

10. Provides leadership within school/community/profession.

**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

**EPSB Themes:**

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

**InTASC Standards**

1. Leaning Development 6. Assessment

2. Learning Differences 7. Planning for Instruction

3. Learning Environments 8. Instructional Strategies

4, Content Knowledge 9. Professional Leaning & Ethical Practice

5, Application & knowledge 10 Leadership & collaboration

2013 CAEP Standards

*excellence in educator preparation*

**Standard 1. Content and Pedagogical Knowledge**

**The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards**

**Standard 2. Clinical Partnerships and Practice**

**The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’**

**learning and development.**

**Standard 3. Candidate Quality, Recruitment, and Selectivity**

**The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program’s meeting of Standard 4**

**Standard 4. Program Impact**

**The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and**

**schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.**

**Standard 5. Provider Quality Assurance and Continuous Improvement**

**The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates’ and completers’ positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve com**

**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.

**pleters’ impact on P-12 student learning and development.**

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**Please read the entire syllabus, then sign, date and return the statement below to the instructor.**

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I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have read this syllabus. I understand and agree to the grading, assignments, policies and field requirements for this class.

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### Signature Date