EDUCATION 4603: Practicum in Education P-5, 5-9, 8-12, P-12 Art and P-12 Physical Education

 Fall, 2018 August 7- August 27

# “Teacher as Leader for the 21st Century”

# Teacher_as_Leader_NEW2_FullPage_PRINT2

# Instructors: Mr. Cornelius Faulkner

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Hours: 7 am- 3:30 pm M-F.

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**Required Materials:**

1.5 – 2 inch, three ring binder

2-G memory card

**Course description:** This three hour course gives candidates a multicultural experience in a public school setting in preparation for their student teaching experience. A variety of effective pedagogical methods will be observed and practiced by the student.

**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 logo that appears on each professional education course syllabus.

**Course objectives:** Upon successful completion of the course, students will be able to:

1. Use learner appropriate pedagogical methods in a variety of educational settings, including multiculturally diverse

 situations. (KTS 1,2,3,4,8)

2. Use instructional media and technology. (KTS 6)

3. Effectively manage the classroom in a way that optimum learning takes place. (KTS 3,4)

4. Develop professional relationships and engage in professional development (KTS 5.6)

5. Evaluate student progress, including use of portfolios assessments, and performance assessments KTS( 1,2,3,4,5,6,7,8)

6. .Conduct self-evaluations of videotaped, outcome based lessons using the KTIP based evaluation instrument.

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

7. Demonstrate knowledge of content in teaching situations using the Kentucky Academic Standards, the College and Career Readiness Standards to develop effective lesson objectives in lesson plans development. KTS( 1,2,3,4,5,6,7,8)

Kentucky Teacher Standards (KTS)

Standard 1---Demonstrates Applied Content Knowledge

Standard 2---Designs and Plans Instruction

Standard 3---Creates and Maintains Learning Climate

Standard 4---Implements and Manages Instruction

Standard 5---Assesses and Communicates Learning Results

Standard 6---Demonstrates the Implementation of Technology

Standard 7---Reflects on and Evaluates Teaching and Learning

Standard 8---Collaborates with Colleagues/Parents/Others

Standard 9---Evaluates Teaching and Implements Professional Development

Standard 10---Provides Leadership within School/Community/Profession

**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 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 ore components of the Senate Bill 1 initiative.

 **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.

**Assessment tasks/Course requirements:**

 1. The first hours of observation must be logged on the usual hourly observation log form. **Log all hours in KFETS until you have a total of 200 hours logged. A typed, one-page reflective log is required for each hour.**  Once the candidate has 200 hours entered into KFETS they may begin daily logs. **A typed reflective journal entry is required for each day of classroom observation. Use form on LWC Practicum website. Log all hours even if the total is 40.** A screenshot of your completed 200 hours must be turned to Mrs. Arnold at your meeting on August 24. (KTS 1, 3,7// 1.1, 3.1, 3.2, 7.1)

Each entry must include a description of teaching strategies, differentiation, co-teaching strategies used and/or discipline strategies used each day of practicum. Turn these in weekly at Practicum meetings. **(100** **points total)**

 **All logs are due weekly no later than 3:30 PM.**

 **Week 1: August 7- 10 Journals Due: August 13**

 **Week 2: August 13-17 Journals Due: August 20**

 **Week 3: August 20-27 Journals Due: August 27**

**2. Critique one article on multiple teaching strategies and assessments for a diverse classroom population**

The article must be a minimum of five full pages and must be attached to the critique. The article critique must be a minimum of three double-spaced, full pages with a one inch margin from the top and bottom of each

page. Include a cover sheet with your name and class information; this does not count as a page of your critique**. (50 Points) Due: August 9 (KTS 1 3, 4// 1.1, 1.2, 3.1, 3.2, 3.3, 3.4, 3.5, )**

**3.** Candidates will co-teach with assigned teacher throughout their placement. Candidates will plan and co-teach one lesson each day the second week and two lessons each day the final week at Cavern. **Lesson plans are due: August 10 for the week of August 13- 17 Plans for the last week will be due August 17**. Completed assessment tools, and student work samples for each lesson taught must be assessed by candidate. An absolute requirement – **we do NOT ‘wing it!**’ Failure to develop lesson plans and to be prepared can result in failure in Practicum. (KTS 1, 2, 3, 4, 5, 6, 7, 8)

**4.** Compile a list of resources that correlate with the topics you will be teaching during weeks two and three of your Practicum. Ten different resources per week required. Resources must be cited in APA style and have a 3-5 sentence description for each source. (100 points) **Due: August 15 (KTS 1, 2//1.1, 1.2, 1.3)**

5. **Video one lesson in your second week. Self –critiqued KTIP, PGES evaluation** (contextual data form with teaching and learning statement, original lesson plan, graded student work samples, data analysis, revised lesson plan, completed assessment tools, teacher assessment of **one whole-period lesson taught during your 2nd week of teaching which will be videotaped.** **The video lesson plan, contextual data form, teaching and learning statement, graded work samples, lesson analysis with reflection, PGES evaluation, the video, reflection and revised lesson plan (with revisions highlighted) will be placed in your practicum folder.** Check on permission and procedure to videotape a class. **(200 points)**  **The video lesson packet will be turned in to one of the Caverna Site Coordinators by August 22. This does not go on website.**

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

 **Additionally, the practicum teacher will observe another lesson with the PGES observation form. A hard-copy of the evaluation will be turned-in to Mr. Faulkner, who will place it in the student’s folder.**

6. **Design an original, digital Web Quest that correlates with one or more of the lessons you are teaching during your second week at Caverna. The Web Quest should be used during your teaching experience.**  (**100 points) Due: No later than August 20. (KTS 1, 6// 1.1, 1.2, 6.1, 6.2, 6.3, 6.4, 6.5, )**

**Practicum Policies**

**1.Candidates will attend a student teaching seminar at LWC on Tuesday, August 21 from 3:00-7:00.**

**Bring paper, pen and a Screenshot of your 200 hours field hours. Also please bring your completed hourly logs with teacher signature page to our meeting.**

2. All students must remain after school each day for a minimum of 30 minutes before/ after the last student leaves your classroom. (This time should be used to reflect on the day, assess student work. Work on daily logs or plan lessons.) Time will be determined by when the buses arrive at school in the morning.

3, All students must follow the duty/meeting schedule of the cooperating teacher. (That is: bus duty, faculty

 meetings etc.) You are responsible for getting your cooperating teachers information **(class schedule, phone**

 **number, and/or anything you may need to have for communication purposes)** on first day at Caverna.

\*\* All practicum assignments MUST be turned in/or posted to your Practicum Instructor before student teaching may begin. No work from another class may be used for the practicum grade.

 **Special Note: The Educational Division labs may not be open during the Practicum experience. If students need items printed, they must e-mail Data Manager 24 hours in advance for printing to be completed. Printed materials will be left on the table by the basement copier.**

**Grading scale:**

 **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**

Assessment Task 1- Reflective Journals

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| --- | --- | --- | --- | --- |
| **Criteria** | **0-99 pts** | **100-149 pts** | **150-199 pts** | **200 pts** |
| 90 field hours in clinical classroom | 90 field hours documented in observation log sheet. Signatures given. | 90 field hours documented in observation log sheet. Signatures given. | 90 field hours documented in observation log sheet. Signatures given. | 90 field hours documented in observation log sheet. Signatures given. |
| 1 daily log per day reflections 1 page in length | Required reflection written with excessive spelling/grammatical errors and less than ½ page in length. | Required reflection written with numerous spelling/grammatical errors. Reflection was ¾ to ½ in length. | Required reflection written. Some spelling/grammatical errors. ¾ to 1 page written for the reflection. | Required reflections written. Grammatical/spelling errors only 1-2 in number. One or more pages written for the reflection. |
| All hours (40 hours)appropriately inputted in KFETS | All 90 hours appropriately inputted into KFETS | All 90 hours appropriately inputted into KFETS | All 90 hours appropriately inputted into KFETS | All 90 hours appropriately inputted into KFETS |

Assessment Task 2- Article Critique

100% of the total points allotted: The completion of the assignment was exemplary, on time, proofread, grammatically correct and organized. A typed, three page article critique on multiple teaching strategies and assessments for a diverse classroom. The article must be a minimum of five pages with a title 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 Task 3- Lesson Plans

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| --- | --- | --- | --- | --- | --- |
| **ILA - Criteria** | **94 - 100 pts A** | **87 - 93 pts A- /B+** | **80 - 86 pts B** | **70 – 79 pts C** | **60 - 69 pts D** |
| **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 KAS, 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 |
| **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  |
| **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 |
| **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 |
| **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 |
| **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 |

Assessment Task 4- Resources List

100% of the total points allotted: The completion of the assignment was exemplary, on time, proofread, grammatically correct and organized. A typed list of resources that are correlated with topics candidate uses during the two weeks of teaching. Ten resources per week must be week must be cited in APA style and have a 3-5 sentence description of each source.

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 Task 5- Video Lesson- **The video lesson plan, contextual data form, teaching and learning statement, graded work samples, lesson analysis with reflection, PGES evaluation, the video, reflection and revised lesson plan (with revisions highlighted)**

**NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**VIDEO LESSON Grade Sheet**

1. **\_\_\_\_\_Contextual Data Sheet from the class you are observing (10 points)-**
2. **\_\_\_\_\_Contextual Data Statement (20 points)-**
3. **\_\_\_\_\_Original lesson plan with all attachments---worksheets, activity**

 **sheets, assessments, etc. (35 points)**

 **TASK 4. \_\_\_\_\_ Graded student work samples (10 points)-**

 **Task 5. \_\_\_Completed PGES SELF- Assessment ( KTIP)- (50points)**

**TASK 6. \_\_\_\_\_Analysis and Reflection (30 points)**

 **Task 7. \_\_\_\_\_ Digital Copy of lesson Demonstrating Classroom Teaching – (10 Points)**

 **Task 8. Revised Lesson Plan with revisions highlighted- (15 Points)**

 **TASK 9 \_\_\_\_\_ Documents in folder and labeled (10 points)**

**TASK 10.\_\_\_\_Mini-Lesson Checklist Completed (10 points)**

 **TOTAL POINTS POSSIBLE: 200**

 **TOTAL POINTS EARNED: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Intern Performance Record (IPR)**

**Observation Evidence and Ratings for Domains 1, 2, 3, AND 4**

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|  Teacher Intern       SSN       School       District       Observer Name       |

**Cycle 1** (Classroom observations and second committee meeting shall be held between one (1) and sixty(60) instructional days after the orientation meeting.)

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|  Date of Observation      Subject Area Observed       Type of Classroom       Ages/Grades Number of Number of Number of Number of of Students in Students Students Students Students       Class       having IEP      having GSSP       having LEP        |

**The signatures below verify that the rating and related evidence for each Component have been discussed with the intern.**

Observer's Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Intern's Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Cycle 2** (Classroom observations and third committee meeting shall be held between sixty-one (61) and 110 instructional days after the orientation meeting.)

**DOMAIN 1: PLANNING AND PREPARATION**

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| Component: 1A – Demonstrating Knowledge of Content and Pedagogy |
| Source(s) of Evidence: Context Lesson Plan  Observations of Teaching |

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| **Ineffective** **Cycle 1** **[ ]  I [ ]  I+** **Cycle 2 [ ]  I [ ]  I+** **Cycle 3 [ ]  I [ ]  I+**  | **Developing** **Cycle 1 [ ]  D- [ ]  D [ ] D+** **Cycle 2 [ ]  D- [ ]  D [ ] D+** **Cycle 3 [ ]  D- [ ]  D [ ] D+**  | **Accomplished** **Cycle 1 [ ]  A- [ ]  A [ ]  A+** **Cycle 2 [ ]  A- [ ]  A [ ]  A+** **Cycle 3 [ ]  A- [ ]  A [ ]  A+** | **Exemplary** **Cycle 1 [ ]  E- [ ]  E** **Cycle 2 [ ]  E- [ ]  E** **Cycle 3 [ ]  E- [ ]  E** |

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| Cycle 1 Evidence      |
| Cycle 2 Evidence      |
| Cycle 3 Evidence      |

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| Component: 1B – Demonstrating Knowledge of Students |
| Source(s) of Evidence: Context Lesson Plan Observation of Teaching Student Voice  |

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| **Ineffective** **Cycle 1 [ ]  I [ ]  I+** **Cycle 2 [ ]  I [ ]  I+** **Cycle 3 [ ]  I [ ]  I+**  | **Developing** **Cycle 1 [ ]  D- [ ]  D [ ] D+** **Cycle 2 [ ]  D- [ ]  D [ ] D+** **Cycle 3 [ ]  D- [ ]  D [ ] D+**  | **Accomplished** **Cycle 1 [ ]  A- [ ]  A [ ]  A+** **Cycle 2 [ ]  A- [ ]  A [ ]  A+** **Cycle 3 [ ]  A- [ ]  A [ ]  A+** | **Exemplary** **Cycle 1 [ ]  E- [ ]  E** **Cycle 2 [ ]  E- [ ]  E** **Cycle 3 [ ]  E- [ ]  E** |

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| Cycle 1 Evidence      |
| Cycle 2 Evidence      |
| Cycle 3 Evidence      |

 **DOMAIN 1: PLANNING AND PREPARATION**

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| Component: 1C – Setting Instructional Outcomes |
| Source(s) of Evidence: Lesson Plan |

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| **Ineffective** **Cycle 1 [ ]  I [ ]  I+** **Cycle 2 [ ]  I [ ]  I+** **Cycle 3 [ ]  I [ ]  I+**  | **Developing** **Cycle 1 [ ]  D- [ ]  D [ ] D+** **Cycle 2 [ ]  D- [ ]  D [ ] D+** **Cycle 3 [ ]  D- [ ]  D [ ] D+**  | **Accomplished** **Cycle 1 [ ]  A- [ ]  A [ ]  A+** **Cycle 2 [ ]  A- [ ]  A [ ]  A+** **Cycle 3 [ ]  A- [ ]  A [ ]  A+** | **Exemplary** **Cycle 1 [ ]  E- [ ]  E** **Cycle 2 [ ]  E- [ ]  E** **Cycle 3 [ ]  E- [ ]  E** |

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| Cycle 1 Evidence      |
| Cycle 2 Evidence      |
| Cycle 3 Evidence      |

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| Component: 1D – Demonstrating Knowledge of Resources |
| Source(s) of Evidence: Context Lesson Plan |

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| **Ineffective** **Cycle 1 [ ]  I [ ]  I+** **Cycle 2 [ ]  I [ ]  I+** **Cycle 3 [ ]  I [ ]  I+**  | **Developing** **Cycle 1 [ ]  D- [ ]  D [ ] D+** **Cycle 2 [ ]  D- [ ]  D [ ] D+** **Cycle 3 [ ]  D- [ ]  D [ ] D+**  | **Accomplished** **Cycle 1 [ ]  A- [ ]  A [ ]  A+** **Cycle 2 [ ]  A- [ ]  A [ ]  A+** **Cycle 3 [ ]  A- [ ]  A [ ]  A+** | **Exemplary** **Cycle 1 [ ]  E- [ ]  E** **Cycle 2 [ ]  E- [ ]  E** **Cycle 3 [ ]  E- [ ]  E** |
| Cycle 1 Evidence      |
| Cycle 2 Evidence      |
| Cycle 3 Evidence      |

**DOMAIN 1: PLANNING AND PREPARATION**

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| Component: 1E – Designing Coherent Instruction |
| Source(s) of Evidence: Lesson Plan |

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| **Ineffective** **Cycle 1 [ ]  I [ ]  I+** **Cycle 2 [ ]  I [ ]  I+** **Cycle 3 [ ]  I [ ]  I+**  | **Developing** **Cycle 1 [ ]  D- [ ]  D [ ] D+** **Cycle 2 [ ]  D- [ ]  D [ ] D+** **Cycle 3 [ ]  D- [ ]  D [ ] D+**  | **Accomplished** **Cycle 1 [ ]  A- [ ]  A [ ]  A+** **Cycle 2 [ ]  A- [ ]  A [ ]  A+** **Cycle 3 [ ]  A- [ ]  A [ ]  A+** | **Exemplary** **Cycle 1 [ ]  E- [ ]  E** **Cycle 2 [ ]  E- [ ]  E** **Cycle 3 [ ]  E- [ ]  E** |

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| Cycle 1 Evidence      |
| Cycle 2 Evidence      |
| Cycle 3 Evidence      |

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| Component: 1F – Designing Student Assessments |
| Source(s) of Evidence: Lesson Plan |

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| **Ineffective** **Cycle 1 [ ]  I [ ]  I+** **Cycle 2 [ ]  I [ ]  I+** **Cycle 3 [ ]  I [ ]  I+**  | **Developing** **Cycle 1 [ ]  D- [ ]  D [ ] D+** **Cycle 2 [ ]  D- [ ]  D [ ] D+** **Cycle 3 [ ]  D- [ ]  D [ ] D+**  | **Accomplished** **Cycle 1 [ ]  A- [ ]  A [ ]  A+** **Cycle 2 [ ]  A- [ ]  A [ ]  A+** **Cycle 3 [ ]  A- [ ]  A [ ]  A+** | **Exemplary** **Cycle 1 [ ]  E- [ ]  E** **Cycle 2 [ ]  E- [ ]  E** **Cycle 3 [ ]  E- [ ]  E** |

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| Cycle 1 Evidence      |
| Cycle 2 Evidence      |
| Cycle 3 Evidence      |

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

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| Component: 2A – Creating an Environment of Respect and Rapport |
| Source(s) of Evidence: Observations of Teaching |

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| **Ineffective** **Cycle 1 [ ]  I [ ]  I+** **Cycle 2 [ ]  I [ ]  I+** **Cycle 3 [ ]  I [ ]  I+**  | **Developing** **Cycle 1 [ ]  D- [ ]  D [ ] D+** **Cycle 2 [ ]  D- [ ]  D [ ] D+** **Cycle 3 [ ]  D- [ ]  D [ ] D+**  | **Accomplished** **Cycle 1 [ ]  A- [ ]  A [ ]  A+** **Cycle 2 [ ]  A- [ ]  A [ ]  A+** **Cycle 3 [ ]  A- [ ]  A [ ]  A+** | **Exemplary** **Cycle 1 [ ]  E- [ ]  E** **Cycle 2 [ ]  E- [ ]  E** **Cycle 3 [ ]  E- [ ]  E** |

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| Component: 2B – Establishing a Culture for Learning |
| Source(s) of Evidence: Observations of Teaching |

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| **Ineffective** **Cycle 1 [ ]  I [ ]  I+** **Cycle 2 [ ]  I [ ]  I+** **Cycle 3 [ ]  I [ ]  I+**  | **Developing** **Cycle 1 [ ]  D- [ ]  D [ ] D+** **Cycle 2 [ ]  D- [ ]  D [ ] D+** **Cycle 3 [ ]  D- [ ]  D [ ] D+**  | **Accomplished** **Cycle 1 [ ]  A- [ ]  A [ ]  A+** **Cycle 2 [ ]  A- [ ]  A [ ]  A+** **Cycle 3 [ ]  A- [ ]  A [ ]  A+** | **Exemplary** **Cycle 1 [ ]  E- [ ]  E** **Cycle 2 [ ]  E- [ ]  E** **Cycle 3 [ ]  E- [ ]  E** |

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| Component: 2C – Managing Classroom Procedures |
| Source(s) of Evidence: Observations of Teaching |

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| **Ineffective** **Cycle 1 [ ]  I [ ]  I+** **Cycle 2 [ ]  I [ ]  I+** **Cycle 3 [ ]  I [ ]  I+**  | **Developing** **Cycle 1 [ ]  D- [ ]  D [ ] D+** **Cycle 2 [ ]  D- [ ]  D [ ] D+** **Cycle 3 [ ]  D- [ ]  D [ ] D+**  | **Accomplished** **Cycle 1 [ ]  A- [ ]  A [ ]  A+** **Cycle 2 [ ]  A- [ ]  A [ ]  A+** **Cycle 3 [ ]  A- [ ]  A [ ]  A+** | **Exemplary** **Cycle 1 [ ]  E- [ ]  E** **Cycle 2 [ ]  E- [ ]  E** **Cycle 3 [ ]  E- [ ]  E** |

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| Component: 2D – Managing Student Behavior |
| Source(s) of Evidence: Observations of Teaching |

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| **Ineffective** **Cycle 1 [ ]  I [ ]  I+** **Cycle 2 [ ]  I [ ]  I+** **Cycle 3 [ ]  I [ ]  I+**  | **Developing** **Cycle 1 [ ]  D- [ ]  D [ ] D+** **Cycle 2 [ ]  D- [ ]  D [ ] D+** **Cycle 3 [ ]  D- [ ]  D [ ] D+**  | **Accomplished** **Cycle 1 [ ]  A- [ ]  A [ ]  A+** **Cycle 2 [ ]  A- [ ]  A [ ]  A+** **Cycle 3 [ ]  A- [ ]  A [ ]  A+** | **Exemplary** **Cycle 1 [ ]  E- [ ]  E** **Cycle 2 [ ]  E- [ ]  E** **Cycle 3 [ ]  E- [ ]  E** |

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| Component: 2E – Organizing Physical Space |
| Source(s) of Evidence: Observations of Teaching |

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| **Ineffective** **Cycle 1 [ ]  I [ ]  I+** **Cycle 2 [ ]  I [ ]  I+** **Cycle 3 [ ]  I [ ]  I+**  | **Developing** **Cycle 1 [ ]  D- [ ]  D [ ] D+** **Cycle 2 [ ]  D- [ ]  D [ ] D+** **Cycle 3 [ ]  D- [ ]  D [ ] D+**  | **Accomplished** **Cycle 1 [ ]  A- [ ]  A [ ]  A+** **Cycle 2 [ ]  A- [ ]  A [ ]  A+** **Cycle 3 [ ]  A- [ ]  A [ ]  A+** | **Exemplary** **Cycle 1 [ ]  E- [ ]  E** **Cycle 2 [ ]  E- [ ]  E** **Cycle 3 [ ]  E- [ ]  E** |

**DOMAIN 3: INSTRUCTION**

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| Component: 3A – Communicating with Students |
| Source(s) of Evidence: Observations of Teaching |

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| **Ineffective** **Cycle 1 [ ]  I [ ]  I+** **Cycle 2 [ ]  I [ ]  I+** **Cycle 3 [ ]  I [ ]  I+**  | **Developing** **Cycle 1 [ ]  D- [ ]  D [ ] D+** **Cycle 2 [ ]  D- [ ]  D [ ] D+** **Cycle 3 [ ]  D- [ ]  D [ ] D+**  | **Accomplished** **Cycle 1 [ ]  A- [ ]  A [ ]  A+** **Cycle 2 [ ]  A- [ ]  A [ ]  A+** **Cycle 3 [ ]  A- [ ]  A [ ]  A+** | **Exemplary** **Cycle 1 [ ]  E- [ ]  E** **Cycle 2 [ ]  E- [ ]  E** **Cycle 3 [ ]  E- [ ]  E** |

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| Component: 3B – Questioning and Discussion Techniques |
| Source(s) of Evidence: Observations of Teaching |

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| **Ineffective** **Cycle 1 [ ]  I [ ]  I+** **Cycle 2 [ ]  I [ ]  I+** **Cycle 3 [ ]  I [ ]  I+**  | **Developing** **Cycle 1 [ ]  D- [ ]  D [ ] D+** **Cycle 2 [ ]  D- [ ]  D [ ] D+** **Cycle 3 [ ]  D- [ ]  D [ ] D+**  | **Accomplished** **Cycle 1 [ ]  A- [ ]  A [ ]  A+** **Cycle 2 [ ]  A- [ ]  A [ ]  A+** **Cycle 3 [ ]  A- [ ]  A [ ]  A+** | **Exemplary** **Cycle 1 [ ]  E- [ ]  E** **Cycle 2 [ ]  E- [ ]  E** **Cycle 3 [ ]  E- [ ]  E** |

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| Component: 3C – Engaging Students in Learning |
| Source(s) of Evidence: Observations of Teaching |

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| **Ineffective** **Cycle 1 [ ]  I [ ]  I+** **Cycle 2 [ ]  I [ ]  I+** **Cycle 3 [ ]  I [ ]  I+**  | **Developing** **Cycle 1 [ ]  D- [ ]  D [ ] D+** **Cycle 2 [ ]  D- [ ]  D [ ] D+** **Cycle 3 [ ]  D- [ ]  D [ ] D+**  | **Accomplished** **Cycle 1 [ ]  A- [ ]  A [ ]  A+** **Cycle 2 [ ]  A- [ ]  A [ ]  A+** **Cycle 3 [ ]  A- [ ]  A [ ]  A+** | **Exemplary** **Cycle 1 [ ]  E- [ ]  E** **Cycle 2 [ ]  E- [ ]  E** **Cycle 3 [ ]  E- [ ]  E** |

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| Component: 3D – Using Assessment in Instruction |
| Source(s) of Evidence: Observations of Teaching |

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| **Ineffective** **Cycle 1 [ ]  I [ ]  I+** **Cycle 2 [ ]  I [ ]  I+** **Cycle 3 [ ]  I [ ]  I+**  | **Developing** **Cycle 1 [ ]  D- [ ]  D [ ] D+** **Cycle 2 [ ]  D- [ ]  D [ ] D+** **Cycle 3 [ ]  D- [ ]  D [ ] D+**  | **Accomplished** **Cycle 1 [ ]  A- [ ]  A [ ]  A+** **Cycle 2 [ ]  A- [ ]  A [ ]  A+** **Cycle 3 [ ]  A- [ ]  A [ ]  A+** | **Exemplary** **Cycle 1 [ ]  E- [ ]  E** **Cycle 2 [ ]  E- [ ]  E** **Cycle 3 [ ]  E- [ ]  E** |

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| Component: 3E – Demonstrating Flexibility and Responsiveness |
| Source(s) of Evidence: Observations of Teaching |

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| **Ineffective** **Cycle 1 [ ]  I [ ]  I+** **Cycle 2 [ ]  I [ ]  I+** **Cycle 3 [ ]  I [ ]  I+**  | **Developing** **Cycle 1 [ ]  D- [ ]  D [ ] D+** **Cycle 2 [ ]  D- [ ]  D [ ] D+** **Cycle 3 [ ]  D- [ ]  D [ ] D+**  | **Accomplished** **Cycle 1 [ ]  A- [ ]  A [ ]  A+** **Cycle 2 [ ]  A- [ ]  A [ ]  A+** **Cycle 3 [ ]  A- [ ]  A [ ]  A+** | **Exemplary** **Cycle 1 [ ]  E- [ ]  E** **Cycle 2 [ ]  E- [ ]  E** **Cycle 3 [ ]  E- [ ]  E** |

Assessment Task 6- Web Quest

There are five basic components of an average Web Quest

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| --- | --- |
| http://www.internet4classrooms.com/wqintrobrick.gif | * 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 | * 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 | * 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 | * display a detailed rubric to measure the product as objectively as possible
* ( 25 pts.)

 Total Points \_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  |
| http://www.internet4classrooms.com/wqconclusionbrick.gif | * 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

**Policy Statements:**

1. **Cell phones must be turned off and out of sight during school hours. \* Failure to adhere to this policy may result in candidate being removed from this placement. \***
2. **Late work will be penalized by 20% for each day work is late. No work from another class may be used in this class.**
3. **Two points will be deducted for each spelling, grammar, and punctuation error in all course work.**
4. **All work must be typed.**
5. **All students are required to check their LWC e-mail daily for correspondence form the Education Division.**

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| **Course Objective** | **KTS** | **INTASC** | **CAEP** | **KAS** | **ILA** | **ACEI** | **ELA** | **English** | **Math** | **Science** | **Social Studies** | **PE** | **Health** | **Music** | **Art** | **Assessment****Description** | **CAEP Diversity Theme****Yes/No** | **CAEP Technology Theme****Yes/No** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Yes | Yes |
| Use learner appropriate pedagogical methods in a variety of educational settings, including multiculturally diverse situations. | 1,2,3,4,81.11.21.32.43.34.28.3 | 1,2,3,4,5,7,8 | 1.11.2 |  |  |  |  |  |  |  |  |  |  |  |  | Article critiquesLesson PlansResources ListPGES KTIP Web Quest2,3,4,5,6 |  |  |
| Use instructional media and technology | 66.16.26.36.46.5 | 1,2,4,5,7,8,8 | 1.11.21.3 |  |  |  |  |  |  |  |  |  |  |  |  | Lesson PlansResource ListPGES KTIPWebQuest3,4,5,6 |  |  |
| Effectively manage the classroom in a way that optimum learning takes place. | 3,43.13.23.33.43.54.14.24.34.44.57.1 | 1,2,3,9, 10 | 1.1 |  |  |  |  |  |  |  |  |  |  |  |  | JournalsLesson PlanPGES KTIP1,3,5 |  |  |
| . Evaluate student progress, including use of portfolios assessments, and performance assessments | 5,75.15.25.35.45.55.67.17.27.3 | 1,2,4,5,6 | 1.11.21.31.41.5 | AllOptional |  |  |  |  |  |  |  |  |  |  |  | Lesson PlanPGES KTIP3,5 |  |  |
| Conduct self-evaluations of videotaped, outcome based lessons using the KTIP based evaluation instrument | 1,2,3,4,5,6,7,8 | 1,2,3,4,5,6 | 1.1 |  |  | 1 | 1 | 1 | 1  | 1  | 1 | 1 | 1 | 1 | 1 | PGES KTIP5 |  |  |
| Demonstrate knowledge of content in teaching situations using the Ky. Academic Standards, the College and Career Readiness Standards to develop effective lesson objectives in lesson plan development | 1,2,3,4,5,6,7,8 | 1,2,3,4,5,6 | 1.1 | All Optional |  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | Lesson PlansPGES KTIP3, 5 |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**KAS-**

**http://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky%20Academic%20Standards\_Final-9%2011%2015.pd**

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

 **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

**21st Century Skills Standards**

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

**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

**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:***

Creativity and Innovation

Communication and Collaboration

Research and Information Fluency

Critical Thinking, Problem Solving, and Decision Making

Digital Citizenship

Technology Operations and Concepts

***For Teachers:***

Facilitate and Inspire Student Learning and Creativity

Design and Develop Digital-Age Learning Experiences and Assessments

Model Digital-Age Work and Learning

Promote and Model Digital Citizenship and Responsibility

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)

Ky. Academic Standards for all subject areas:

[**http://education.ky.gov/curriculum/standards/kyacadstand/Pages/contentareasstandards.aspx**](http://education.ky.gov/curriculum/standards/kyacadstand/Pages/contentareasstandards.aspx)

##  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.

**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.

**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. All field hours must be assigned by the Coordinator of Field Placements.

**Incomplete Grade**

If outstanding work is not submitted within six weeks of the end of the semester, the incomplete grade for the course becomes an “F”.

**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 fi 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 typed and stapled or in notebook 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.

**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 at end of syllabus**

###

###  LINDSEY WILSON COLLEGE

###  STATEMENTS FOR INCLUSION IN THE SYLLABUS

###  2017-2018

**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 involved 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, the VP for Academic Affairs or Associate Dean will work in cooperation with the Dean of Students to move the student before the campus 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 encourages the use of Safe Assign to detect plagiarized documents.

**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. (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 Chair of the division in which the grade was assigned. Upon receipt of such request, that Chair 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 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 Division Chair, the student or faculty member may, within seven (7) days by written request to the chair, 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 e-mail within seven (7) days of receipt of the disputed grade. If the issue cannot be resolved by e-mail 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 before the first day of the semester following the one in which the grade was issued. The written request must include the specific basis for the appeal.

3. The Academic Affairs Office will convene a Grade Appeals Panel, comprised of the Vice President for Academic Affairs, the Associate Academic Dean, and the chair of the academic unit which 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 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 mush 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 http://php.nihtraining.com/users/login.php.

**Statement on Learning/Physical Disabilities**

Lindsey Wilson College accepts students with learning disabilities and provides reasonable accommodation to help them be successful. 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. Students needing accommodation should apply as early as possible, usually before May 15. Immediately after acceptance, students need to identify and document the nature of their disabilities. It is the responsibility of the student to provide to the College appropriate materials documenting the learning disability, usually a recent high school Individualized Education Program (IEP) and results from testing done by a psychologist, psychiatrist, or qualified, licensed person. The College does not provide assessment services for students who may be learning disabled. Although LWC 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, call Ben Martin at 270-384-7479.

**Academic Success Center**

The Academic Success Center, located in the Everett Building, offers peer tutoring to aid students in completing class assignments, preparing for exams and improving their understanding of content covered in a particular course. In addition, computers are available for student use.

Students are encouraged to utilize this Center as a resource for improving study strategies and reading techniques. The Center also offers assistance with other academic problems resulting from documented learning disabilities. All services are free of charge to all Lindsey Wilson College students (students with learning disabilities are responsible for providing documentation from an appropriate outside professional source such as a professional evaluation or school IEP). Please contact Maretta Garner, Tutor Coordinator at 384-8037 for further information and assistance.

**Writing Center and Mathematics Center**

The Writing Center (located in the Slider Humanities & Fine Arts Building), and the Mathematics Center (located in the Fugitte Science Building) are available for specialized tutoring at no charge to students. Please contact Jared Odd, Writing Center Coordinator, at 384-8209 or Linda Kessler, Math Tutor Coordinator, at 384-8115 for further information and assistance.

**Final Exams**

Final Exams for day classes are scheduled for the Fall 2016 semester on **December 5-9 and May 8-12** for the Spring 2017 semester. 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** the final exam week. **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 Columbia 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 advisor and the instructor for each course involved as indicated on the Add/Drop Form. The change must be reported to the Business Office and the Registrar's Office on an Add/Drop Form, which may be obtained from the Registrar's Office. For AIM courses, 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 Director of the Evening Program. For courses taught at Community sites, 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 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% of the instructional days for a course are completed, as outlined below:

|  |  |  |
| --- | --- | --- |
|  **Course**  | **Deadline**  | **Submitted by the Student to**  |
| Columbia undergraduate and graduate full semester courses  | Not later than 30 days before the end of the semester  | Registrar  |
| AIM courses | By the sixth week of class | Registrar |
| Courses at Community Campuses  | By the third weekend of class  | Site Coordinator or the Registrar  |

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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# Practicum Knowledge Base

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Zemmelman, S., Daniels, H., & Hyde, A. (2003). Best practice: New standards for teaching and learning in America’s schools (3rd ed.). Portsmouth, NH: Heinemann

I have read this syllabus. I understand the policies, assignments and grading system.

Please and date below and return to the instructor.

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Signature Date