

**EDUC 3233 Methods/Materials P-5 Math**

## Fall 2018

Tues./Thurs. 9:30-10:45

Goodhue 200

**Tuesday and Thursday, 12:30-1:45 Room: Goodhue 206**

Instructor: Judy Bradshaw

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Office: 104 Goodhue

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

**Course Description:**

This course consists of the evaluation of materials and techniques in teaching children arithmetic, with emphasis on the organization of subject matter, activities involved in arithmetic, and diagnosis and remedial instruction. Computer software designed for math instruction will be applied and evaluated. Observation hours required. The course is designed to introduce the student to an overview of the teaching of math. The content of this course will be taught mainly by demonstration and class participation. Various learning experiences include mini-lessons, videotaping, and in-class participation. This course includes a field experience component.

Prerequisites: Acceptance into the Teacher Education Program and EDUC 2213

**Conceptual Framework:**

The Division of Education and the Unit for Teacher Preparation supports its philosophy and motto “Teacher as a 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.

**Required Text:**

Gojak, Linda and Miles, Ruth. *The Common Core Mathematics Companion: The Standards Decoded*. Grades K-2 and 3-5. Thousand Oaks, California: Corwin, 2015.

**Required Material**:

Supplies for Various Projects

**Course Objectives:**

The objectives of this course are to introduce the teacher candidate to an overview of the teaching of math and to provide an opportunity for each teacher candidate to plan and participate in math classes. At the completion of this course, teacher candidates will meet the following objectives:

1. Familiarize various mathematical methodologies. (KTS 1,2,3,4,5)
2. Plan and teach math lessons based on numerous mathematical programs.

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

1. Select materials appropriate for use with students in P-5 classrooms and manipulative bulletin boards. (KTS 1,2,3,4,5,6)
2. Collaborate with peers on mathematical programs as SUM, Box It or Bag It, AIM and Math Land. (KTS 1,2,4)
3. Gain better understanding in regard
4. to multicultural and global influences.

(KTS 1,2,3,4)

6. Identify effective participation in educational systems through required field

experiences. (KTS 1,3,7,8)

**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.

**Policy Statements**

**Policy Statements:**

LATE REQUIREMENTS:

Assignments are to be completed and turned in on the day they are due. Poorly written work or inferior quality work will be returned to the teacher candidate to be rewritten. This will also result in the lowering of the teacher candidate's grade.

MAKE-UP POLICY:

If any assignment is missed, the teacher candidate must make arrangements to complete the required assignment by the NEXT class meeting. If the activity is not made up, then the teacher candidate's grade will be deducted by ten (10) points for every class meeting that the assignment is not completed.

ATTENDANCE:

Teacher candidates will be expected to abide by the Lindsey Wilson College attendance policy. Refer to your student handbook. If more than two absences occur, the teacher candidate's grade will be lowered by ten (10) points for each absence.

ASSIGNMENTS

All assignments must be turned in on time. If a teacher candidate has problems completing an assignment, then this must be communicated to the instructor. After conferring with the instructor, the teacher candidate may, with the instructor’s permission, edit and resubmit an assignment in order to obtain a higher score.

DRESS

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

Class—NO hats

# GROUP WORK

Group work will be part of this course, therefore it is expected that group members participate fully in the group’s effort to complete an assigned project. Group members will each normally receive the same score; but if a group member is not participating, he or she will receive a lower score than the other group members.

**Course Requirements/Assessment Tasks**

1. Complete ten hours of observation with one log for each hour. Six (6) hours will be

clinical. Two and a half (2.5) must be completed at Camp Casey and one and a half

(1.5) must be completed at Math Night Out. All ten hours must be completed by

December 03. 2018. During observations, the teacher candidate should look for

various teaching strategies, time and classroom management strategies, student/teacher

relationships, and classroom set up techniques etc. (150 pts.) Department deadlines

for field hours are Tues. Sept. 4 (agreement form), Tues. Sept. 18, Tues. October 9,

Tues. Nov. 6, Thurs. Nov. 29 and Tues. Dec. 3. Twenty five (25) points will be given

for each due date. Submit all information in the KFETS system. (KTS 1,7)

2. Prepare an idea file. (100 pts.) (KTS 1,2,3,5,6)

3. Participate in two (2) co-teaching experiences. The college instructor and classroom

teacher will complete an IPR on a lesson. It is also recommended that the other co-

teaching experience be a video lesson. (100 pts./50 points for each experience)

(KTS1,2,4,5,6)

4. Attend class regularly and punctually. Demonstrate a professional attitude. (100 pts.)

(KTS 1,6,7)

5. Attain appropriate grades on tests. (200 pts.) (KTS 1,3,5,6,7,9)

6. Micro Teaching. (50 pts.) (KTS 1,2,4,5,6)

7. Participate in four group projects. (400 pts./ 100 pts for each project.) (KTS 1,2,3,5,6)

8. Prepare a ten day math unit. (425 pts.) (KTS 1,2,3,5,6)

9. Complete two in class writing assignments. (50 pts.) (KTS 1,2,3,4)

**Grade Scale**

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| 1496-1575 | A |
| 1418-1495 | A- |
| 1339-1417 | B+ |
| 1307-1338 | B |
| 1260-1337 | B- |
| 1166-1259 | C+ |
| 1149-1165 | C |
| 1001-1148 | C- |
| 645-1000 | D |
| 644 or below | F |

**Tentative Schedule:**

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| Week | Content | Due Dates |
| 8/21  8/23  8/27  8/28  8/30 | Classes Begin Go over syllabus  Finish syllabus  Last day to add a class  Draw for presentations Computer lab  Box It Bag It video | Observation Agreement form due Sept. 4th |
| 9/3 | Labor Day HOLIDAY |  |
| 9/4  9/6  9/11  9/13  9/18    9/20    9/25  9/28 | Unit Lesson Plan Part 1 Observation agreement due  Project-- Box It Bag It  Unit Lesson Plan Part 2  Micro Teaching  Library Presentation 1st set of observation (3 hrs.) due  Computer Lab 1st set of idea cards (2 grades)due  Project—Shape  Unit Work Day | 1st set of observation (3 hours) due Sept. 18th  1st set of idea cards (2 grades) due Sept. 20th  1st lesson plan due October 2nd |
| 10/2 | Unit discussion 1st lesson plan due |  |
| 10/4  10/9    10/11 | Micro Teaching  2nd set of observation hours (3) due  Catch up day  Micro Teaching | 2nd set of observations due October 9th (3hours.---total 6)  2nd and 3rd lesson plan due October 23rd |
| 10/16-18  10/23  10/25    10/30 | FALL BREAK  File Folder Project  Micro teaching  Project—Let’s Count 2nd set of idea cards ( 2 grades) due | 2nd and 3rd lesson plan due  2nd set of idea cards (2 grades) due October 30th  3rd set of observation (2hours---total 8) due November 6th |
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| 11/1  11/6  11/8  11/12 | Laura Burwash Presentation  Idea Card work 3rd set of observation hours (2) due  Micro Teaching  Last day to drop a class |  |
| 11/13  11/15 | Micro Teaching  Unit Work Day 3rd set of idea cards (2 grades) due | 3rd set of idea cards (2 grades)due September 15th  Unit due November 20th |
| 11/20  11/22  11/23  11/27  11/29 | Unit due  Thanksgiving--HOLIDAY  No LWC classes  Video In Class Writing assignment  Computer Lab Last set of observation hours (2  hours)due | Last set of observation (2 hours- Total 10) due November 29th  KFETS print out and all observation materials due December 4th |
| 12/04 | Micro Teaching KFETS and observation materials due |  |
| 12/06 | Review for finals |  |
| 12/10-13 | Finals | HAVE A GREAT CHRISTMAS BREAK |

## Education Policies and Procedures

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

**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. The Coordinator of Field Placements must place students for additional hours.

Math Educ 3233

**Assessment #1 Field Experience 150 pts/25 pts each due date (KTS 1,7)**

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| **Criteria** | **0-69 pts** | **70-80 pts** | **81-99 pts** | **100 pts** |
| 10 field hours in clinical classroom | 10 field hours documented in observation log sheet. Signatures given. | 10 field hours documented in observation log sheet. Signatures given. | 10 field hours documented in observation log sheet. Signatures given. | 10 field hours documented in observation log sheet. Signatures given. |
| 10 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 appropriately inputted in KFETS | All 10 hours appropriately inputted into KFETS | All 10 hours appropriately inputted into KFETS | All 10 hours appropriately inputted into KFETS | All 10 hours appropriately inputted into KFETS |

**Assessment #2 Idea Cards 100pts/25 pts each due date (KTS 1,2,3,5,6)**

25 pts for each due date: The idea cards were exemplary, on time, no grammatical or spelling errors, manuscript not typed or cursive written. Ideas given on each card addressed accurately the core content skill for that grade level.

20-24 pts for each due date: The idea cards were good, on time, 1-3 grammatical or spelling errors, manuscript not typed or cursive written. Ideas given on each card addressed accurately the core content skill for that particular grade level.

10-19 pts each due date: The idea cards were fair, not on time, 4-5 grammatical or spelling errors, manuscript not typed or cursive written. Ideas given somewhat addressed the core content skill for that particular grade level.

0-9 pts each due date: The idea cards demonstrated little thought, poorly written with excessive spelling and grammatical errors. Cards were written in manuscript not typed or cursive written. Numerous cards did not accurately address the core content skill for that grade level.

**Assessment #3 Teaching experiences 100 pts/50 pts for each exp. (KTS 1,2,4,5,6)**

**DOMAIN 1: PLANNING AND PREPARATION**

**PGES**

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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 #4 Attendance/Professional attitude 100 pts (KTS 1,6,7)**

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| --- | --- | --- | --- | --- |
| **Criteria** | **95-100** | **80-94** | **70-79** | **0-69** |
| Attendance | 1 Absence | 1-2 | 3 | 3+ |
| Tardiness | 2 | 2-3 | 3-4 | 5+ |
| Professional Attitude | Excellent | good | Fair | Fair/poor |

**Assessment #5 Tests 200/100 pts each test (KTS 1,3,5,6,7,9)**

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

**Assessment #6 Micro Teaching 50 pts (KTS 1,2,4,5,6)**

Target statement given- 5pts

I can statement given- 5pts

Lesson Introduction- 5pts

Presentation of lesson content- 15pts

Lesson Closing- 5pts

Self-assessment given- 5pts

Independent activity given- 5pts

Appropriate eye contact/tone/voice- 5pts

Total 50pts

**Assessment #7 Projects 400pts/100 pts for each project (KTS 1,2,3,5,6)**

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| --- | --- | --- | --- | --- |
| **Criteria** | **100-95pts** | **85-94pts** | **70-84pts** | **0-69pts** |
| Skill Criteria | Skill criteria exemplary achieved. | Skill criteria mostly achieved. | Some skill criteria achieved. | Very little skill criteria achieved. |
| Creativity | Excellent creativity demonstrated. | Good creativity demonstrated. | Fair creativity demonstrated. | Little creativity demonstrated. |
| Neatness/colorful | Very neat and excellent eye appealing color. | Neat and good eye appeal in color. | Not very neat and not very colorful. | Not neat. Not colorful or appealing to the eye |
| Due date | Submitted on time | Submitted on time | Submitted on time | Submitted late |

**Assessment #8 10 day unit (KTS 1,2,3,5,6)**

**Lesson Plan Rubric**

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

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

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| **Criteria** | **425 pts** | **360 pts** | **300 pts** | **210 pts** | **140 pts** | **70 pts.** |
| **Lesson Plan & Daily Objectives**  **Essential Questions** | All meaningful; fully based on KAS & SPA for appropriate subject area/s, fully aligned, tied to real world, mastered in Lesson Plan | All meaningful; fully based on KAS & SPA for appropriate subject area/s, aligned, real world tie, mastery possible as written | All based on KAS & SPA for appropriate subject area/s, aligned, suggest real world, mastery | All suggest KAS & SPA for appropriate subject area/s, partially aligned, suggest real world, not fully mastered | Related to KAS & SPA for appropriate subject area/s, poor alignment, minimal real world problems with mastery | Unclear objectives reworded KAS & SPA for appropriate subject area/s, not aligned, no real world, not mastered |
| **Lessons Overview**  1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes,  1.3: Understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement. | Fully developed with strong, compelling theme. Instructional Plan for Learning Literacy Strategies is fully developed with strong daily objectives and assessments fully aligned, excellent strategies that are highly appropriate, strong differentiation that is highly appropriate and with excellent resources listed | Complete with appropriate / important theme. Instructional Plan for Learning Literacy Strategies is complete with additional items; daily objectives and assessments good alignment, strong strategies, strong differentiation and resources listed | Complete with good theme. Instructional Plan for Learning Literacy Strategies is complete with daily objectives and assessments aligned, good strategies, good differentiation and resources listed | Complete with nominal theme. Instructional Plan for Learning Literacy Strategies is complete with daily objectives and assessments related, limited strategies, limited differentiation and resources listed | Some items missing; nominal topic but no theme integrated. Instructional Plan for Learning Literacy Strategies needs work in spots; daily objectives and assessments not aligned, inappropriate strategies listed, inappropriate differentiation and resources | Incomplete with topic or theme not integrated. Instructional Plan for Learning Literacy Strategies is incomplete with daily objectives and assessments not related, one poor or no strategies listed, no differentiation; resources minimal. |
| **Lesson Plans - Knowledge, Reasoning, Performance Skills, Products, Higher Order Thinking**  2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.  2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections. | Mastery of knowledge base, fully incorporates higher level reasoning daily, skills mastered; products meaningful, teacher instruction / strategies learning in lesson plan | Mastery of knowledge base, incorporates higher level reasoning daily, skills mastered; products good /help students learn, teacher instruction / strategies learning in lesson plan | Addresses knowledge base, incorporates higher level reasoning, teaches needed skills; products good and help students learn, teacher instruction / strategies learning in lesson plan | Addresses knowledge at basic level, basic higher level reasoning, teaches needed skills; products relate to objectives and real world; teacher instruction / strategies learning in lesson plan | Minimal mastery of knowledge base, minimal higher level reasoning, skills; some products included may not align with objectives, teacher instruction / strategies learning in 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, |
| **Assessments**  3.1: Understand types of assessments and their purposes, strengths, and limitations.  3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.  3.3: Use assessment information to plan and evaluate instruction.  3.4: Communicate assessment results and implications to a variety of audiences. | Effective formative assessment throughout, pre / post test meet all guidelines; effectively measures literacy skills,  Culminating demonstrates mastery of Objectives/ effective summative assessment; template complete; self-assessment effective, | Good formative assessment throughout, pre / post test meet guidelines; effectively measures literacy skills, Culminating demonstrates mastery of Objectives. / effective summative assessment;  template complete; good self-assessment | Basic formative assessment throughout, pre / post test meet guidelines; basically measures literacy skills, Culminating addresses mastery of Objectives. / good summative assessment; template complete; good self-assessment | Formative assessment needs revision, pre / post test meets basic guidelines; the measurement of literacy skills needs revisions, Culminating does not address all ob / basic summative assessment; template missing a few items; basic elf-assessment | Formative assessment not used for feedback, pre/post test doesn’t address mastery; limited measurement of literacy skills, good culminating activity but doesn’t align with Unit Obj/ basic summative assessment; template missing a few items; no self-assessment | Poor or no formative assessment, pre/post test not effective ; no evidence of measurement of literacy skills, poor culminating activity that doesn’t align with Unit Obj/ poor summative assessment; template missing several items; no self-assessment |

**Total Points Available 425**

**Assessment #9 Writing Assignments 50pts/25pts each assignment (KTS 1,2,3,4)**

24-25pts: Completion of writing assignment was exemplary, on time, with no grammatical or spelling errors with a paper of 1 ½ to 2 pages long.

18-23pts: Completion of writing assignment was excellent, on time, with 1-3 grammatical or spelling errors with a paper length of 1 -1 ½ pages.

10-17pts: Completion of writing assignment was fair, on time with 4-5 grammatical or spelling errors with a paper length of 1 page.

0-9pts: Completion of writing assignment was poor, may or may not be on time, with 5 plus grammatical or spelling errors with a paper length of 1 page or less

**CROSSWALK**

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| **Course Objective** | **KTS** | **INTASC** | **CAEP** | **KAS** | **ISTE** | **ACEI**  **(NCTM)** | **ILA** | **LWC**  **Outcomes** | **Assessment**  **Description** | **CAEP Diversity Theme**  **Yes/No** | **CAEP Technology Theme**  **Yes/No** |
| Students will become familiar with various mathematical methodologies | KTS  1,2,3,4,5  1.1, 1.2,  1.5  2.2,  3.3  4.1,  4.2,  5.2 | 1,2,3 | 1.1  1.2  1.3 | Grades 1-5 Math  Standards | ISTE-Research and Information | 1.0  2.3 | 4.2 | 1,2,3,4 | Idea Cards  PROJECTS  Unit |  |  |
| Students will plan and teach math lessons based on numerous mathematical programs. Technology will be included. | KTS  1,2,4,5,6  1.1  1.2  1.3  1.4  1.5  2.1  2.3  2.4  4.1  4.3  4.4  4.5  5.2  5.3  6.1 | 4,5,6,7,8 | 1.1  2.1 | KAS Determined by topic  Grades 1-5 Math  Standards | ISTE-Communication and technology operations; Collaboration | 2.3  3.1  3.2  3.3 | 2.1 | 1,2,3,4 | PGES KTIP  TEST  Micro Teaching  Unit | yes | yes |
| Students will select materials appropriate for use with students in P-5 classrooms and for manipulative boards. | KTS  1,2,3,5,6  1.1  1.3  1.4  2.1  2.2  3.2  3.3  3.5  5.2  5.6  6.1  6.2 | 3,4,5,6,7,8 | 1.1  1.4 | KAS detrmined by topic  Grades 1-5 Math  Standards | ISTE--Communication, Collaboration, Decision making | 1.0  2.3  3.1  3.2 | 3.1  3.3 | 1,2,4 | Idea cards  Projects Unit |  |  |
| Students will collaborate with peers on mathematical programs as SUM, Box It, Bag It, AIMS and Math Land. | KTS  1,2,4  1.1  2.1  2.4  2.5  4.1  4.2  4.5 | 5,10 | 1.1 | KAS  Grades 1-5 Math  Standards | ISTE--Research and Information Fluency | 2.3  3.5 | 2.1  3.1 | 1,2,3,4 | PGES KTIP  Attendance  Projects |  |  |
| Students will gain a better understanding in regard to multicultural and global influences. | KTS  1,2,3,4,  1.1  1.3  1.4  1.5  2.1  2.2  2.3  2.4  3.1  3.2  3.3  4.1  4.5 | 2,3 | 1.1 |  | ISTE--Research and Information Fluency | 2.3  3.2 | 4.3 | 1,3,4 | Field Experience  Unit  Writing Assignments | yes |  |
| Students will identify effective participation in education systems through required field experiences | KTS  1,3,7,8  1.1  1.2  1.3  3.3  7.1  8.2 | 1,3,9 | 1.1  1.3 | KAS  Grades 1-5 Math  Standards |  | 2.3  3.4 | 4.1 | 3,4 | Field Experience | yes | yes |

**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)

**Ky, Academic Math Standards P-5**

**Grade 1**

1. Operations and Algebraic Thinking

* Represent and solve problems involving addition and subtraction.
* Understand and apply properties of operations and the relationship between addition and subtraction.
* Add and subtract within 20.
* Work with addition and subtraction equations.

2. Number and Operations In Base Ten

* Extend the counting sequence.
* Understand place value.
* Use place value understanding and properties of operations to add and subtract.

3. Measurement and Data

* Measure lengths indirectly and by iterating length units.
* Tell and write time.
* Represent and interpret data.

4. Geometry

* Reason with shapes and their attributes.

**Grade 2**

1,Operations and Algebraic Thinking

* Represent and solve problems involving addition and subtraction.
* Add and subtract within 20.
* Work with equal groups of objects to gain foundations for multiplication.

2. Number and Operations In Base Ten

* Understand place value.
* Use place value understanding and properties of operations to add and subtract.

3, Measurement and Data

* Measure and estimate lengths in standard units.
* Relate addition and subtraction to length.
* Work with time and money.
* Represent and interpret data.

4,Geometry

* Reason with shapes and their attributes.

**Grade 3**

1.Operations and Algebraic Thinking

* Represent and solve problems involving multiplication and division.
* Understand properties of multiplication and the relationship between multiplication and division.
* Multiply and divide within 100.
* Solve problems involving the four operations, and identify and explain patterns in arithmetic.

2.Number and Operations In Base Ten

* Use place value understanding and properties of operations to perform multidigit arithmetic.

3. Number and Operations—Fractions

* Develop understanding of fractions as numbers.

4. Measurement and Data

* Solve problems involving measurement and estimation of intervals of time, liquid

volumes, and masses of objects.

* Represent and interpret data.
* Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
* Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

5. Geometry

* Reason with shapes and their attributes

**Grade 4**

1.Operations and Algebraic Thinking

* Use the four operations with whole numbers to solve problems.
* Gain familiarity with factors and multiples.
* Generate and analyze patterns.

2.Number and Operations in Base Ten

* Generalize place value understanding for multi-digit whole numbers.
* Use place value understanding and properties of operations to perform multidigit arithmetic.

3.Number and Operations—Fractions

* Extend understanding of fraction equivalence and ordering.
* Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
* Understand decimal notation for fractions, and compare decimal fractions.

4. Measurement and Data

* Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
* Represent and interpret data.
* Geometric measurement: understand concepts of angle and measure angles.

5. Geometry

* Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

**Grade 5**

1. Operations and Algebraic Thinking

* Write and interpret numerical expressions.
* Analyze patterns and relationships.

1. Number and Operations in Base Ten

* Understand the place value system.
* Perform operations with multi-digit whole numbers and with decimals to hundredths.

1. Number and Operations—Fractions

* Use equivalent fractions as a strategy to add and subtract fractions.
* Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

1. Measurement and Data

* Convert like measurement units within a given measurement system.
* Represent and interpret data.
* Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

1. Geometry

* Graph points on the coordinate plane to solve real-world and mathematical problems.
* Classify two-dimensional figures into categories based on their properties

**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

**Division of Education Candidate Learning Outcomes:**

1. Knowledge

2. Pedagogy

3. Leadership

4. Reflective Best Practices

**21st Century Skills:**

l. Core Subjects and 21st Century Themes

2. Learning and Innovation Skills

3. Information, Media, and Technology Skills

4. Life and Career Skills

**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:**

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

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

**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)

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| **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)

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| **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**

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| 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)

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| 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)

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| 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)

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

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

DEVELOPMENT, LEARNING AND MOTIVATION

1. 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;

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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

### 2018-2019

**Academic Integrity**

### LINDSEY WILSON COLLEGE

### STATEMENTS FOR INCLUSION IN THE SYLLABUS

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

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

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

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

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

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

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

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

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

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

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

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

        a)  A secure login and pass code;

        b)  Proctored examinations; and/or

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

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

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

**Institutional Review Board (IRB) Policies**

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

**Statement on Disabilities**

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

**Academic Success Center**

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

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

**Writing Center and Mathematics Center**

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

**Final Exams**

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

**Email Policy**

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

**Cell Phone Policy**

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

**Adding/Dropping a Course**

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

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

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

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