

**EDUC 4263 & 4463**

**Classroom Management**

**Fall, 2018**

Section 01

TH 12:30-1:45, Goodhue 200

Instructor: Mrs. Melissa Saunier-Arnold Office: Goodhue 209

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

Tuesday & Thursday 8:30-10:30

By appointment

**Required Text:**

Text: Jones, Vern & Jones, Louise ( 2016). *Comprehensive Classroom Management*, eleventh edition. Boston, MA: Allyn and Bacon publishers.. ISBN 0-13-357913-1

Kentucky Department of Education, Common Core State Standards and Combined Curriculum Documents, 4.1**,** and Ky. Academic Core Standards, Frankfort, KY.

2015-17 Lindsey Wilson College Education Candidate, Field, and Student Teacher Handbooks

**Required Materials:**

* One folder with labeled dividers for videos lesson documents;
* Student Teacher and EPSB requirements: Updated Criminal record check, Child abuse and neglect check; LWC Education medical exam form with TB assessment; PRAXIS exams for certification areas and PLT; Positive Behavior Certificate; KEP-SP dues. **All student teacher and EPSB requirements must be completed by Nov. 20 for acceptance into student teaching:**

**Course Description**: Designed to develop techniques for establishing rules and procedures used in establishing and maintaining a safe environment. Included are discipline strategies and an introduction to the Kentucky Teacher Internship Program. Includes a field experience component.  ***Prerequisites:*** Acceptance into the Teacher Education Program, EDUC 3413 and EDUC 3223 ***or*** EDUC 3323 or EDUC 3403.

**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. This course addresses knowledge of practical classroom management strategies and procedures for creating a safe learning environment and developing positive relationships to promote active learning. Pedagogy, reflection and "Best Practices" are refined though teaching lessons in public school classrooms. Leadership activities will be development and implemented in Service-Learning Projects. Candidates will assume leadership roles in teaching diverse learners in their school communities. In addition candidates will address the 21st Century Skills and the Characteristic of Highly Effective Teaching and Learning as outlined by the Ky. Department of Education and the requirements of Unbridled Learning.

**Course Objectives:**

The goal of this course is to create a common point of reference for effective practices in teaching and learning by utilizing *The Characteristics of Highly Effective Teaching and Learning* to describe the role of the teacher and student in an exemplary instructional environment. Students will utilize the Ky. Core Academic Standards, Common Core and the College and Career Readiness Standards in lesson planning. Content knowledge and research-based practices and strategies that are appropriate for student learning will be demonstrated.

At the completion of this course students will be able to:

1. Explore the Multicultural diversity of the American schools and how the school system should relate to this diversity by developing a bibliography. Address strategies to work with diverse students including those with exceptionalities, cultural, ethnic diversity as well as the gifted and talented students. (KTS 1,2,4,5,6,8)

2. Explain fundamental classroom management principles associated with each of the following sources: Jacob Kounin, Frederic Jones, Haim Ginott, William Glasser, Rudolph Dreikurs, Lee Canter, Thomas Lombardi, and the literature related to main streaming special students assessed by chapter tests. (KTS 1 & 2)

3. Develop organizational techniques that will aid in establishing a businesslike atmosphere in the classroom assessed by management plan. (KTS 1,3,4)

4. Refine co-teaching strategies and develop a working knowledge of the Ky. Teacher Internship Program assessed by video & peer lessons evaluated with PGES assessment. (KTS 1,3)

5. Develop knowledge of safety techniques and procedures in setting maintaining a safe classroom environment. (KTS 1,2,3,4,5,6,7,8)

6. Develop solutions to problems of disruptive student behaviors, lack of student engagement in lessons, and poor student cooperation in case studies, lesson plans and co-teaching. (KTS 1, 2, 3, 4, 5, 6, 7, 8)

7. Utilize knowledge of diversity by addressing socio-economic, ESL, racial, exceptionalities and other diverse areas in lesson

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

8. Impelmeent professional development and leadership. (KTS 9, 10)

**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.

**NO LATE ASSIGNMENTS WILL BE ACCEPTED**

**All Assingments Must be Typed with a one inch margin at the top and bottom of each page.**

**Course Requirements/Assessment Tasks:**

1. Student academic audit review- print unofficial copy and review with advisor due Aug. 23.

2. A classroom management plan for your digital portfolio that must include the following:

a. Introduction letter to guardian/parents with supply list, ( 25 points)

b. Classroom behavior standards (rules), and rewards with discipline plan for primary, middle or high school grades depending on your certification area / each candidate must design two sets of rules and consequences for the highest and lowest grade level in their certification level ( 25 points each)

c. Classroom procedures booklet (50 points)

d. Academic accountability plan ( 25 points)

e. Revised Philosophy of Education with self-assessment- see Stage 2 Guidelines. Must include a copy of first philosophy paper and abstract. Students that do not turn in an acceptable revised papers will be required to attend sessions in the Writing Center (50 points)

f. Computer generated ideal, classroom organization design with legend. (50 points)

g. Completed PGP-2 completed with write up and one planned

h. Completed Leadership Project with assessment

(KTS 1 All, 2 All, 3 All, 4 All, 5 All, 6 All, 7 All, 8 All, 9 All, 10 All)

3. Diversity assignment- Each student will be assigned an issue of ***Educational Leadership*** to critique. Design a Glog that shows aspects of the magazine topic. Glog should be covered with related pictures and include related three videos connections, related two audio links. All links must work without ads. Students will use note cards as a guide to discuss the topic with a minimum of a 5 minute presentation. All Glogs must be tested before class in the Goodue computer lab. Completed glogs must be sent to instructor on due date. ) <http://edu.glogster.com/signup?type=student> **Educator code: GLG1-VFUQXWEP-DN8S59QPX4.**

( KTS- 1,2, 3, 4,5,6,8 // 1.1, 1.2, 1.3, 1.4, 1.5, 2.4, .2, 3.1, 3.2, 3.3, 3.4, 3.5, 5.1, 6.1, 8.1)

4. Lesson plan, video, completed assessments and KTIP, IPR completed by student of a lesson taught in a public school. All components must in folder in correct order with dividers, Portfolio format. (Include the contextual data ( signed by teacher) with teaching and learning statement (3-5 paragraphs), full lesson plan with all attachments, completed assessment tools, student work samples, Self-assessment IPR on new KTIP form with documentation for each source of evidence and scores, teacher mini-lesson checklist and TPA task 6. Use video lesson documents on website.) Video must be in highest grade level placement and paperwork must be in folder with name clearly marked\*\*May NOT be a lesson taught for this or another class. \*\* (200 point minimum)

(KTS- 1,2,3,4,5,6,7,8// 1.1, 1.2, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 8.2, 8.3, 8.4)

5. Service-Learning project in public schools at Safari or Camp Casey, Farkle Day and Literacy Night. Complete lesson plans due one week prior to teaching date. Lesson Plans to instructor and Ms. Dana Harman ACPC or Ms. Pam Bevins ACES (100 Points) One page reflection for Read Across Adair and Literacy Night due class period after activity- Date TBA (25 points each) (KTS 1 All, 2 All, 3 All, 4 All, 5 All, 6 All, 7 All)

6. Students will be assigned text chapters. Students will design a chapter Bellringer, chapter discussion questions with answers (on separate page) with Power Point outline of chapter information. Discussion questions (15-20 questions per chapter) will be completed by peers prior to chapter due date. Students will lead a class discussion of assigned questions and power point on the assigned chapters. (50 points) \*Send digital copy to Ms. Arnold (KTS 1)

7. Chapter quizzes (50 points each), tests and final exam- (100 points each) **These may not be made-up if student is absent.** (Quizzes missed for sports or school functions must be taken **before** absence.)

( KTS- 1,2,4,5,6,8 // 1.1, 1.2, 1.3, 1.4, 1.5, 2.4, 4.2, 5.1, 6.1, 8.1)

8**. Field hours- 30 hours total hours required**. All hours must be completed by Nov. 30. Hours will be distributed in the following settings:

a. 21.5 hours in an assigned public school classroom/ : Plan and teach at least teach two different lessons one in each placement, highest grade level lesson must be lesson with all required documentation in file folder with dividers for each component (items must be in order to be assessed) . Teacher candidates are expected to assist mentoring teacher as requested and/ or assist or tutor students. P-5 will observe 3 hours in a middle/ high grades class (if needed)- EPSB requirement. (11.5 hour in first placement and 10 hours in second placement)

b. 5 hours teaching at Camp Safari / Camp Casey (P-5)- Dates in Sept. and Oct.- Full lesson plan due to instructor and Ms. Dana Harmon or Ms. Debbie Cowan 1 week prior to assigned date (50 points each)

c. 2 Hours participating in Farkle Day activities

d. 1 1/.2 hours attending Early Release Friday professional development with assigned mentoring teacher

e. Teacher signature sheet with 1typed paged log for each hour due on the following dates: Sept. 4 Signature form due Logs # 1-8 Sept. 17 ; Logs #9- 16 due Oct. 8; Logs #17-22 Nov. 5; # Logs 25-30 due Dec.3 All due completed logs due Dec. 3 Hours must be uploaded to KFETS one week after due date except last hours. Screenshot of total hours due to instructor one week after each due date. All hours will be due uploaded to KFETS Dec. 3 before class at 12:30. All completed logs and a cover sheet for each hour with teacher signature sheet must be turned in on each due date. ( not just logs that are due) You will only receive points for logs if they are complete and turned in on time. Remember, all logs must be completed to pass this course.

f. Field logs must observation of classroom management & diversity strategies as well as impact on student learning.

g. Candidates may only observe the same lesson a maximum of 3 times.

h. Turn in teacher evaluations for field hours due Nov. 30.

**i.** The last day of field observation is Nov. 30 \*\* Students will receive a minimum of a "D" at mid-term if all required field hours are not complete and in KFETS **\*\*\*Students will not be eligible for student teaching unless all field hours are complete\*\*\* There will not be extensions given for field hour.**

(KTS- 1,2,3,4,5,6,7,8// 1.1, 1.2, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 8.2, 8.3, 8.4)

9. Positive behavior training must be completed with completion verification to Mrs. Arnold

You must register to gain access. This is the link for student access- /promoting-positive-behavior-in-schools/

Additional information about the regulation and implementation can be found on the KDE website at this link:

<http://www.pbs.org/teacherline/catalog/sections/LEAD1102.4/> <http://www.pbs.org/teacherline/catalog/sections/LEAD1101.5/>

Certificate Due- Sept. 6 (Required certificate of completion) 50 points (KTS 1)

10. Candidates are responsible for reading text chapters before chapter review as stated in tentative schedule. Chapter homework assignments will be given prior to chapter discussions. Homework must be written in complete sentences and paragraph form. E-mail homework if you are absent. (10-50 points each) (KTS 1)

11. \*\* PRAXIS exams for certification areas and PLT must be taken by end of this semester – Registered by Sept. 4: Criminal record check, medical exam with TB assessment, Child Abuse and Neglect form (see due dates). Medical form can be found in Candidate Handbook. Join KEA-SP by April 24 **All EPSB requirements must be completed by end of this semester for acceptance into student teaching**

12. Video critiques-Write a one- two page critique, 5-7 sentence paragraphs with one paragraph reflection for each video shown in class. Paper must have a one inch margin at the top and bottom each page. (20 points each ) (KTS- 1, 7)

13. Design lesson plans for teaching in each assigned placement. Must be in current LWC format with all, notes, P. Points & assessment tools. (100 Pts) (KTS- 1,2,3,4,5,6,7,8// 1.1, 1.2, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 8.2, 8.3, 8.4) This plan will be the lesson plan taught in your lowest placement.

14. Caverna Field Trip- All students are required to spend on full day 7:00-2:30 or 8:00-3:30 depending on school assignment) at Caverna with your Practicum Mentor teacher. You will meet with the Family Resource Center Coordinator with is an EPSB requirement. Date TBA

15. Assist KEA-SP with Student Teacher Tea- Date TBA- Required

**All assignments are due the class period after they are assigned unless other due dates are indicated in tentative schedule.**

**Tentative Schedule:**

|  |  |  |
| --- | --- | --- |
| Week | Content | Assessments tasks |
| 1 Aug. 21 | Review Syllabus- Assign Degree Audit | Portfolio due October / Assign revised Philosophy paper (2e)/ Praxis registration due Sept 4. for content and PLT |
| 2 Aug. 23 | Chapter 6- Standards for Classroom Behavior/  Assign appointments | Assign chapter for PP, questions & bell-ringers (#6)  Degree Audit due  Sign up to teach at Camp Casey/Safari (8)  Syllabus signature form due |
| 3. Aug. 28 | Discuss and assign on -demand ethical case studyChapter 1 Classroom Management in Perspective | Chapter Power Point, questions and bell rings due (6) digital copy due to Ms. Arnold Due Aug. 28  Revised Philosophy of Education due (2e) Aug. 30 ( turn in a copy of your first philosophy with revised version) |
| 4 Sept. 4 | Chapter 2- / Understanding Student’s Basic Needs  Discuss Stage 2 Presentations  Complete dispositions and give to content professors | Field placement signature forms due (8)  PRAXIS registration due for content and PLT- Sept 4  Positive Behavior Certificate due/ (9)- Sept 6  Assign Rules, consequences and rewards due (2 b)  Assign Classroom Organizational Design ( 2f) Due Sept. 11  Assign Educational Leadership Titles (3) |
| 5 Sept. 11 | Chapter 3 –Establishing Positive Teacher -Student Relationships /  Test # 1 Chapters 1-3 | Assign Letter to guardians, supply list (2a)  Test (# 7)  Bring assigned Core Content & KTIP form  Bring copy of CRC form  Classroom design due  PGP and Leadership Plans due |
| 6. Sept. 18 | Chapter 4 Creating Positive Peer Relationships | Field hours teacher signature form and hours with cover sheets for each hour 1-8 due (8)  Assign Procedure and Accountability plan  (2 c & d) |
| 7 . Sept. 25 | Chapter 5- Working with Parents | Lesson Plan due (13)  KFETS screenshot due |
| 8 . Oct. 2 | Test # 2 Chapters 4, 5 & 6 | /Test; ( 7) (9) & |
| 9. Oct. 9 | Mid-term | Field hours 9-16 Oct. 8 (8)/ |
| 10. Oct. 16 | Spring Break |  |
| 11. Oct. 23 | Chapter 7- Enhancing Students; Motivation to Learn | KFETS screenshot |
| 12. Oct. 30 | Chapter 8- Responding to Behavior that Disrupts Leaning | First lesson plan with all completed components due see ( #4) |
| 13. Nov. 6 | Co-Teaching – activates/ handout/ 7 strategies  \*\*\*Last Day to drop a class- April 10. 7\*\*\* | Field hours 17-22 due (8)  Child abuse and neglect due |
| 14. Nov. 13 | Chapter 9- Using Problems to Resolve Behavior Problems  Last day to drop a class- Nov.12 | KFETS screenshot/ *Educational Leadership* Glogs due (3 |
| 15 Nov. 20 | Educational Leadership Presentations  Chapter 10- Developing Individual Behavior Change Plans | CRC, and Medical forms with TB assessment due to Division Office (11)  KEA-SP dues due |
| 16 Nov. 27 | Educational Leadership Presentations continued  Last day for observations- April 30 | Last day of observations Nov. 30( 8)  Video critiques due (12) |
| 17. Dec. 4 | Confidentiality/ | All field hours due must be in KFET Dec. 3 with print out screenshot of hours in KFETS (8) |
| 18 Dec. 10-14 | Final Exams |  |

## Final Exams- Dec. 10-14 over Chapters 7, 8, 9 &10

## 

**Deadlines:**

Homework is due the next class period. Late assignments or projects will **NOT** be accepted. If you cannot meet a deadline, you should contact the instructor and ask for a deadline extension **BEFORE** the deadline arrives. Although extensions may be granted, they are not automatic. Work that is given an extension will be have 20% deducted each day it is late. Homework is due even if you are absent **If you miss a deadline without receiving an extension, you may not make up the missed work.**

**Emergency Exceptions:**

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

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

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

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

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

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

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

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

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

**Grading:**

94-100% A

90-93% A-

87-89% B+

83-86% B

80-82% B-

77-79% C+

70-76 C

60-69% D

0-59% F

See assessment task for assignment values. Grades will be

determined on total point value using this scale:

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

**on each assignment.**

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

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

**- see plagiarism at policy**

## 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”.

Assessment Task 2- Digital Portfolio

100% of the total points allotted: The completion of the assignment was exemplary, on time, proofread, grammatically correct and organized. Items inclused in portfolio must include: letter to parents; rules,consequences and rewards; classroom procedure booklet; academic accountability plan; classroom design.

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.

**Professional Growth Plan---Kentucky Teacher Standard 9 (10% of grade)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Holistic Score for KTS 9: Evaluates Teaching and Implements Professional Development** | 4 | 3 | 2 | 1 |
| 9.1 Self assesses performance relative to Kentucky’s Teacher Standards |  |  |  |  |
| 9.2 Identifies priorities for professional development based on data from self-assessment, student performance, and feedback from colleagues. |  |  |  |  |
| 9.3 Designs a professional growth plan that addresses identified priorities. |  |  |  |  |
| 9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning. |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Holistic Score for KTS 10: Provides Leadership within the School/Community/Profession** | 4 | 3 | 2 | 1 |
| **10.1** Leadership opportunities that enhance student learning and /or professional environment. |  |  |  |  |
| **10.2** Develops a plan for engaging in leadership activities. |  |  |  |  |
| **10.3** Implements a plan for engaging in leadership activities. |  |  |  |  |
| **10.4** Analyzes data to evaluate the results of planned and executed leadership efforts. |  |  |  |  |

**Professional Leadership Plan---Kentucky Teacher Standard 10 (10% of grade)**

Assesment Task 3- GLOG

100% of the total points allotted: The completion of the assignment was exemplary, on time, proofread, grammatically correct and organized. There are 3 related links and 4 related audio linds for prestatation. Candidate makes a 5 minute presnetation.

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

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

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

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

GLOG Grade Sheet

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name

1. Magazine topic ( 10 points)-
2. Three working audio/ visual links ( 35 points)-
3. Three wording links ( 35 points)-
4. Board is covered in topic related pictures ( 20 points)-

Total Points \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Oral Communication VALUE Rubric**  *for more information, please contact value@aacu.org* |  |

**Definition**

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

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

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

Assessment Task 4- 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 – (25 Points)**

**TASK 8 \_\_\_\_\_ Documents in folder and labeled (10 points)**

**TASK 9.\_\_\_\_Mini-Lesson Checklist Completed (10 points)**

**TOTAL POINTS POSSIBLE: 200**

**Intern Performance Record (IPR)**

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

|  |
| --- |
| 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.)

|  |
| --- |
| 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**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **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 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **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**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **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 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **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**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **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 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **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 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 |

|  |  |  |  |
| --- | --- | --- | --- |
| **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**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **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** |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **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 |

|  |  |  |  |
| --- | --- | --- | --- |
| **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 |

|  |  |  |  |
| --- | --- | --- | --- |
| **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** |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **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 5 And 13- Service Learning Projects/ Lesson Plans

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Lesson Plan & Daily Objectives**  **Essential Questions** | All meaningful; fully based on ILA, KCAS, fully aligned, tied to real world, mastered in Lesson Plan | All meaningful; fully based on ILA NCSS, aligned, real world tie, mastery possible as written | All based on ILA KCAS, aligned, suggest real world, mastery in Unit suggested | All suggest ILA KCAS, partially aligned, suggest real world, not fully mastered in Unit |
| **Lessons Overview**  1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes,  1.3: Understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement. | Fully developed with strong, compelling theme. Instructional Plan for Learning Literacy Strategies is fully developed with strong daily objectives and assessments fully aligned, excellent strategies that are highly appropriate, strong differentiation that is highly appropriate and with excellent resources listed | Complete with appropriate / important theme. Instructional Plan for Learning Literacy Strategies is complete with additional items; daily objectives and assessments good alignment, strong strategies, strong differentiation and resources listed | Complete with good theme. Instructional Plan for Learning Literacy Strategies is complete with daily objectives and assessments aligned, good strategies, good differentiation and resources listed | Complete with nominal theme. Instructional Plan for Learning Literacy Strategies is complete with daily objectives and assessments related, limited strategies, limited differentiation and resources listed |
| **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 |
| **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 |
| **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 |

Assessment Task 6- Chapter Presentations

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **10-20** | **30** | **40** | **50** |
| **Textbooks Chapter Presentation** | No important content from the chapter is highlighted. | Little important content from the chapter is highlighted. | Some important content from the chapter is highlighted. | Important content from the chapter is significantly highlighted. |
| **Content/Creativity** | No creativity is evidence in the presentation of the chapter. | Little creativity is exhibited during the presentation. | Information is presented in a somewhat creative way. | Information is presented in a creative and interesting way. |
| **Group Cohesion**  **Contribution to class review** | Little evidence of group cohesion.  The presentation did not help students in the class to review the information in the chapter. | One or two group members dominated the presentation.  The presentation had limited evidence that helped students in the class to review the information in the chapters. | Some group members contributed to the presentation.  The presentation somewhat help students in the class to review the information in the chapter.in the chapter. | All group members contributed equally to the design and presentation of the chapter.  The presentation significantly helped students in the class to review the information in the chapter. |

Assessment Task 7- Tests and Quizzes

Test will be scored according to an answer key with a score up to 100 points for each test. Quizzes will be scored according to an answer key up to 50 points for each quiz.

Assessment Task 8- Field Hours

30 hours total required

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **0-69 pts** | **70-80 pts** | **81-99 pts** | **100 pts** |
| 30 field hours in clinical classroom | 30 field hours documented in observation log sheet. Signatures given. | 30 field hours documented in observation log sheet. Signatures given. | 30 field hours documented in observation log sheet. Signatures given. | 30 field hours documented in observation log sheet. Signatures given. |
| 30 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 Task 9- Certificate of completion 50 points

Assessment Task 10- Video Critiques

100% of the total points allotted: The completion of the assignment was exemplary, on time, proofread, grammatically correct and organized. A typed, one-page video critique with a one paragraph reflction.

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

**All other assessment task are required for EPSB and must be completed by due dates set in syllabus. No rubrics are required,**

**Technology**

Candidates are required to use technology for class assignments, lesson plan design and preparation, class presentations and record keeping. Candidates are required to successfully complete course work that focuses on using technology.

Candidates are required to communicate via electronic mail, access the Internet and online databases, and use digital texts and modes for projects and presentations.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Objective** | | **KTS** | **INTASC** | **CAEP** | **ILA** | **ACEI**  **(Math)** | **ISTE** | **ELA** | **NCSS** | **NCAS/ART** | **NCfME/Music** | **NASPE/SHAPE** | **AAHE/ SHAPEH** | **NSTA** | **Assessment**  **Description** | **CAEP Diversity Theme**  **Yes/No** | **CAEP Technology Theme**  **Yes/No** |
|  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  | Yes | Yes |
| Explore the Multicultural diversity of the American schools and how the school system should relate to this diversity by developing a bibliography. Address strategies to work with diverse students including those with exceptionalities, cultural, ethnic diversity as well as the gifted and talented students | KTS 1,2,4,5,6,8  1.1  1.2  1.3  2.4  4.2  6.1  8.1 | | 1,2,4,5 | 1.1  1.2 | 1,4 | 1.0  2.1  3.2 | 1,3,5,6 |  |  |  |  |  |  |  | Research Project  Lesson Plan  Chapters  Tests Field  1,5,6, 7 |  |  |
| Explain fundamental classroom management principles associated with each of the following sources: Jacob Kounin, Frederic Jones, Haim Ginott, William Glasser, Rudolph Dreikurs, Lee Canter, Thomas Lombardi, and the literature related to main streaming special students | KTS  1,2  1.1  1.3  1.4  1.5  2.4  2.5 | | 1,2,3,4,5, | 1.1  1.2 | 1,4 | 1.0  2.1  3.2  3.4 | 1,5,6 |  |  |  |  |  |  |  | Research L. Plan  Chapter  Tests  Field  Video Critiques  5,6,7,8,10 |  |  |
| Develop organizational techniques that will aid in establishing a businesslike atmosphere in the classroom | KTS  1,3,4  1.1 | | 1,2,3,4,5 | 1.1  1.2  1.3 | 1,4 | 1.0  2.1  3.2 | 3,4,5,6,7 |  |  |  |  |  |  |  | Portfolio  2 |  |  |
| Refine co-teaching strategies and develop a working knowledge of the Ky. Teacher Internship Program assessed by video & peer lessons evaluated with PGES assessment. | KTS  1,2,3,4,5,6,7,8  1.1  1.2  2.2  2.3  2.4  2.5  3.1  3.2  3.3  3.4  3.5  4.1  4.2  4.3  4.4  4.5  5.1  5.2  5.3  5.4  5.5  5.6  6.1  6.2  6.3  6.4  6.4  7.1  7.2  7.3  8.2  8.3  8.4 | | 1,2,3,4,5,6,7,8, | 1.2  1.2  1.3  1.4  1.5 | 1,2,3,4,5,6 | 1.0  2.1  2.2  2.3  2.5  3.2  3.3  3.4  3.5  4.0  5.2 | 1,3,4,6,8,10 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | PGES KTIP  L. Plan  Field  4,5,8, |  |  |
| Develop knowledge of safety techniques and procedures in setting maintaining a safe classroom environment. | KTS  1,3  1.2  3.1  3.2  3.3  3.4  3.5 | | 1,2,34,5 | 1.1 | 4 | 1.0  3.2  3.4 | 1,4,5,6 |  |  |  |  |  |  |  | Research  Glog  Portfolio  1, 2 |  |  |
| Develop solutions to problems of disruptive student behaviors, lack of student engagement in lessons, and poor student cooperation in case studies, lesson plans and co-teaching. | KTS  1-All  2- All  3-All  3-All  4-Al  5-Al  6-All  7-All  8.1  8.2  8.3 | | 1,2,3,4,5,6,7,8 | 1.1  1.2  1.3  1.4  1.5 | 1,2,3,4,5 | 1.0  2.1  2.2  2.3  3.2  3.5  4.0  5.2 | 1,2,3,4,5,6,7 | 1,2 | 1,2 | 1 | 1 | 1 | 1 | 1 | Portfolio  L. Plan  Chapter  Presentations  Tests  GLOG  Vides.  4,5,8,10 |  |  |
| Utilize knowledge of diversity by addressing socio-economic, ESL, racial;, exceptionalities and other diverse areas in lesson plans | KTS  1-All  2- All  3-All  3-All  4-Al  5-Al  6-All  7-All  8.1  8.2  8.3 | | 1,2,3,4,5,6,7,8 | 1.1  1.2  1.3  1.4  1.5 | 1,2,3,4,5 | 1.0  2.1  2.2  2.3  3.2  3.5  4.0  5.2 | 1,3,5 | 1,2 | 1,2 |  |  |  |  |  | Portfolio  L. Plan  Chapter  Presentations  Tests  GLOG  Vidoes.  4,5,8,10 |  |  |
| Plan and implement Professional Growth Plan and Leadership Plan | KTS 9 All  10 All | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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

**Competencies/Standards:**

**Lindsey Wilson College Essential Learning Outcomes**

1. Communicate Effectively
2. Effective Skills of Inquiry and Analysis
3. Engaged, culturally aware citizen of the nation and the world
4. Apply and Integrate Knowledge
5. Depth of Knowledge

**21st Century Skills Standards**

1. Core subjects and 21st Century skills

2. Learning and Innovation Skills

3. Information, media and technology skills

4. Life and career skills

**Division of Education Candidate Learning Outcomes**

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

**Kentucky Teacher Standards:**

1. The teacher demonstrates applied content knowledge.
2. The teacher designs and plans instruction.
3. The teacher creates and maintains learning climate.
4. The teacher implements and manages instruction.
5. The teacher assesses and communicates learning results.
6. The teacher demonstrates the implementation of technology.
7. Reflects on and evaluates teaching and learning.
8. Collaborates with colleagues/parents/others.
9. Evaluates teaching and implements professional development.
10. Provides leadership within school/community/profession.

**ISTE National Educational Technology Standards:**

***For Students:***

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

***For Teachers:***

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

**EPSB Themes:**

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

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

Association for Childhood Education International Elementary Education Standards and Supporting Explanation 2007

DEVELOPMENT, LEARNING AND MOTIVATION 1.0 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;

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

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

**Elements**

1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.

1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.

1.3: Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.

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

**Elements**

2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.

2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.

2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

**Standard 3: Assessment and EvaluationStandard**

3.1: Understand types of assessments and their purposes, strengths, and limitations.

3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.

3.3: Use assessment information to plan and evaluate instruction.

3.4: Communicate assessment results and implications to a variety of audiences.

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

4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.

4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.

4.3: Develop and implement strategies to advocate for equity.

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

5.1: Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.

5.2: Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.

5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).

5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

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

6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.

6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.

6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.

6.4: Understand and influence local, state, or national policy decisions.

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

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

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

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

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

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

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

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

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

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

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

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

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

**NCSS Standards**

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

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

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

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

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

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

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

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

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

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

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

**Standard 1. Content Knowledge**

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

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

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

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

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

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

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

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

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

**Science Standards**

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

**2. Earth & Space Science**

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

PE and Health Standards

Grade-Level Outcomes for K-12 Physical Education define what a student should know and be able to do as result of a highly effective physical education program. States and local school districts across the country use the National Standards to develop or revise existing standards, frameworks and curricula.

**Standard 1** - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2** - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3** - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4** - The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5** - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

**The National Health Education Standards**   
PreK-12 were released in Spring 2007 and provide a revision of the 1995 standards. Revisions in the new standards include:

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

**National Standards for Music Education**

**1. Singing, alone and with others, a varied repertoire of music.**

**2. Performing on instruments, alone and with others, a varied repertoire of music.**

**3. Improvising melodies, variations, and accompaniments.**

**4. Composing and arranging music within specified guidelines.**

**5. Reading and notating music.**

**6. Listening to, analyzing, and describing music.**

**7. Evaluating music and music performances.**

**8. Understanding relationships between music, the other arts, and disciplines outside the arts.**

**9. Understanding music in relation to history and culture.**

**Music Standards:** <http://www.nafme.org/>

Art Standard:

http://nationalartsstandards.org/

**Link for Ky. Academic Standards for all subject areas:**

<http://education.ky.gov/curriculum/standards/kyacadstand/Pages/contentareasstandards.aspx>

### LINDSEY WILSON COLLEGE

### STATEMENTS FOR INCLUSION IN THE SYLLABUS

### 2018-2019

**Academic Integrity**

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

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

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

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

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

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

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

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

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

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

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

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

        a)  A secure login and pass code;

        b)  Proctored examinations; and/or

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

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

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

**Institutional Review Board (IRB) Policies**

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

**Statement on Disabilities**

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

**Academic Success Center**

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

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

**Writing Center and Mathematics Center**

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

**Final Exams**

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

**Email Policy**

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

**Cell Phone Policy**

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

**Adding/Dropping a Course**

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

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

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

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

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

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Signature Date