EDU 489
STUDENT TEACHING SEMINAR

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Prerequisites:

The candidate must have met all the criteria for admission to teacher education and have received a student teaching assignment.

Course Description:

This course is part of the professional educator program and is taken during the student teaching semester. The course involves analysis of student and teacher behavior in the elementary school classroom and develops procedures and strategies for managing them positively.

Rationale:

This course requires candidates to apply knowledge of content and pedagogy learned in previous courses. Documentation of instruction and decision making is required.

Course Objectives and Assessment:

To develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, integrate knowledge and improve personal teaching skills the candidate will:

♦ Design/plan viable instruction and learning climates
♦ Create a dynamic learning climate
♦ Introduce/implement/manage efficient instruction
♦ Assess learning and communicate results to students and others
♦ Reflect on and evaluate specific teaching/learning situations and or programs
♦ Collaborate with colleagues and others to design, implement, and support learning programs
♦ Evaluate his/her own performance with respect to modeling and teaching Kentucky's learning goals and implements a personal professional growth plan
♦ Demonstrates a current and sufficient knowledge of certified content areas
♦ Uses technology to support instruction, access and manage data, enhance professional growth and productivity, communicate with colleagues and others, and conduct research

Course Disposition Statements:

♦ The candidate realizes that subject matter knowledge and teaching skills are dynamic and are not a fixed body of facts or procedures.
♦ The candidate appreciates multiple perspectives and conveys to learners how knowledge is developed and applied.
♦ The candidate displays enthusiasm towards the teaching young persons.
♦ The candidate is committed to continuous learning and engages in professional growth.

Instructional Models:
Concepts will be introduced using a variety of teaching approaches including lecture, online learning experiences, distance learning, cooperative learning, guest speakers, and professional development opportunities.

Course Topics:
The following topics may be addressed:
Teacher Verbal/Non-Verbal Communication Skills, Managing Behavior, Parent/Teacher Communication Skills, Kentucky Teacher Intern Program (KTIP), Kentucky Teacher Performance Standards, Teacher Ethics/Professionalism, Discipline Models, Student Diversity, Creative Learning Environment, Collaboration And Teaming, Professional And Ethical Behavior, and Job Search and Resume Writing

KERA Elements/Context Addressed:
Curriculum, Multi-age/multi Classrooms, Primary School Program, Assessment and Accountability, Professional Development, and Technology

Policy Statements:
- **Smoking Policy:** Kentucky Administrative Regulations prohibit smoking on school property other than in designated areas and only by faculty and staff. Parking lots are school property. Violation of this policy may result in termination of the student teaching experience.
- **Travel:** Travel from the candidate's residence to the host school or campus and return is the responsibility of the candidate. The University and faculty/staff accept no responsibility for the described travel.
- **Disabilities Statement:** In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in Downing University Center, A-200.   The phone number is 270 745 5004. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.
- **Academic Offenses:** To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Any student found cheating or copying from another student's work, or found to have plagiarized from other material will receive a grade of 0 for the assignment in question, and may face further disciplinary action according to university policy. **Student work may be checked using plagiarism detection software.**

Required Texts:
Schmidt, L. (2004). *Classroom confidential*. Portsmouth, NH: Heinemann.
Martin, P. (2000). *Word watcher's handbook*. Lincoln, NE: iUniverse.com,Inc.

Communication:
Required: Students **MUST** have access to Blackboard to participate in this course. Some course content, communication with the instructor and other class members, and the ability to complete and submit course requirements will be conducted via Blackboard. Students must utilize the WKU email account provided by the university to receive communication from the instructor.

Evaluation and Grade Assignment:
- Assignments will not be accepted by email without prior approval of instructor.
- Grades will not be discussed by email. Please make an appointment with the instructor.
- Students will be required to check Blackboard for posting of grades throughout the semester.

- Assignments submitted after the due date will be subject to a <u>5 point per day</u> penalty unless there are great extenuating circumstances.
- After three days, late assignments will not be accepted.
- If you do not agree with a grade on an assignment, you may schedule an appointment to discuss the grade with the instructor. You have the responsibility to prove why the grade should be changed; however, the instructor reserves the right to mark any oversights. Grades for assignments returned to students will not be changed after three days.
- Keep a copy of all assignments. In the event that an assignment is misplaced or lost, the burden of proof that the assignment was completed rests with the candidate.
- Unless otherwise stated, all assignments must be typed or prepared on a word processor and follow APA guidelines.
- Neatness, use of correct grammar, spelling, and punctuation will be considered in the assessment of submitted assignments.
- A grade of "X" (incomplete) is given only when a relatively small amount of work is not completed because of illness or other reason satisfactory to the professor. A grade of "X" received by an undergraduate student will automatically become an F unless removed within twelve (12) weeks of the next full term (summer term excluded).

EDU 489 Tentative Grading Scale

Grade	Points
A	465-500
B	425-464
C	385-424
D	350-384
F	349 and below

Tentative Point Values

May be adapted by the instructor as needed	
Professionalism Points	30 points
Homepage	20 points
Teacher Work Sample	200 points
Online Modules	120 points
Classroom Story	30 points
Online Book Discussion	100 points
Total Points	500 points

<u>Specific Assignments & Requirements:</u>

1. EDU 489 Critical Performance: Teacher Work Sample

Teacher Work Sample: Through this performance assessment device, the candidate will provide credible evidence of his/her ability to facilitate learning. **A Level II score must be obtained before a student can successfully complete EDU 489.**

TWS Submission: One copy of the TWS is to be submitted to the instructor for grading on the due date specified on the Tentative Course Schedule. Additionally, two copies of the TWS are to be submitted to the instructor as required by departmental policy. See Tentative Course Schedule for due

date for additional copy submission. **Please secure all TWS copies with clips. Three ring binders** will not **be accepted. If you mail your TWS, do please do NOT require Dr. Murley to sign for it.**

The TWS is a Critical Performance and must be uploaded to the individual's electronic portfolio before a grade can be posted. The web address for the electronic portfolio system is: http://edtech2.wku.edu/portfolio/. The assignment must be typed in Microsoft Word or Word Perfect to be uploaded. Microsoft Works will **not** upload to the university's electronic portfolio. If possible, please word process the TWS so that it may be uploaded as one document. Student work does not have to be uploaded; however, all graphs, charts, and the pre/posttests must be uploaded.

An X will be assigned as a final grade until the TWS upload is completed. Once the TWS upload is completed by students receiving the X, the student is then required to complete an official Change of Grade form. This form can be obtained from the Department of Curriculum and Instruction. The student will complete the Change of Grade form and then submit it to the Instructor who will sign it and forward it to the Department Head for final approval. At that point the form will be sent to the Office of Registrar. To avoid this complicated and time consuming process, take care of your TWS upload promptly and efficiently!

2. Homepage

The student will create a Homepage using the Blackboard feature *Homepage.* Information on your Homepage should be the type of information you would share about yourself at an introductory class meeting. It is an opportunity for other members of our learning community to get to know you via technology.

3. Online Module Assignments:

The student will complete the assignments included in the online modules and activities by specified dates. Module Activities include: Word Watcher's Assignment (20 pts), REAP (20 pts), Resume (20 pts), Exceptional Education assignments (20 pts), Gifted assignments (20 pts) and the KTIP assignment (20 pts). Due dates for the modules will be the following day at 8:00 AM.

4. Classroom Story:

The student will write a personal narrative (i.e., a true event or happening) or a memoir (i.e., about a person) pertaining to the student teaching experience. Confidentiality of students, faculty, and staff of the assigned school will be ensured. The classroom story will be shared orally with peers. See guidelines for further instructions.

5. Online Book Discussion:

The student will participate in an Online Book Discussion focusing on the required course book, *Classroom Confidential* by L. Schmidt. The student will respond to questions from the instructor and to at least one peer. See guidelines for further instructions. Due dates for the discussion boards will be specified on the course schedule.

6. Professionalism:

Since the development of professional behavior is one of the course goals, attendance and participation is stressed. Respect for the view of each member of the learning community and the use of professional

standards of behavior (in the classroom and online) are expected. The student is expected to participate in the WKU Job Fair held on South Campus. Professional dress is required, along with copies of a resume. The student is expected to upload all assignments and critical performances on time.

Integration of Kentucky Teacher Standards into Course Content

STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.	• *Present content effectively* *Assessment: classroom experience, TWS*
STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	• *Modify instruction appropriately* • *Assessment: cognitive assessment, classroom experience, TWS* • *Use systematic planning procedures* • *Assessment: TWS* • *Design lessons that reflect appropriate consideration of student needs, objectives to be achieved, content to be covered, materials/technologies to be used, and activities* • *to be implemented* • *Assessment: lesson plans, TWS* • *Design lessons that include materials/technologies and activities appropriate to the identified objectives* • *Assessment: TWS* • *Adjust/ individual student differences vary materials/technologies, activities, and/or objectives as necessary* • *Assessment: TWS* • *Provide activities that stimulate higher order thinking* • *Assessment: TWS*
STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	• *Design lessons that reflect appropriate consideration of student needs, objectives to be achieved, content to be covered, materials/technologies to be used, and activities* • *to be implemented* • *Assessment: TWS* • *Maintain optimum use of instructional time* • *Assessment: TWS*
STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge	• *Utilize effective questions/ questioning technique* • *Assessment: TWS* • *Utilize communication techniques supportive of instruction* • *Assessment: classroom experience, reflective journals, writing assignments, TWS*
STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	• *Gather relevant instructional data and information* • *Assessment: TWS* • *Maintain accurate and appropriate records of student progress* • *Assessment: TWS* • *Accurately report student progress* • *Assessment: TWS* • *Prepare valid assessment instruments procedures to assess student learning/learning needs* • *Assessment: TWS*
STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity;	• *Design lessons that reflect appropriate consideration of student needs, objectives to be achieved, content to be covered, materials/technologies to be used, and activities* • *to be implemented*

communicate and collaborate with colleagues, parents, and the community; and conduct research.	*Assessment: TWS* *Design lessons that include materials/technologies and activities appropriate to the identified objectives* *Assessment: TWS* *Adjust/ individual student differences vary materials/technologies, activities, and/or objectives as necessary* *Assessment: TWS* *Participation in Online Discussions* *Working Online Modules*
STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING The teacher reflects on and evaluates specific teaching/learning situations and/or programs.	*Designs lessons that reflect the integration of curriculum* *Assessment: TWS*
STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	*Utilize communication techniques supportive of instruction* *Assessment: classroom experience, journals, writing assignments, TWS*
STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.	*Engages in relevant professional development activities and follows through with a plan Assessment: 489 professional development opportunities, writing assignments, cognitive tests, and classroom experience*
STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.	