Senior Projects in Elementary Education  
ELED 465  
Fall 2008

### Instructor: Ms. Pamela Janoski  
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| Office Hours- M, W. a.m.  
Please make an appointment in order to assure a particular conference time. |
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Fax number- 270-684-0104

### Prerequisites:
Senior standing with a grade of "C" or better in all-200 and 300 level courses with education and psychology prefixes. Successful completion of all Block I courses. Criminal check, TB test, and a health screening are required prior to any work in the schools.

### Course Description:
Part of the professional block semester is the culminating experience for elementary teacher candidates prior to the student teaching semester. Projects related to the co-requisite courses will be completed. Field experience in public schools away from campus will be required. Students are responsible for arranging their own transportation to designated or assigned schools.

### Rationale/Field Experience:
The course will allow teacher candidates to refine, apply, and exhibit skills in an elementary school field based experience. These skills will enable the teacher candidate to become an effective, successful teacher and will align the teacher candidate with the New Teacher Performance Standards for Preparation and Certification.

### Required Texts:

http://www.kde.state.ky.us/oapd/ttp (Core Content and Program of Studies)


Marzano, R.J., Pickering, D.J. ,& Pollock, J.E. (2001) *Classroom instruction that works.* (Used in ELED 365)

### Note:
Student Teaching applications may be picked up on February 1st and need to be returned by February 15th to the Office of Teacher Services. We are firm on those dates. Please see your clinical instructor/instructor for more information.
Course Objectives: Outlined With the New Teacher Standards for Preparation & Certification

The candidate will:

- design/plan instruction and learning climates 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.
- apply fundamental knowledge of child development.
- demonstrate the ability to identify and select resources, materials, and computer technology appropriate for the child's developmental level, cultural and linguistic background, and exceptionality(s).
- demonstrate the ability to translate knowledge of young children and curriculum into an approach of a developmentally appropriate, integrated, primary experience.
- demonstrate the ability to plan an appropriate classroom management system.
- demonstrate the ability to select, interpret, and communicate assessment results accurately and integrate information gained into instructional strategies.
- complete reflective analysis of lesson plans, class climate, and learning community.

Kentucky Education Reform Act (KERA) Elements Addressed:

- Curriculum: Learning Goals and Academic Expectations
- Kentucky Educational Technology System
- Student Assessment and Accountability
- Primary Program
- Professional Development
- Parental Involvement

Critical Student Performances:

ELED 465 has 4 Critical Performances woven throughout the course:

- **Standard 11: Designs and Plans Instruction**
  Task: Five KTIP lesson Plans

- **Standard III: Creates and Maintains Learning Climate**
  Task: Contextual Factors

- **Standard V: Assesses learning and Communicates Results**
  Task: Learning Goals, Pre-Assessment, Post Assessment, Narrative of Results

- **Standard VII: Reflects On and Evaluates Teaching and Learning**
  Task: Reflection from two lessons taught

See attached documents for full explanation.
You must successfully upload 4 Critical Performances for ELED 465 on the Electronic Portfolio. The assignments must be typed in Microsoft Word. Microsoft Works will not work. Macintosh computers are not compatible with university software. Arrangements will need to be made for typing assignments on university compatible software so that assignments can be read after you upload onto the Electronic Portfolio. A grade for the class will not be forwarded to the Registrar's Office if this requirement is not met. If you have never registered on the Electronic Portfolio web site, you must before you can upload your Critical Performances. To do so, go to http://edtech.tph.wku.edu/~eps/

In order to matriculate from Block 1 to Block 2 to student teaching, satisfactory completion of the critical performances for each of the three courses in Block 1 and Block 2 must be evidenced by satisfactory uploads in each student's Electronic Portfolio. Final grades for individual teacher candidates will not be forwarded to the Registrar until this requirement has been met.

Field Experiences:
ELED 465 is one of three courses taught in field based Integrated Block Two. Our partners for field-based experiences are elementary public schools. Nine hours of credit are assigned to Integrated Block Two where students develop concepts of effective and reflective teaching. Block II is an extension of previous course concepts introduced in Integrated Block I to learn how to effectively teach primary school children.

Course Requirements:

Each student will:
1. Read assigned chapters in text and other readings prior to class meetings.

2. Actively participate and complete assignments.

3. Complete course exams/quizzes/occasional assignments based on readings and class discussions.

4. Design a Mini Teacher Work Sample Unit in compliance with the Renaissance Teacher Work Sample. The Mini Teacher Work Sample Unit will include contextual factors of the school, classroom and students; learning goals for the unit; pre- and post-tests with an analysis of the learning results expressed in graphs; five (5) sequential lesson plans (KTIP format) with two lessons taught; and student sample products from the unit.

5. Incorporate Marzano strategies into your teaching.
Grading Scale:

Marzano Assignment  20 points
Mini Work Sample 260 points
Two lessons taught.
In Class Assignments 20 points
Peer Review 10 points
Final 75 points
Rules and Procedures 15 points

Total points 500

A  500-465 points
B  425-464 points
C  385-424 points
D  350-384 points
F  349-0 points

One fifth of the final grade comes from the ELED Professional Block Experience Requirement Score.

Expectations:

Attendance and Participation:
It is expected that every student will attend every class. This course is based on a student-centered approach with an emphasis on constructivism, inquiry, discussion, and reflection; therefore, class participation is essential. Absences need to be handled professionally by notifying the instructor and the partnership school. It is the responsibility of the student to make arrangements for work missed in ELED 465. Attendance will be taken. Excessive absences will impact your grade and recommendation.

Absences for whatever reason count as time taken from the course. Late arrivals count as time missed. Missing 20% of class time will result in a failing grade. Student use of professional standards and behavior will be expected.
Missed days/hours in the field are required to be made up by arranging make up times with the classroom teacher and notifying the university teacher in writing of the agreed upon times. Made up days are to be verified by the classroom teacher's signature. The teacher candidate will initiate the paperwork and submit to the professor to verify that missed hours and/or days have been made up.

**Submission of Assignments:**

Projects and assignments must be completed at the beginning of class on the due date. There will be a 10% grade deduction for each day the assignment is late. Work will not be accepted one week after due date, and a grade of zero will be assigned. Problems with due dates and exams must be discussed with the instructor before the exam date or date due. Any work that you submit must be your own. Failure of the course may result if you plagiarize the work of others (including other students) as your own.

All work must be word-processed using Times New Roman size 12 point or larger. The use of decorative and unusual fonts is not encouraged, as they are hard to read. Assignments shall be well written, grammatically correct, and free of typographical errors. Unacceptable work will be returned to the student.

**Interstate New Teacher Assessment and Support Consortium (INTASC)**

**Disposition Statements:**

Standard 4  4.23
The student values the use of educational technology in the teaching and learning process.

Standard 5  5.21
The student takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.

Standard 8  8.21
The student values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.

**Web site Addresses:**

Kentucky Department of Education: http://www.kde.state.ky.us
Kids Web: http://www.npac.syr:80/textbook/kidsweb/
Federal Resources for Educational Excellence: http://www.ericae.net/testcol.htm
Disability Accommodations Statement:
Students with disabilities who require accommodations (academic adjustments, and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 445, Potter Hall. The OFSDS telephone number is (270) 745-5004 VITDD.

Please DO NOT request accommodations directly from professors or instructors without a letter of accommodation from the Office for Student Disability Services.

Plagiarism Policy:

To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. University procedure will be followed if a student is suspected of plagiarism.

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