CEPT Semester 2 – Spring 2015 – BGHS
SEC 453, SEC 475 or 481, LTCY 421

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**Office Hours:**
7:45 - 3:15 Tuesday/Thursday
BGHS

**Class Meeting Times/Location:** Bowling Green High School (8:15 – 3:15)

**Course Description:** This course is designed to expand and refine the abilities of pre-service teachers to create and maintain a positive learning environment and to implement and manage instruction for diverse student populations. The methods components are designed to develop skills, curriculum, and strategies for teaching English or social studies in middle and secondary schools. Field experiences in public schools are required. Students are responsible for their own transportation to designated or assigned sites.

**Course Objectives:** The purpose of this course is to provide students practical strategies for creating and maintaining a positive classroom environment. All readings, activities, assignments, and class discussions will focus on ways to manage these components of instruction: the learning itself (lesson planning and delivery), the learning environment (classroom organization, procedures, and routines), and the learner (positive expectations, rules, and consequences). Teacher candidates will learn and implement a variety of research-based instructional strategies, assessment methodologies, and content literacy skills to prepare them to be effective English Language Arts or social studies teachers.

**CEPT Semester Two Outcomes - Teacher candidates will be able to…**
- Demonstrate professional behavior in all CEPT-related experiences.
- Demonstrate effective use of written and oral communication skills.
- Design, teach, and accurately reflect on lessons using research-based strategies and resources in Social Studies and English Language Arts.
- Demonstrate knowledge of student diversity and differentiation by planning, teaching, and accurately reflecting lessons that target specific learner needs.
- Demonstrate effective techniques for questioning and promoting student-centered discussions.
- Implement strategies for effective classroom management using knowledge of students, clear expectations, procedures, and behavior interventions.
- Demonstrate flexibility in teaching by responding to student needs and class occurrences effectively.
- Develop and teach a standards-based unit demonstrating content knowledge and research-based strategies.
- Design and administer a unit pre- and post-assessment, track student performance, and make instructional modifications.
- Design pre-assessments and summative assessments with rubrics aligned to the standards and learning targets.
✓ Analyze student work, give effective descriptive feedback, and make instructional decisions from the data.
✓ Reflect on personal and professional strengths and growth areas and locate sources of knowledge to improve skills in need areas.
✓ Use knowledge and experiences from CEPT to plan a classroom environment incorporating teaching philosophy, high expectations, mutual respect, and effective procedures and routines.

Kentucky Teacher Standards Addressed:
Standard 1 – The teacher demonstrates applied content knowledge.
Standard 2 – The teacher designs and plans instruction.
Standard 3 – The teacher creates and maintains a learning climate.
Standard 4 – The teacher implements and manages instruction.
Standard 5 – The teacher assesses learning and communicates results.
Standard 8 – The teacher collaborates with colleagues/parents/others
Standard 9 – The teacher evaluates teaching and implements professional development.
Standard 10- The teacher provides leadership within school/community/profession.

Kentucky Professional Growth and Effectiveness Domains Addressed:
1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

Prerequisites: Must be admitted to the Teacher Education Program. EDU 250, PSY 310, (SEC 351, SEC 352) with a grade of C or higher. Co-requisite: Methods course

Prior to first class must have on file with WKU Teacher Services the following paperwork:
- Tuberculosis test, physical, and criminal background check

Departmental Requirements:
To be admitted into student teaching, students must have an overall GPA of 2.75 or higher and complete all professional education courses with a grade of "C" or higher. In order to receive a course grade of "C" or higher, students must (1) complete all required fieldwork hours and (2) score “3” or higher on each Critical Performance and upload it into the Electronic Portfolio System.

Text/Class Materials:

Required:
- College, Career, and Civic Life (C3) Framework (Required for SS only)
- Kentucky Core Academic Standards (KCAS)
- Journal for class and clinical observations and notes (provided)
- 2” Binder to keep all materials and resources from CEPT grant (provided)

**Recommended Resources: (Available in the CEPT classroom library)**


**Clinical Requirements**

The Educational Professional Standards Board (EPSB) requires 200 hours of field experiences before student teaching. CEPT semester two includes 100+ fieldwork hours along with the following required field experiences: working with elementary and middle school students, observing a professional learning community (PLC) meeting, attending a school board meeting, and working with families.

**CEPT Requirements:**

**Critical Performances:** Teacher candidates must score a 3 or higher and upload the following critical performances to the electronic portfolio for a passing grade in CEPT semester 2:

**For SEC 453:**
1. Professional Growth Plan
2. Planning for the First Days of School
3. Collaboration and Leadership Project

**For SEC 475 and 481:**
4. Practice Teacher Work Sample (TWS): Learning Goals, Assessment Plan, Design for Instruction

**For LTCY 421:**
5. Those students enrolled in LTCY 421 for credit will receive CP guidelines from the instructor. The CP includes a focus on literacy in lesson plans, the ability to choose content texts, and the development of an ongoing awareness of what text appropriate practices are in the content classroom.

**NOTE:** While all CEPT teacher candidates at BGHS will be required to participate in instructional activities involving content literacy, the critical performance will be completed only by those students enrolled in LTCY 421 for credit.

**Other Assignments:**

- **Inquiry project** – Teacher candidates will choose an inquiry project topic based on his/her growth areas from the professional growth plan. Throughout the semester, TCs will locate journal articles, do classroom observations and interviews, complete an annotated bibliography, and present the findings in a Pecha Kucha presentation at the end of the semester.

- **Lesson plans** – Teacher candidates will design, teach, and reflect on at least five lessons throughout the semester in their clinical classrooms.

- **Reflective journal** – Throughout the semester, teacher candidates will use the reflective journal for the inquiry project, in-class activities, and as a site for collecting teaching ideas and strategies for future use.

- **Professionalism/participation/attendance** - Throughout the class, CEPT faculty will assign readings, videos, reading responses, in-class case studies, and etc. TCs should complete all assignments in order to participate effectively in class discussions. TCs are expected to attend every class. Attendance will be taken and recorded promptly at the beginning of each day. See the CEPT Handbook for notifying instructors if missing. Missing classes will impact professionalism points. (see professionalism rubric)

**Assignments/Due Dates/Deadlines**

Check the CEPT tentative course calendar for assignments and due dates. It is the responsibility of the student to complete all work missed due to an absence. Assignments must be turned in on time and at the **beginning of clinical day**; late assignments will result in a **10% grade reduction for each calendar day** an assignment is late. No late work will be accepted after one week from its due date. If there are extenuating circumstances, please attach the form with your work for consideration. Without the Extenuating Circumstance form and documentation, late penalties will be applied to assignments.

**Student Disability Services**

In compliance with university policy, 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. Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

**Communication**

The student is required to check his/her university e-mail account and also Blackboard.
between class meetings. The instructor will periodically use Blackboard and e-mail communication to post announcements, assignments, and class information.

**Plagiarism and Academic Dishonesty**
To represent ideas or interpretations taken from another source as one’s own is plagiarism. Students must give the author(s) credit for any source material used. Changing a few words in a borrowed passage, even if the source is cited, is also plagiarism. Student work will be checked using plagiarism detection software. Students who commit an act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal.

**Writing and Keyboarding**
Assignments are to free of chronic writing errors. Neatness, use of correct grammar and format will be considered in the evaluating of activities and projects. Unless otherwise stated, all assignments must be word processed. Use appropriate margins, 12 point font size and a font such as Times New Roman. All papers should follow APA format.

**Technology**
Students will need access to Microsoft Office 2007 with Word, PowerPoint, and Excel to complete this course. Managing student technology is the sole responsibility of the student. Please note that working, compatible technology (hardware & software) are prerequisites to taking this course. If you have difficulties accessing Blackboard, you should contact WKU Technical Support (745-7000). All CEPT teacher candidates will be assigned an iPad. Please bring it to class and use it responsibly.

**Confidentiality**
Students are expected to keep confidential information about the students and school where they are observing.

**Resubmissions**
All resubmitted work must be turned in with the original rubric, original work, and the revised work highlighted with changes. **Revised work is due within two days** from the day the assignment was returned by the professor.

**Incompletes**
Incompletes are only given for medical or other emergencies when a small amount of work is left in the course.

**Grade Reporting**
Students will be required to check Blackboard for posting of grades throughout the semester. Student inquiries regarding grades must be addressed through a requested meeting with the instructor. No discussions of point deductions or grades will take place via e-mail. Points for SEC 453 and SEC 475/481 will be averaged together, and teacher candidates will receive the same grade for both classes. Students enrolled in LTCY 421 for credit will receive a separate grade in that course based on work required only of those students.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>59% or below</td>
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Professionalism Rubric - CEPT Grant

Name:

<table>
<thead>
<tr>
<th>Professional Growth and Learning (40 points)</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
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<tbody>
<tr>
<td>Inconsistently uses feedback from observations to improve. Demonstrates little evidence of growth on targeted indicators.</td>
<td>Uses feedback from observations and self-assessment to implement and reflect on personal improvement strategies.</td>
<td>Uses feedback from observations and self-assessment to significantly improve performance in identified areas of need.</td>
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<tr>
<td>Is unprepared or disengaged in professional learning opportunities provided.</td>
<td>Is prepared and engaged in appropriate professional learning opportunities.</td>
<td>Is consistently prepared and highly engaged in professional learning opportunities.</td>
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<td>Engages in evaluation process without evidence of focus on continuous improvement of practice.</td>
<td>Engages in evaluation process with evidence of focus on improving practice and openness to feedback.</td>
<td>Engages in evaluation process with diligence by seeking out feedback from both supervisors and colleagues.</td>
<td></td>
</tr>
<tr>
<td>(0 - 20)</td>
<td>(21-30)</td>
<td>(31-40)</td>
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<tr>
<th>Relationships with colleagues. (30 points)</th>
<th>Teacher candidate’s relationships with colleagues are negative or self-serving. (0-10)</th>
<th>Teacher candidate maintains cordial relationships with colleagues. (11-20)</th>
<th>Relationships with colleagues are characterized by mutual support and cooperation. (21-30)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher displays dishonesty in interactions with colleagues, students, and the public. (0-10)</td>
<td>Teacher is honest in interactions with colleagues, students, and the public. (11-20)</td>
<td>Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. (21-30)</td>
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| Integrity and ethical conduct (30 points) | | |
|-------------------------------------------|-----------------------------------------------|
| Teacher displays dishonesty in interactions with colleagues, students, and the public. (0-10) | Teacher is honest in interactions with colleagues, students, and the public. (11-20) |

Mid-term Assessment
Priorities for Growth:

1. 
2. 
3. 

Final Grade: 100/___________ Points
CEPT Extenuating Circumstance Appeal

Name: _______________________________________

Contact Information
____________________________________________________________________________________

Date(s) of Absence: __________________________________

Nature of Extenuating Circumstance (check one):

Serious Illness ____________ Family Emergency _______ Other _______

Explain the extenuating circumstance causing your absence or extension and why it should be considered excused. Include in your explanation when you first knew you would be absent and when you first notified the instructor. If this request is being made AFTER an absence, explain why the request could not be made in advance. Attach supporting documentation (Doctor’s note etc.) to the back of this form. Use additional pages if needed.

What specific request are you making for the absence (excuse an absence, extend a due date of an assignment, schedule a makeup, etc.)?

Proposed date for turning in work: ___________________________