

# EDU 489 STUDENT TEACHING SEMINAR

**Fall 09**  
Location: TPH Room 338  
Time: 9:00-3:00

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<b>For information on class cancellation due to inclement weather call: 745-4845 or 1-888-CALL-WKU</b>	

**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. This course will be offered as a hybrid course and will only meet a few times during the semester. You will be released from field on specified days to comply with all other EDU 489 courses. You may NOT substitute the release days for other days. You must be in your assigned field classroom for every day not designated an EDU 489 Release Day.

**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

**Required Texts:**

Schmidt, L. (2004). *Classroom confidential*. Portsmouth, NH: Heinemann.

Martin, P. (2000). *Word watcher's handbook*. Lincoln, NE: iUniverse.com,Inc.

**Teacher Work Sample**

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 to be uploaded. If possible, please word process the TWS so that it may be uploaded as one document. Student work in the Appendix section 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 this requirement has been met. 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 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!

**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.**

### **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. Online work will be required on 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 5 point per day penalty unless there are great extenuating circumstances.
- 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, or if the student fails to upload the critical performance in the electronic portfolio. 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**

<b>Grade</b>	<b>Points</b>
<b>A</b>	<b>437-470</b>
<b>B</b>	<b>399-436</b>
<b>C</b>	<b>361-398</b>
<b>D</b>	<b>329-360</b>

#### **Tentative Point Values**

<b>May be adapted by the instructor as needed</b>	
<b>Professionalism Points</b>	<b>25 points</b>
<b>Homepage and Blog</b>	<b>10 points</b>
<b>Teacher Work Sample</b>	<b>215 points</b>
<b>Online Modules</b>	<b>120 points</b>
<b>Online Book Discussion</b>	<b>100 points</b>
<b>Total Points</b>	<b>470 points</b>

### Specific Assignments & Requirements:

**Teacher Work Sample:** Through this performance assessment device, the candidate will provide credible evidence of his/her ability to facilitate learning. Please word process the TWS so that it may be uploaded as one document. **The TWS is a Critical Performance and must be uploaded to the individual's electronic portfolio before a grade can be posted. A Level II holistic score must be obtained before a student can successfully complete EDU 489.** The assignment must be typed in Microsoft Word and uploaded into the electronic portfolio. The web address for the electronic portfolio system is: <http://edtech2.wku.edu/portfolio/>. Final grades for individual candidates will not be forwarded to the Registrar until this requirement has been met. **The student will submit one complete copy (with Appendices) of the TWS to the instructor. Please secure the TWS pages with clips. Three ring binders will not be accepted.**

**Homepage and Blog Discussion:** Students will follow guidelines to create a Homepage on Blackboard. Students will then follow guidelines to participate in an online discussion to get to know class members.

**Online Module Assignments:** The student will complete the assignments posted on the online modules and post activities by specified dates. Module Activities include: Word Watcher's Assignment (20 pts), REAP (20 pts), Resume (20 pts), Exceptional Education (20 pts), Gifted Education (20 pts) and the KTIP assignment (20 pts).

**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 and with the online surveys. Professional dress is required at the Job Fair, along with professional copies of a resume. The student is expected to upload and complete all assignments on time.

**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. Responses will be graded by thoughtfulness, clarity, and connections to assigned field classrooms. Students will receive 15 pts for responses to instructor questions and 5 pts for responses to peers. There will be a total of 5 discussion questions at 20 pts each. In addition, there will be a bonus discussion question for extra points (10).

### **Integration of Kentucky Teacher Standards into Course Content**

<p>STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE</p> <p>The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.</p>	<ul style="list-style-type: none"> <li>• <i>Present content effectively</i> <i>Assessment: classroom experience, TWS</i></li> </ul>
<p>STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION</p> <p>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</p>	<ul style="list-style-type: none"> <li>• <i>Modify instruction appropriately</i></li> <li>• <i>Assessment: cognitive assessment, classroom experience, TWS</i></li> <li>• <i>Use systematic planning procedures</i></li> <li>• <i>Assessment: TWS</i></li> <li>• <i>Design lessons that reflect appropriate</i></li> </ul>

<p>problems, and integrate knowledge.</p>	<p><i>consideration of student needs, objectives to be achieved, content to be covered, materials/technologies to be used, and activities</i></p> <ul style="list-style-type: none"> <li>• <i>to be implemented</i></li> <li>• <i>Assessment: lesson plans, TWS</i></li> <li>• <i>Design lessons that include materials/technologies and activities appropriate to the identified objectives</i></li> <li>• <i>Assessment: TWS</i></li> <li>• <i>Adjust/ individual student differences vary materials/technologies, activities, and/or objectives as necessary</i></li> <li>• <i>Assessment: TWS</i></li> <li>• <i>Provide activities that stimulate higher order thinking</i></li> <li>• <i>Assessment: TWS</i></li> </ul>
<p><b>STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE</b> 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.</p>	<ul style="list-style-type: none"> <li>• <i>Design lessons that reflect appropriate consideration of student needs, objectives to be achieved, content to be covered, materials/technologies to be used, and activities</i></li> <li>• <i>to be implemented</i></li> <li>• <i>Assessment: TWS</i></li> <li>• <i>Maintain optimum use of instructional time</i></li> <li>• <i>Assessment: TWS</i></li> </ul>
<p><b>STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION</b> 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</p>	<ul style="list-style-type: none"> <li>• <i>Utilize effective questions/ questioning technique</i></li> <li>• <i>Assessment: TWS</i></li> <li>• <i>Utilize communication techniques supportive of instruction</i></li> <li>• <i>Assessment: classroom experience, reflective journals, writing assignments, TWS</i></li> </ul>
<p><b>STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS</b> 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.</p>	<ul style="list-style-type: none"> <li>• <i>Gather relevant instructional data and information</i></li> <li>• <i>Assessment: TWS</i></li> <li>• <i>Maintain accurate and appropriate records of student progress</i></li> <li>• <i>Assessment: TWS</i></li> <li>• <i>Accurately report student progress</i></li> <li>• <i>Assessment: TWS</i></li> <li>• <i>Prepare valid assessment instruments procedures to assess student learning/learning needs</i></li> <li>• <i>Assessment: TWS</i></li> </ul>
<p><b>STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY</b> The teacher uses technology to support instruction;</p>	<ul style="list-style-type: none"> <li>• <i>Design lessons that reflect appropriate consideration of student needs, objectives to be achieved, content to be covered, materials/technologies to be used, and</i></li> </ul>

<p>access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.</p>	<p><i>activities</i></p> <ul style="list-style-type: none"> <li>• <i>to be implemented</i></li> <li>• <i>Assessment: TWS</i></li> <li>• <i>Design lessons that include materials/technologies and activities appropriate to the identified objectives</i></li> <li>• <i>Assessment: TWS</i></li> <li>• <i>Adjust/ individual student differences vary materials/technologies, activities, and/or objectives as necessary</i></li> <li>• <i>Assessment: TWS</i></li> <li>• <i>Participation in Online Discussions</i></li> <li>• <i>Working Online Modules</i></li> </ul>
<p><b>STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING</b> The teacher reflects on and evaluates specific teaching/learning situations and/or programs.</p>	<ul style="list-style-type: none"> <li>• <i>Designs lessons that reflect the integration of curriculum</i></li> <li>• <i>Assessment: TWS</i></li> </ul>
<p><b>STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS</b> 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.</p>	<ul style="list-style-type: none"> <li>• <i>Utilize communication techniques supportive of instruction</i></li> <li>• <i>Assessment: classroom experience, journals, writing assignments, TWS</i></li> </ul>
<p><b>STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT</b> 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.</p>	<ul style="list-style-type: none"> <li>• <i>Engages in relevant professional development activities and follows through with a plan Assessment: 489 professional development opportunities, writing assignments, cognitive tests, and classroom experience</i></li> </ul>
<p><b>STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION</b> The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.</p>	