

**EDTP 201: The Teaching Profession** (3 credit hours)

Fall 2020

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I will respond to email and phone calls within 24 hours on weekdays, 48 hours weekends and holidays. I am happy to set up virtual office hours by appointment. Email me for a link.

**Catalog Description**

Course provides opportunities to survey the field of education through the study of educational theories, directed elementary, middle school and secondary field experiences, and a personal evaluation of education as a career.

**Course Purpose**

This course, designed for students interested in teaching as a possible career, offers multiple opportunities for undergraduates to participate in a variety of activities in urban school classrooms.  Emphasis is on construction of knowledge, development of dispositions for teaching, and reflection on teaching and learning.

**Required Reading/Text/Course Materials**

Ayers, W.  (2010). *To teach:  The journey of a teacher* ***(3rd Edition).***New York: Teachers College Press.

Paley, V. White Teacher. pdf in Blackboard.

Additional readings posted in Blackboard.

You will identify and summarize/present a news article about a current topic in education. Specific Information provided separately.

**Student Learning Outcomes:**

Students:

1. Demonstrate critical thinking and reasoning skills such as making inferences, evaluating assumptions, etc. by engaging in activities/discussion using the Paul Elder Critical Thinking Framework;
2. Apply knowledge/theories to analyze and reflect upon qualitative evidence collected through experience in the schools and social contexts in which they observe and participate;
3. Describe the aims of education in historic and contemporary perspectives, responding to multiple points of view on cultural issues as expressed in these different historical, social and cultural contexts;
4. Demonstrate how issues of race, class, gender, and ability influence educational opportunities for students at various ages and in various contexts;
5. Reflect on the school as a public institution and the historical and contemporary context of the teaching profession;
6. Analyze field placements with respect to how theories of learning and development can be applied in various school contexts;
7. Demonstrate observation, qualitative data collection, and analysis skills appropriate to the various field experience settings;
8. Examine the place of social foundations in teacher education; examine educational ideology and teacher professionalization in school and contemporary society;
9. Interpret and analyze perspectives of human learning and development, socio-linguistics, and demography through course readings and discussion;
10. Demonstrate the skills and dispositions of personal inquiry and self-reflection, communicating effectively in speech and writing while respecting others’ contributions through appropriate citation.

**Relevant Professional Standards Met by Course**

**INTASC Standards**

    **Standard #1:  Learner Development**. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

    **Standard #9: Professional Learning and Ethical Practice**. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration**. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**U of L Program Standard**

Standard 11:    U of L Program Standard:  Demonstrates understanding of the complex

    lives of students and adults in schools and society

    (there is a draft of a new Diversity standard that is being piloted)

**KY IECE Teacher Standards**

Standard 9:      Implements Technology

\*Depending on the nature of the assignment/activity

**Association for Middle Level Education (AMLE)**

Standard 1:     Young Adolescent Development

Standard 3:     Middle Level Philosophy and School Organization

Standard 5:    Middle Level Professional Roles.

**ISTE Standards (International Society for Technology Education)**

Student work related to academic content for K-12 students is based on the Kentucky Core Academic Standards: [*http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Program+of+Studies/*](https://exchange.louisville.edu/owa/redir.aspx?C=4da8f53a144a46eb80adc96919c5710b&URL=http%3a%2f%2fwww.education.ky.gov%2fKDE%2fInstructional%2bResources%2fCurriculum%2bDocuments%2band%2bResources%2fProgram%2bof%2bStudies%2f)

**Course Objectives**

(See Student Learning Outcomes)

**Conceptual Framework**

The conceptual framework, *Shaping Tomorrow:  Ideas to Action,* embodies a unified rationale for our diverse programs that includes three constructs:  Inquiry, Action, and Advocacy. Under the construct of ***Inquiry,*** and through active engagement and skilled training in methods of rigorous ***Research***, candidates develop the knowledge, skills, and dispositions to become ***Critical Thinkers***. Scholarship, informed practice through inquiry and reflection, is performed not in isolation but in communion with others, both within the university and in the world (Shulman, 2004).  Under the construct of ***Action,*** and through continual ***Practice***, candidates develop the knowledge, skills, and dispositions to become ***Problem Solvers*** in the community. They are encouraged to apply knowledge and change practice to solve real world problems.  Under the construct of ***Advocacy,*** and through dedicated, committed ***Service*** to their peers, university, community, and world, candidates develop the knowledge, skills, and dispositions to become ***Professional*** ***Leaders***.  Our candidates are empowered to participate fully in the life of the metropolitan community in which we live, to practice social justice, and to seek equity of educational access for all the constituents.

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| --- | --- | --- | --- |
| ***Conceptual Framework Constructs*** | **Inquiry** | **Action** | **Advocacy** |
| ***Constructs as Learned and Applied*** | Research | Practice | Service |
| ***Constructs Reflected in Candidates*** | Critical Thinkers | Problem Solvers | Professional Leaders |
| ***Unit Dispositions Reflected in Candidates*** | Exhibits a disposition to inform practice through inquiry and reflection | Exhibits a disposition to improve practice through information, knowledge, and understanding | Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a difference |

EDTP 201 aligns with the conceptual framework in the following ways:

* Under the **construct of inquiry**, students inform their practice in assignments and in their field placement through inquiry and reflection.
* Under the **construct of action**, students develop an ethnographical study in which they study a school/classroom and reflect on issues related to the environment, diversity, teacher/teaching, curriculum, insights into the teaching profession,
* Under the **construct of advocacy**, students work collaboratively with a mentor teacher and course instructor to affirm the principles of social justice in the classroom.

**Course Content**

  1.  The context of education, yesterday and today

  2.  The impact of KERA on KY schools, including state/local school organizations and assessments

  3.  Senate Bill 1

  4.  Philosophical foundations of education

  5.  Diversity in the classroom

  6.  Self as teacher, including teaching style

  7.  The life of a teacher and the context in which they work; teacher standards and evaluation

  8.  Creating classroom community

  9.  The importance of knowing the students

 10.  Curriculum and Assessment, including how to connect them to students’ lives

 11.  Technology infusion as it relates to the teaching profession

**Course Assignments/Requirements**

***More information and rubrics for each assignment will be handed out in class and/or posted to Blackboard under “Course Documents”.***

**☻ASSIGNMENT: PROFESSIONALISM AND PARTICIPATION**

The underlying philosophy of this class is one of social interaction. The experiences each person brings to the class contribute our learning. It is difficult, if not impossible, to make up experiences missed if you are not in class. We all learn from others, and your thoughts and questions are an important part of the learning process. Likewise, a professional attitude and demeanor are dispositions that are vital to success as a teacher. Therefore, your **attendance, professionalism, participation are all considered as part of your course grade**. You are asked to evaluate and score yourself regarding these dispositions. You will record that score and write a justification for your score on your Course Log. **The instructor reserves the right to change that score if he/she does not feel it is justified.   If you are not in class, you receive 0 points for participation that day. *If you want to make up these points you are required to make an appointment with the instructor to discuss doing an alternative assignment to recoup the participation points for that day****.*  **THERE ARE NO EXCUSED ABSENCES.**

**Please note:  EDTP 201 instructors may handle absences and tardies according to their own guidelines and expectations for the course.**

**☻ASSIGNMENT: HOMEWORK ASSIGNMENTS**

Throughout the semester you have homework assignments/course preparations that are required for class sessions and outlined on the Course Schedule. It is **your responsibility** to carefully read the schedule for assignments and complete them accordingly.  Any changes to the schedule will be announced in class and/or posted to Blackboard.  **Again, it is your responsibility to keep up with any changes to the schedule of assignments.**

*Make note that students in this course must complete* ***all major*** *assignments and course expectations or this could impact his/her grade for the semester.*   Missed in-class assignments, including quizzes cannot be made up. Be proactive. Please make an appointment (as stated above) with the instructor to see if a makeup assignment is an option. **(Also see Technology Infusion below for homework assignments; more information will be discussed in class).**

**☻ASSIGNMENT: “IN THE NEWS” PRESENTATION (component of homework)**

Students choose an article on current events in education to share with the class and facilitate a discussion on the issues raised in the article.

**☻ASSIGNMENT: AUTOBIOGRAPHY**

Each student writes an autobiography that captures him/her as a student and includes the teachers who have impacted him/her.

**☻ASSIGINMENT:  BUILDING BRIDGES PAPER** For this assignment, students choose one student from his/her field placement found to be “challenging” in some way.  Students observe this student and write a **2-3 page double spaced essay** on how he/she would “build bridges” between this student, him/herself, and the curriculum being taught in the classroom observed by connecting class readings and discussion to this your own ideas.

**☻ASSIGNMENT: HALLMARK ASSESSMENT (HAT) Part 1:  ETHNOGRAPHY OF A CLASSROOM**

This project includes information and interpretations of curriculum, instruction, assessment, relationships, barriers, and support systems observed at your field sites (see Field Work Assignment below).

**(Description and guidelines for the Ethnography are provided at the end of the syllabus; (the rubric for this assignment may change)**

**☻ASSIGNMENT:  FIELD WORK ASSOCIATED WITH ETHNOGRAPHY OF A CLASSROOM HALLMARK ASSESSMENT (HAT) Part 2**

Using a semi-structured protocol, students observe, sketch, outline, and reflect on the activities in real classrooms.

In order for you to understand the teaching profession and make the best possible decision about whether or not to become a teacher, the College of Education and Human Development has arranged for you to see teachers and students in action to participate in their work and to think about whether this profession is for you.  You are not just to be a passive observer at your field sites. A major part of this course involves carefully recording observations and reflections about your fieldwork, and putting this information together in a coherent ethnography (See HAT above). You should show up for your fieldwork as planned and be well prepared. Remember, the contacts that you build today may be useful in the future and that you represent the University, College, and Department in the eyes of students, teachers, staff, parents, and others associated with the school sites you visit. Your cooperating teachers also evaluate your performance.

The time spent in schools gives you the advantage of knowing what the work of teaching is really like.

The University of Louisville and the Jefferson County Public Schools (JCPS), along with other school districts, have a longstanding collaborative relationship.  Students are assigned two classrooms in which to conduct part of their course work. **Your positive and professional demeanor during fieldwork is an absolute necessity**.  (We will talk more in class about “positive” and “professional)

**You are not just to be a passive observer at your field sites.  A major part of this course involves carefully recording observations and reflections about your fieldwork and synthesizing this information together in a coherent Ethnography.   During NTI this information will take on a different context.**

**☻ASSIGNMENT:  2nd ROTATION FIELD PLACEMENT  ASSIGNMENT- MODIFICATIONS TBD**

Alignment of 2nd field placement observations with any 5 out of the 10 INTASC standards that you observe being demonstrated. More information about this written assignment will be given in class.

**☻*TECHNOLOGY INFUSION*:**

Copyright and the Teacher:

Copyright violations are a common mistake made by teachers. We will explore the law around copyright and fair use. Specific instructions provided.

Teaching and Social media. Teachers and schools use social media routinely. We will explore how and consider the context and consequences throughout the semester.

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**Late Work Policy:**

All assignments are due at the **beginning** of class on the day listed in the class schedule, or before, unless otherwise stated by the instructor. **LATE WORK IS PENALIZED**.  Prompt arrival is critical.  Please discuss any possible exceptions with the instructor – **in advance.** Do not e-mail assignment. Complete in format compatible with Blackboard. Students are expected to complete all assignments by the given due date.  The HAT assignment is a culmination of the semester.  ***Failure to submit the HAT assignment and/or complete all 18 hours of the clinical field work in a timely manner regardless of other course work completed could result in a course grade of F for the entire course.***

**\*\**If, during the semester, you have extenuating circumstances (prolonged illness, personal/family concerns, etc.) that could interfere with your success in this class, please make an appointment with the instructor ASAP to discuss. Do not wait until the end of the semester.***

**Scoring Guides/Rubrics -** Rubrics will be provided for each of the assignments above.

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| --- | --- |
| **Course Assignments** | **Percentage** |
| Professionalism/Participation | 10% |
| Homework/In class writing assignments/In the News Presentations | 10% |
| Autobiography | 10% |
| Building Bridges Paper | 10% |
| **Technology Assignments** |  |
|      Copyright Laws | 5% |
|      Teaching in Social Media  | 5% |
| **Hallmark Assessment (HAT):** Ethnography of a ClassroomFirst Rotation Field Placement: 1st Field Placement Hours (9) | 40% |
| 2nd Field Placement Assignment (InTASC Standards) | 10% |
| TOTAL | 100% |

**All assignments ARE TO BE word processed (unless otherwise noted) with a 12 point font.**

**Criteria for Determination of Grades**

As part of University requirements, this course is letter graded.  Specific criteria are to be discussed for all assignments, but the following standards apply to all major assignments.  For some assignments, the instructor may ask you to self-assess your performance based on the criteria for those assignments. This is a teaching practice we will model.

The grading scale is the following percentage of your total possible points:

**Percentage        Grade            GPA**

98-100           A or A+    4.0

93-97            A            4.0

90-92            A-            3.7

87-89            B+            3.3

83-86            B            3.0

80-82            B-            2.7

77-79            C+            2.3

73-76            C            2.0

70-72            C-            1.7

60-69            D            1.0

0-59            F            0.0

**Bibliography**

Chartock, R.  (1999). *Educational foundations, an anthology*. Pearson Education

Darling-Hammond, L.  (2012). Next generation assessment:  moving beyond the bubble test to support 21st

century learning.

Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American* *children.* San

Francisco: Jossey-Bass.

Mitchie, G.  (2004). See you when we get there.  New York: Teachers College Press.

Nieto, S.  (2015). *Why we teach now*.  New York:  Teachers College Press.

Ravich, D.  (2010). *The death and life of the great american school system.* Philadelphia:  Basic

Book (Pearson).

Sadker, M. P., and Sadker, D.M. (2005). *Teachers schools, and society*.  Boston: McGraw-Hill.

Schlechty, P.  (2000). *Shaking up the schoolhouse: How to support and sustain educational innovation.*  San

       Francisco:  Jossey Bass.

Stigler, J. W., and Hiebert, J. (1999). *The teaching gap: Best ideas from the world’s teachers* *for improving*

*education in the classroom*. New York: Free Press.

1. **Face Coverings/Masks in Classrooms**

**As a Community of Care, all Cardinals are expected to abide by public health guidelines and regulations as published by the University. For Fall 2020, this includes:**

1. wearing of cloth/paper masks (covering nose and mouth) when in shared indoor spaces like classrooms, or when appropriate physical distancing cannot be maintained.
2. staying home when sick—any UofL community member experiencing fever, consistent dry cough, or other symptoms of contagious disease should remain at home until symptoms subside or advised that it is safe to return by a medical professional.
3. practicing good hygiene and responsibility for one’s own surrounding.
	1. Cover sneezes and coughs
	2. Wash hands frequently with soap and water when possible, use hand sanitizer when soap and water are not available
	3. Wipe down frequently touched surfaces
	4. Maintain 6 feet physical distancing when possible

**Policy on Instructional Modifications:**

Students who have a disability or condition which may impair abilities to complete assignments or otherwise satisfy course criteria are encouraged to meet with the course instructor to identify, discuss, and document any feasible instructional modifications or accommodations.  The student should notify the instructor no later than the end of the second week of the semester/term in which the course is offered or no later than the end of the second week after such a disability is diagnosed, whichever occurs earliest. The student may contact the Disabilities Resource Center (Robbins Hall, 852-6938) for information and auxiliary aid.

**CEHD Diversity Statement**

Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals.  Students are encouraged to investigate and gain a current perspective of diversity issues (race, ethnicity, language, religion, culture, SES, gender, sexual identity, disability, ability, age, national origin, geographic location, etc.) related to their chosen fields.  Students also have the opportunity to examine critically how diversity issues apply to and affect philosophical positions, sociological issues, and current events in a variety of areas. Students examine their belief systems and are encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

Social and Behavioral Sciences Cardinal Core:

Cardinal Core Learning Outcomes and Assessment Components:

(Related course number outcomes numbers will change once revised)

*CC Learning Outcome 1:  Apply knowledge and theories and analyze evidence via qualitative and/or quantitative research methods that are utilized in the field;*

*Related Course Outcomes: 2, 7*

*Assessments:  Clinical field work and associated assignments (Ethnography, Essential Question Project, Building Bridges essay)*

*CC Learning Outcome 2:  Identify how different fields of inquiry conceptualize diversity and the dynamics of social inequalities*;

*Related Course Outcomes: 4, 10*

*Assessments*:  *Clinical field work and associated assignments (Ethnography, Essential Question Project, Building Bridges essay); class readings; homework assignments, and discussions*

*CC Learning Outcome 3:  Represent and critically respond to multiple points of view on cultural issues as expressed in different historical, social, and cultural contexts*

*Related Course Outcomes: 1, 3, 5, 9*

*Assessments:  Class readings and discussions; homework assignments; in-class writing responses; watch and respond to DVD, “History of American Public Education”*

*CC Learning Outcome 4:  Use critical thinking and reasoning skills such as making inferences, evaluating assumptions, and assessing limitations of knowledge claims;*

*Related Course Outcomes: 1, 3*

*Assessments:  Class readings and discussions: Clinical field work assignments (ie Ethnography)*

*CC Learning Outcome 5:   Communicate effectively in speech and writing, while respecting others’ contributions, through proper citation appropriate to the discipline;*

*Related Course Outcomes: 11*

*Assessments:  Ethnography, Essential Question Project, relevant homework assignments; technology infusion assignments*

**Title IX/Clery Act Notification**

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies.  Students experiencing such behavior may obtain **confidential**supportfrom the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to **University faculty or instructors** of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is **not confidential** under Title IX.  Faculty and instructors must forward such reports, including names and circumstances, to the University’s Title IX officer.

For more information, see the Sexual Misconduct Resource Guide

([http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure](https://exchange.louisville.edu/owa/redir.aspx?SURL=pJgqRydMdnLIFpz0hESku7XKPEbnaDUZU-xokRt6P03QWb4VT6bSCGgAdAB0AHAAOgAvAC8AbABvAHUAaQBzAHYAaQBsAGwAZQAuAGUAZAB1AC8AaAByAC8AZQBtAHAAbABvAHkAZQBlAHIAZQBsAGEAdABpAG8AbgBzAC8AcwBlAHgAdQBhAGwALQBtAGkAcwBjAG8AbgBkAHUAYwB0AC0AYgByAG8AYwBoAHUAcgBlAA..&URL=http%3a%2f%2flouisville.edu%2fhr%2femployeerelations%2fsexual-misconduct-brochure)).

**Technology and E-mail/Internet**

Continuing and regular use of word processing, Blackboard, and e-mail is expected.  Therefore, each student is expected to have a computer with Internet access, or to have access to such a computer.  In addition, each student is expected to obtain a student e-mail account and access e-mail and the Internet for resources throughout this course. If they do not have a computer and plan to use a public computer, such as a computer lab or library, make sure you will have access for several hours a week and that the computers do not have restrictions that would prevent you from downloading files, playing videos, or other required activities of the course. Consider using headphones or speakers for videos.

 The University provides student Internet accounts as students register for classes. Your instructor often shares announcements, assignments, and communication through Blackboard, which is an online learning environment provided by the University. Please e-mail the instructor to communicate about work, absences, and assistance in finding resources for coursework.

**Plagiarism**

Plagiarism is a form of **academic dishonesty**, which is prohibited at the University of Louisville. The policy is fully explained in the Student Handbook, which can be accessed at the following link:  <http://campuslife.louisville.edu/cloffice/handbook/pages/studentrights/>

**Academic Integrity and Dishonesty**

All contributions and assessments in this course, including any field placement requirements, demonstrate academic integrity which means that submitted work is of high quality, is original, and represents a single submission, unless otherwise noted through explicit and appropriate citations.

“Academic dishonesty is prohibited at the University of Louisville…Academic dishonesty includes, but is not limited to, the following:

•     Cheating

•     Fabrication

•     Falsification

•     Multiple Submission [the same assignment should not be submitted for more than one course]

•     Plagiarism

•     Complicity in Academic Dishonesty” (Uof L Code of Conduct, Section 5)

[Students who are not yet admitted to the teacher education professional program may jeopardize their chances for admission, since instances of academic dishonesty will be considered as part of the admission process.  To apply to any teacher certification program, students must review and sign the Professional Code of Ethics for Kentucky School Personnel (704 KAR 20:680) which states that teachers (1) shall exemplify behaviors which maintain the dignity and integrity of the profession and (2) shall not knowingly falsify or misrepresent records of facts relating to the educators or those of other professionals.]

Falsification of activity logs, disposition forms, or any other writing assignment will result in the student receiving an F in the course. Students have tried to falsify activity logs, but because we have an excellent relationship with our chosen mentor teachers, these students were caught and received an F for the course.

[http://louisville.edu/undergraduatecatalog/2013-14-University-of-Louisville-Undergraduate-Catalog.pdf#pagemode=bookmarks&toolbar=true&page=40](https://exchange.louisville.edu/owa/redir.aspx?C=W2R1cfArBk2779wTaVCnLzA3N81n3NAIKiSfekIM2kfSTMpImoZaUJGvgNk_PcYgj9RH6MdSLto.&URL=http%3a%2f%2flouisville.edu%2fundergraduatecatalog%2f2013-14-University-of-Louisville-Undergraduate-Catalog.pdf%23pagemode%3dbookmarks%26toolbar%3dtrue%26page%3d40)

**University Writing Center**

There are many different kinds of writing assignments in this course, ranging from lists and personal essays to formal position papers and a research report.  You are therefore offered the opportunity this semester to become a better writer, regardless of your current ability. The University Writing Center provides free support for writers by providing a comfortable place to write, to collaborate with other writers, and to use writing resources.  Writing consultants teach students at all levels to become more effective writers. Through individualized writing consultation, students learn to develop and organize ideas for course papers and other written products. Handouts are also available on a large number of writing topics. To schedule an appointment, students may stop by in person or call 852-2173.  The UWC is located in the Ekstrom Library, Room 132 and is open Monday through Saturday.

**\*\*If writing is considered to be of great concern, the instructor may require that you use the Writing Center for final drafts in order to receive full credit for an assignment.**

**Course Schedule/Clinical Field Placements**

**Course Schedule:** Class meets twice a week for 1.25 hours each session.  Class attendance and participation are a significant source of learning in this course (and also a significant part of the grade).  Students who are diligent about turning in ***quality*** homework assignments on time AND responding to class experiences/activities with thoughtfulness not only begin to prepare themselves for a profession in teaching, but also earn the best marks.

If class is cancelled due to severe weather (or for any reason), keep to the Course Schedule (a separate document), preparing for the next class as planned, unless told otherwise by the instructor.  We follow the University of Louisville procedures for inclement weather. If district schools are closed due to inclement weather, you need to reschedule your school visit at the earliest possible time.

In short, read the schedule carefully, come to class prepared, and do regular homework. This is what you will expect from *your* students!

**The information below will change under the current circumstances, and we know these will continue to change for the foreseeable future. MODIFICATIONS TBD. Please stay on top of all announcements and expectations.**

**Clinical Field Placement:** The course centers around a field study, which is conducted on site at an elementary, OR a secondary or middle school scheduled by the Office of Educator Development and Clinical Practice (OEDCP) and local school districts.  ***No student is allowed to arrange his/her own placement site.*** A ***minimum*** of nine clock hours this semester must be spent observing assigned teachers and students at **each** of two schools, for a ***total minimum*** of eighteen (18) hours.  If you are able to invest more time, you may do so.  Your field study profits from a regular observation time (for example, 1-2:30 p.m. every Monday for several weeks).  Because many students enrolled in this course must fit school visits in with other school, work, and family responsibilities, we have designated a number of class sessions as “flex time” that can be used to schedule field visits at that time and/or schedule for another day during the week and use this designated “flex time” for study. If possible, visit your field placement at least once a week in order to keep up with the response-to-observation assignments and not disrupt the flow of activities in the classroom.  You also develop more meaningful relationships with teachers and students the more frequently you visit.

Field placement assignments are given as soon as they have been set up with the OEDCP.  ***As soon as you have been given your school/teacher assignment,*** it is your responsibility to contact that teacher via e-mail.  JCPS E-mail addresses are as follows: **firstname.lastname@jefferson.kyschools.us**

**(ie** **Betty.Doyle@jefferson.kyschools.us****).**

**\*\*Please Note:**

**1. Students are also required to copy the instructor on the first e-mail message to the cooperating teacher for each placement assignment!  Points are deducted from the Field Experience grade if this is not done within one week after receiving your placement for each field rotation.  It is extremely important that students contact their teachers ASAP so that the students can begin and complete the required hours within the given time frame.**

**\*\*Important!!!**

**2.  Students must complete all required field placement hours (9 in each placement for a total of 18 hours).  If all required hours are not completed, the student could receive an earned F for the course.**

***DEPARTMENT OF TEACHING AND LEARNING ATTENDANCE POLICY***

**Goal: To establish a high level of professionalism for every teacher.**

* Attendance is REQUIRED at each class session
* If you are absent, you will not receive full participation credit for the course. The course syllabus will document the participation guidelines/requirements for each course.
* If you are absent, you MUST contact the instructor of the course, preferably prior to the class session. It is your responsibility to find out what you missed.
* You must be on time for class sessions. Repeated tardiness will also impact your participation credit.
* Absences and tardiness will be considered in assessing your dispositions.
* If you are absent TWICE from a course that meets once weekly, or THREE times in a course that meets twice weekly, you MUST initiate a meeting with the course instructor to determine whether you will still be able to pass the course with the acceptable grade required by your program and if you can devote the necessary time to the course.
* Extenuating situations will be considered on an individual basis.
* If you miss the course an additional time, the course instructor will schedule a meeting with you and the program director to complete a *Communication of Concerns*.
* You may be required to complete additional assignments to compensate for class sessions for which you were absent.  Even with these assignments, your participation credit may still be affected as described above.

When you expect a prolonged absence (out more than a week), contact **CEHD** Teaching and Learning Staff 852-6431, **U of L** Dean of Students Cardinal Angel Program, 852-5787 or DOS.louisville.edu. You will need to provide your name, student ID number, and circumstances

**Clinical/Field Placements**

* Attendance is REQUIRED.  You must complete a Log Sheet for each experience.  If you are unable to attend a clinical/field experience, you must contact:
* Your Classroom Cooperating Teacher
* Your University Supervisor (if you are student teaching **or** in the P-5 MAT Program)
* Your Instructor (if different from your Supervisor)
* Plan to arrive at your placement early, taking into consideration possible delays, such as traffic.
* Any hours missed must be made up to meet the required number of hours for that field experience. Rescheduling should be done in consultation with your supervisor in a way that is respectful to the classroom teacher.
* Absences and tardiness in your field work will be considered in your disposition’s assessment.

**Hallmark Assessment for EDTP 201**

**(Please Note:  The rubric for this assignment will be modified- more information will be forthcoming)**

**Ethnography of a Classroom**

**I.  Purpose:**

There are two main purposes for this assignment:

1.  **To interest undergraduate students in a career in teaching.**  This purpose is grounded in the idea that prospective teachers must shift their perspective (point of view) from student to teacher in order to make the most of their teacher education courses.   This assignment allows prospective candidates to observe P-12 classrooms from both the teacher and the student perspective.  At the same time, the field component of this course introduces prospective candidates to the satisfactions and the constraints of teaching in public schools allowing them to gather information to answer the question of whether teaching is an appropriate “fit” for them as a career choice.  Writing an ethnography of a classroom allows students to externalize their understanding of the teacher/student perspective (point of view).

2.  **To learn the research tools of the social scientist, including observation, writing field notes, analyzing field notes, and writing a qualitative research report.**  This purpose is based on the idea that teachers must be grounded in the knowledge of social-behavioral science.   Students learn through this assignment the concepts of how social science knowledge is established and how and why it changes over time.  They learn to evaluate evidence and apply it to communicate an understanding of a body of social science knowledge and its disciplinary perspective (inferences).

**II.  Process:**

You are assigned to classrooms in two different public schools and spend a minimum of nine hours in each across several visits.  During that time, you gather information through observing and recording carefully what is happening in the classroom (Appendix A gives some questions to think about as you observe).  Afterwards, you interpret and reflect (draw inferences) on what occurred.  These activities are meant to help you shift your perspective from student to teacher as you learn to see through the perspective of the teaching profession.   You are expected to make connections between what you are observing and the concepts of the teaching profession from the textbook and class discussions. Class discussions center on your observations and reflections as you share your inferences with the class.

You should spend your first one or two sessions in each classroom learning the routines of the class and the curriculum that’s being covered.  You are encouraged to learn as many student names as possible.  ***Try to remain as nonjudgmental as possible as you perceive the class.***

Then, for this assignment, you are to analyze your **first** field experience thoroughly.  Using observation notes (information), course readings (concepts), class discussions (information), and school artifacts (information), you are to write an ethnography **on your first assigned classroom.**  Your ethnography is to be a broad and precise description of the demographics, environment, teaching style, curriculum, and diversity elements of this site.  It should demonstrate depth by digging beneath surface appearances, relating observations to the concepts and readings from class, drawing conclusions about what is going on in the classroom, and talking about the implications for student learning.

**III.  Product:**

The final product includes a written ethnography (on your first field placement) that provides a broad and precise description of the classroom, draws conclusions as to the information’s implications for student learning, and demonstrates an understanding of the perspective of the teaching profession.

The ethnography should be word processed, 12 point font, 8-10 pages double spaced, 1” margins and submitted electronically. You will receive specific instructions separately.

There are two parts to the overall Hallmark assignment as follows:

**Hallmark Assignment #1**

*Written Ethnography*

**Hallmark Assignment #2**

2. *Activity Log documenting hours in the field*

*3.Professionalism Disposition Form*

**Appendix A**

**Questions you might think about as you observe: (Note: these are just to guide your observations and your thinking.  You DO NOT have to answer each and every question)**

***About the environment***

Sketch the floor plan of the room.  Draw the furnishings.

What assumptions do you make when you first walk into the classroom?  Support with specific examples.

What materials are available in the room and of what use/help are they to students?

Does the room arrangement allow students to move freely from one area to another?  Are the materials and tools located in a spot easily accessible to the students? If not, how could these be changed?

Does the environment allow the student to solve his problems or answer his questions in a number of ways? (inference)

What is in the environment to challenge the student intellectually?   How does it challenge them? (inference)

What is in the environment that is new to the students? (inference)

What in the environment encourages questioning and how?  To stimulate curiosity and how? (inference)

What materials encourage exploration?

***About the teaching style***

What assumptions can you make about the teacher’s role in the lesson/classroom?

What assumptions can you make about the students’ role in the lesson/classroom?

How do these roles impact learning in the classroom?

What choices are being made (and by whom) and what are the implications of those choices?

Where are the students and teacher positioned in the classroom?

What happens when a student has a question?

What happens when a student makes a mistake?

Who is talking?  What are they saying?  Provide specific examples.

What rules are operating in this classroom?  Are they posted?

What are the implications of these rules?

How do the students treat each other?

What happens during transition times (changing classes, lining up, passing out papers, changing activities)?

***About the curriculum***

What subject is being taught?  What unit? What lesson? (information)

What materials are being used by the teacher?  By the students?

Do you think the material is interesting?  Important? Explain your point of view.

What assessments were used in today’s lesson?

How else does the teacher know what students are learning?

What grading system is used?

***About diversity***

How are the students alike/different?

In what ways does the teacher treat all students alike?

In what ways does the teacher treat all students as individuals?

What are the particular and special learning needs of students in this classroom?  How does the teacher meet these students' needs?

How do the teacher's *actions and interactions* affirm differences and groups (consider such elements as the various ethnic, cultural, linguistic, religious and socioeconomic groups within the class of students)?

How do the teacher's *instructional materials and teaching practices* affirm differences and groups (consider such elements as the various special learning needs, ethnic, cultural, linguistic, religious and socioeconomic groups within the class of students)?

How does the teacher create and maintain a classroom atmosphere that reflects an acceptance of and respect for differences?

How does the teacher create and maintain a classroom atmosphere that promotes sound and humane values?

Describe evidence you observe of the teacher’s attempt to make “real world” connections with the students and their families.

**Hallmark Assessment Rubric: Ethnography of a Classroom**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Component** | **Insufficient Evidence** | **Developing** | **Target** | **Exemplary** |
| **Demographics:****I2a Intellectual Standards:****Information****Precision** |  No school demographics included | School demographics are included but they are limited in scope |  School demographics include a description of location of school, neighborhood, # & types of students & teachers, school culture, and some other school wide information (including K-PREP) that adds to the reader’s understanding of the context. |  School demographics include a detailed and precise description of location of school, neighborhood, # & types of students & teachers, school culture, and an exhaustive list of other school wide information (including K-PREP) that adds to the reader’s understanding of the context. |
| **Depth and Breadth of Content:*****Environment*****I2a Intellectual Traits:****Significance****Relevance** | Omits or provides limited or unrelated description of the environment | Provides a superficial description of the environment which includes limited and/or vague examples taken from observations  | Provides a description of the environment which includes supporting “facts” that incorporate examples taken specifically from observations | Provides a clear, precise, and complete description of the environment which includes numerous and significant supporting “facts” that incorporate complete and relevant examples taken specifically from observations                       |
| **Depth and Breadth of Content:*****Curriculum*****I2a Intellectual Traits:****Significance****Relevance** | Omits or provides limited or unrelated description of the curriculum | Provides a superficial description of the curriculum which includes limited and/or vague examples taken from observations  | Provides a description of the curriculum which includes supporting “facts” that incorporate examples taken specifically from observations | Provides a clear, precise, and complete description of the curriculum which includes numerous and significant supporting “facts” that incorporate complete and relevant examples taken specifically from observations                       |
| **Depth and Breadth of Content:*****Diversity*****I2a Intellectual Traits:****Significance****Relevance** | Omits or provides limited or unrelated description of the diverse nature of the students in the classroom | Provides a superficial description of the diverse nature of the students in the classroom which includes limited and/or vague examples taken from observations  | Provides a description of the diverse nature of the students in the classroom which includes supporting “facts” that incorporate examples taken specifically from observations | Provides a clear, precise, and complete description of the diverse nature of the students in the classroom which includes numerous and significant supporting “facts” that incorporate complete and relevant examples taken specifically from observations                       |
| **Depth and Breadth of Content:*****Teaching Style*****I2a Intellectual Traits:****Significance****Relevance** | Omits or provides limited or unrelated description of the teaching style  | Provides a superficial description of the teaching style which includes limited and/or vague examples taken from observations  | Provides a description of the teaching style which includes supporting “facts” that incorporate examples taken specifically from observations | Provides a clear, precise, and complete description of the teaching style which includes numerous and significant supporting “facts” that incorporate complete and relevant examples taken specifically from observations                       |
| **Integration of Course Readings & Discussions****I2a Elements:****Concepts** | Vocabulary and concepts from class discussions and/or readings are not included | Some vocabulary and concepts from class discussions and/or readings are mentioned. | A variety of vocabulary and concepts from class and readings are included in an interesting way | Vocabulary and concepts from class and readings are woven into the ethnography in a logical, creative and interesting way that include readings from Ayers, class discussions, Critical Thinking concepts, and other sources of information gleaned from the class. |
| **Insights into the Teaching Profession****I2a Elements:****Perspective (of the teaching profession)** | Reflection contains misconceptions that suggest a limited or inaccurate understanding of the challenges and rewards of the teaching profession        |    Reflection reveals some understanding of the challenges and rewards of the teaching profession; however, it is not supported by examples taken from observations, or the examples are vague  | Reflection reveals a solid understanding of the challenges and rewards of the teaching profession and is supported by examples taken from observations. | Reflection reveals a sophisticated understanding of the challenges and rewards of the teaching profession and implications for student learning and is supported by extensive examples taken from observations |
| **Writing: Mechanics and Style****I2a Intellectual Standards:****Logic** | No introduction and/or closing is included;There is no logical flow of ideas throughout the ethnography;There are excessive errors in spelling, punctuation and/or grammar to the extent that they interfere with the meaning of the ethnography | An introduction and/or closing is included but is limited in nature;There is some logical flow of ideas throughout parts of the ethnography; There are several errors in spelling, punctuation and/or grammar the interfere with the meaning of the ethnography | An introduction and closing are included;There is a logical flow of ideas throughout the ethnography;There are a few errors in spelling, punctuation, and/or grammar but they do not interfere with the meaning of the ethnography | A detailed and creative introduction and closing are included;A consistent and logical flow of ideas is provided throughout the ethnography and offers a clear meaning of the paper;There are few to no errors in **s**pelling, punctuation and grammar |

**Foliotek Electronic Assessment System (EAS)**

Foliotek electronic assessment system will replace LiveText in Spring 2020. This web-based system contains portfolios of courses and assessments based on requirements outlined on programs’ curriculum sheets. Faculty and students will use a Foliotek Single Sign On (SSO) link in Blackboard to log in to Foliotek. Students are associated with portfolios respective to the program(s) they pursue.

Foliotek resources for you are located on the College’s website, [www.louisville.edu/education/foliotek](http://www.louisville.edu/education/foliotek) . These include step-by-step guides and videos. You can also access the “Resources” and “Help” areas in Foliotek to find information on getting support via telephone, live chat, and email.

Several critical aspects of Foliotek that you need to know are listed below.

* You are not charged for the use of Foliotek.
* Faculty will create a Foliotek SSO link in your Blackboard course. The SSO links are the portals through which you will access the Foliotek system.
* You should click on the Foliotek SSO link for **each course** in which you are currently registered at least once during the semester. This first click will integrate Blackboard and Foliotek, associating you with your courses and instructors in Foliotek.
* After you have clicked on each SSO course link once, you can open your Foliotek-hosted courses from any current course listed in Blackboard to access portfolios, courses, and assignments.
* You can submit coursework in numerous formats, including Microsoft Word, Excel, PowerPoint, link(s), PDF files, video files, etc.
* If there is an issue with the system, you can click on “Resources” or the “Help” link to find appropriate resources.
* The “Help” menu offers directions for contacting Foliotek via email, live chat, or toll-free phone number.
* CEHD email and phone number for assistance with assignments are foliotek@louisville.edu or 502-852-1360.

For IRB Approval Stamp

**Self Study across the Division of Teaching and Learning and Counseling and Human Development**

Date

Dear Students:

You are being invited to participate in a research study by allowing the work you complete as part of courses or other program experiences to be reviewed for research analysis*.* There are no known risks for your participation in this research study. The information collected may not benefit you directly. The information learned in this study may be helpful to others. The information you provide will enable instructors to use empirical research to enhance understanding about how teachers are prepared. Self-study is an important, regular component of teaching practice, enabling teachers to investigate the impact that instructional strategies and content have on students. Your completed work will be stored in password protected, secure formats.

Individuals from the Division of Teaching and Learning, the Institutional Review Board (IRB), the Human Subjects Protection Program Office (HSPPO), and other regulatory agencies may inspect these records. In all other respects, however, the data will be held in confidence to the extent permitted by law. Should the data be published, your identity will not be disclosed.

Taking part in this study is voluntary. By participation you agree to take part in this research study. You may choose not to take part at all. If you decide to be in this study you may stop taking part at any time. If you decide not to be in this study or if you stop taking part at any time, you will not lose any benefits for which you may qualify. If you do not want your work to be included in self-study, please sign and date the notification form provided. Submit the form to selfstudy@louisville.edu or send an e-mail including the following information: I hereby notify the Division of Teaching and Learning or Counseling and Human Development that any work produced by me and identifiable by name NOT be used for research purposes in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ course or program experience taught or facilitated by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.(provide course name, number, and instructor name). The individual collecting forms and emails will maintain all forms until after grades are submitted or a specific program has been completed. This process ensures instructors and facilitators will not know which students chose to participate and which did not until after grades are submitted or after program experiences are completed.

If you have any questions, concerns, or complaints about the research study, please contact: Dr. Shelley Thomas at 502-852-8090 or your instructor/facilitator.

If you have any questions about your rights as a research subject, you may call the Human Subjects Protection Program Office at (502) 852-5188. You can discuss any questions about your rights as a research subject, in private, with a member of the Institutional Review Board (IRB). You may also call this number if you have other questions about the research, and you cannot reach the research staff, or want to talk to someone else. The IRB is an independent committee made up of people from the University community, staff of the institutions, as well as people from the community not connected with these institutions. The IRB has reviewed this research study.

If you have concerns or complaints about the research or research staff and you do not wish to give your name, you may call 1-877-852-1167. This is a 24 hour hot line answered by people who do not work at the University of Louisville.

Sincerely,

**Signature of the Investigator Signature of the Co-Investigator**

Non-Participation Notification for Self-Study

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ herby notify the Division of Teaching and Learning or Counseling and Human Development that any work produced by me and identifiable by name NOT be used for research purposes in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ course or program experience taught or facilitated by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(provide course name, number, and instructor name or similar program details).

Name Date

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