

Shaping Tomorrow: Ideas to Action



College of Education and Human Development

University of Louisville

PROGRAM SUBMISSION

Bachelor of Science in
Interdisciplinary Early Childhood Education, Birth to Primary
(Dual Certification with P-5)

Program Description

http://louisville.edu/education/degrees/bs-ered_ece.html

Governing Kentucky Regulation:
(16KAR 2:010.Kentucky Teaching Certificates)
<http://www.lrc.state.ky.us/kar/016/002/010.htm>

September, 2007

University of Louisville
College of Education and Human Development
Bachelor of Science in Early Elementary
Leading to Dual Certification in Early Elementary Grades P-5 and
Interdisciplinary Early Childhood Education Birth to Primary

Date Submitted: September, 2007

Signature: _____

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Dean of the College of Education and Human Development

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**Bachelor of Science in Early Elementary
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Executive Summary, Undergraduate Educator Preparation, University of Louisville

Theme of the Unit: The conceptual framework, *Shaping Tomorrow: Ideas to Action*, embodies a unified rationale for our diverse educator preparation programs that includes three constructs: Inquiry, Action, and Advocacy.

Brief Description of the Continuous Assessment Plan: The College has developed a Continuous Assessment Record and Documentation System (CARDS 1-3) for monitoring candidates through initial certification programs. The assessment plan articulates admission, midpoint, and exit/completion requirements for candidates. Progress is monitored through an E-data system, LiveText, and Digital Measures. The CEHD assessment system collects and analyzes data on qualifications, candidate performance, and unit operations to evaluate and improve the unit and its programs. Candidate aggregate data is reviewed and reported annually on the Student Learner Outcome (SLO) report to the university Provost. Initial certification admission is based on university undergraduate requirements with additional program requirements. Candidates have a suggested minimum of 45 semester credit hours for admission to the professional program, minimum GPA of 2.75, ACT composite score of 21, a “C or better” in English 102 and Speech Communication as well as other criteria as described in CARDS 1. Exit requirements include an electronic exit portfolio, Praxis II content and PLT exams, a degree check, dispositions assessment, student teaching evaluations of candidate performance and other criteria as described in CARDS 3.

Unique Features of the Program Including Mode(s) of Delivery: Initial certification programs prepare candidates to work with diverse students in diverse settings. Candidates earn undergraduate degrees that include strong content knowledge. In addition, all programs emphasize inquiry, action, and advocacy including a focus on adaptations for students with special needs, cross-cultural competence, and integration of new technologies. Candidates demonstrate dispositions to inform practice through inquiry and reflection; improve practice through information, knowledge and understanding; and affirm principles of social justice and equity. The desire to make a positive difference in the lives of children and communities is notably a significant criterion for candidates in CEHD programs. Certifications are available in traditional program sequences and candidates may be full or part-time students.

Rationale for the Implementation of the Program: The CEHD prepares teachers for employment in the Jefferson County Public Schools (JCPS) and the Ohio Valley Educational Cooperative (OVEC) of 14 counties surrounding metropolitan Louisville. The bachelor’s programs were reinstated since the last NCATE review cycle in response to district needs for larger numbers of graduates, particularly in high need content areas. The CEHD educator preparation programs have been nationally ranked in *U.S. News and World Report’s* Top 100 for two consecutive years. The CEHD programs are part of the Holmes’ Urban Networks to Improve Teacher Education consortium and the NCATE Professional Development Schools

Standards Project. The CEHD participates in the university’s Signature Partnerships Project that includes two elementary schools, one middle school and two high schools located in the lowest socio-economic demographic region of Louisville.

I. The Relationship of the Program with the Unit’s Conceptual Framework

The Early Elementary Interdisciplinary Early Childhood Education (IECE) program for prospective elementary IECE is designed with ideas to action at its core. It provides multiple experiences for candidates to learn in collaboration with elementary and early childhood teachers, their students and families, and other professionals in the community that work in the area of early childhood education/intervention. A significant illustration of this commitment to ideas to action is that the elementary and IECE methods courses have been planned with the input of former B.S. students, practitioners in the field, faculty who have taught program courses in past years, and current elementary and IECE instructors. In addition, recently adopted Kentucky standards for learning by young children in preschool programs informs our course content, field and student teacher experiences, and evidence in portfolio artifacts and self reflections.

Candidates are expected to see their roles as encompassing more than academic instruction and are challenged to view early childhood education as a practice nested within professional, school, and local communities. Further, they are encouraged to begin thinking of teaching and learning as sites where social justice can be actualized. This approach is integrated throughout program courses as candidates are expected to participate as members of a community of learners at the university as well as in their communities through their clinical field experiences. Throughout their programs, candidates continuously develop more complex perspectives of social justice in action as they gain opportunities and experiences, particularly those related to early childhood education. Candidates link these perspectives directly to early childhood within the contexts of classrooms, schools and communities.

<i>Conceptual Framework Constructs</i>	Inquiry	Action	Advocacy
<i>Constructs as Learned and Applied</i>	Research	Practice	Service
<i>Constructs Reflected in Candidates</i>	Critical Thinkers	Problem Solvers	Professional Leaders
<i>Unit Dispositions Reflected in Candidates</i>	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 positive difference

The connection between the IECE program and the other elements of the conceptual framework (see chart, above) is described below.

Conceptual Framework Construct I: Inquiry

Elementary IECE candidates must engage in inquiry to develop a knowledge base that will equip them to work in a variety of settings (elementary (P-5) classrooms, day care centers, public/private preschools, community program, and clinics). This inquiry allows them to

- further develop their knowledge in the content of elementary IECE education;
- use a variety of planning, teaching, and assessment strategies that typify developmentally appropriate practice in elementary and early childhood teaching;
- study and model examples of effective practice;
- construct knowledge about local school initiatives and state mandates, including the ways in which school contexts influence curriculum decisions;
- more fully understand the effects of school reform, school-based change initiatives, and best practice on teaching and learning.
- commit to a process of discovering what knowledge is of enduring importance, why it is important, and how it can be acquired or constructed;
- collect data about their students' learning and their teaching practice, and reflect on their own practice through journal writing, reflection of lessons and observations and continued professional development; and
- act professionally, legally, and ethically because of their awareness of school laws related to local education agencies, rights, teacher rights and professional obligations, and the rights of individuals with disabilities.

As candidates mature in their understandings of best practices in early childhood, they are supported in initiating their own research, with the expectation that they will begin contributing to the knowledge of the field, especially in collegial settings. Candidates will

- read and write independently, conduct research, and formalize inquiries, socially and independently; and
- reflect the high caliber and quality of work expected in other professional, graduate programs.

Elementary IECE candidates will be expected to demonstrate leadership in their field experiences and coursework by using what they have learned to form plans for further inquiry and growth. Candidates will

- reflect on methods of instruction for the purpose of personal and professional growth, including the development of a professional growth plan at the end of the program; and
- join professional organizations and attend professional meetings, conferences, or professional development.

Construct I as Learned and Applied: Research

As candidates mature in their understandings of best practices in elementary education teaching and learning, they are supported in understanding valid and reliable research and initiating their own research, with the expectation that they will begin contributing to the knowledge of the field, especially in collegial settings such as the Capstone Seminar. Candidates will

- identify appropriate research sources;
- critically read and analyze research results;
- infer implications from findings for future planning;
- conduct literature searches, formalize inquiries, and reflect the high caliber and quality of work expected in other professional undergraduate programs.

Construct I as Reflected in Candidates: Critical Thinkers

Multiple field experiences and student teaching allow candidates to put into practice the ideas they have explored through their elementary IECE courses. Specifically, they are expected to demonstrate the following during fieldwork and clinical practice:

- engage in learner-centered planning;
- work toward the goals, content, and standards of an elementary grades and early childhood curriculum, teaching lessons that exemplify best practice as defined by national content standards;
- collaborate with service providers, families of students with exceptional learning needs, the regular education teacher, and the Exceptional Children's Education teacher of students with exceptional learning needs in an inclusive educational setting;
- participate in instructional activities and interact with students who have exceptional learning needs;
- differentiate lessons, develop strategies and resources to acknowledge the worth, value, and needs of diverse student populations in elementary grade and early childhood classrooms.
- participate in school-based change initiatives;
- construct and present a satisfactory mid-point portfolio as a prerequisite for student teaching;
- demonstrate skill in pedagogy and create supportive learning environments that sustain social support for students' academic learning; and
- demonstrate skill in using new technologies and in planning ways to integrate technologies into learning situations.

Conceptual Framework Construct II: Action

Elementary IECE candidates are engaged in taking the ideas from coursework and readings into action in every class. Samples of activities and assignments which help our candidates make the curriculum “real” follow. Candidates will:

- explore and understand paradigms of the Elementary IECE curriculum, models of instruction, the role of assessment in elementary and early childhood curriculum and the role of educational reform initiatives, such as the ***Kentucky Education Reform Act***, in answering curriculum questions and planning curriculum experiences for students;
- develop sound content knowledge in multiple areas of the Elementary and IECE curriculum for Birth to 5 and grades P-5 and knowledge of how to apply developmentally and cognitively appropriate methods to teach content to elementary school children and adolescents, especially the use of literacy to support the learning of content material;
- apply Association for Childhood Education International (ACEI) elementary standards to plan and teach lessons that exemplify best practices in mathematics, reading, science, social studies, writing, listening, speaking, and thinking;
- follow the recommendations of the National Association for the Education of Young Children (NAEYC) for engaging all young children in the construction of their own knowledge of integrated early childhood relevant content;
- develop an awareness of and become more knowledgeable about elementary education and IECE curricula for a culturally diverse and democratic society to develop a culturally responsive unit and design lessons and assessments which account for students’ multiple intelligences and differences in learning style, ethnicity, culture, social class, gender, language, and special needs;
- design aligned and varied assessment instruments including those identified in the Kentucky Early Childhood Continuous Assessment Guide, and procedures for communicating assessment results and feedback, and focus on helping students’ apply rich conceptual understandings and make decisions using higher order thinking in authentic and culturally relevant contexts that actively engage students in multiple approaches to demonstrate their understanding;
- work collegially, practicing peer assessments and improving abilities to give to and receive feedback from colleagues;
- explore and practice the applications and implications of new technologies for personal and educational use;
- learn about and use the Kentucky New Teacher Standards and the Kentucky Early Childhood Standards for Preparation and Certification to organize and construct a professional B.S. teaching portfolio;
- understand and identify key issues in education in the 21st century, as well as the community’s role in education;
- explore and implement classroom management theories and approaches; and
- construct a set of guiding principles from which they develop a conceptual metaphor for elementary and IECE teaching.

Construct II as Learned and Applied: Practice

Multiple field experiences and student teaching enable candidates to put into practice the ideas they have learned through their courses. Specifically, they are expected to demonstrate the following behaviors during fieldwork and clinical practice:

- engage in learner-centered planning;
- formulate appropriate and measurable program objectives;
- design educational experiences consistent with specified program objectives;
- exhibit competence in implementing planned educational experiences;
- design, implement, and analyze appropriate assessment plans;
- meet a standard of proficiency with a satisfactory mid-point portfolio as a prerequisite for student teaching;
- demonstrate skill in pedagogy;
- create a supportive learning environment that sustains social support for students' academic learning; and
- demonstrate skill in using new technologies and in planning ways to integrate technologies into learning situations.

Construct II as Reflected in Candidates: Problem Solvers

Candidates are asked to adopt a problem-solving perspective with respect to their practice by learning and applying curriculum and instruction grounded in theories of cognition, language, and the specific content area disciplines. They use learning from coursework and field experiences to address the key goal of meeting the needs of diverse student populations in elementary and IECE classrooms in order to teach *every child, every day*. They

- infer enabling objectives as needed to implement instructional programs in specified settings;
- interpret results of program evaluation;
- infer implications from findings for future program planning; and,
- establish effective consultative relationships with those requesting assistance in solving health-related problems.

Conceptual Framework Construct III: Advocacy

Candidates are charged to use their knowledge and skills to improve the lives of students, parents, and community members. They are prepared to;

- provide informed discussion and debate on issues of concern to the profession;
- take informed stands on issues of concern to the profession;
- facilitate cooperation between and among various levels of school personnel;
- initiate/facilitate collaboration with community organizations, school personnel, resource people, and parents to improve educational opportunities;
- affirm issues of race, ethnicity, culture, gender, sexual orientation, class, language ability, special needs and exceptionalities as well as different learning styles and multiple intelligences; and

- respond constructively to socio-cultural differences and to sociopolitical contexts in urban and rural settings, with the goal of ably serving diverse learners in culturally and linguistically responsive ways.

Construct III as Learned and Applied: Service

Enacting the philosophies and principles of the program through service is a long-standing element of the teacher education program at the University of Louisville. Candidates will;

- tutor an at-risk student in the Every 1 Reads tutoring program;
- conduct a service learning project at a community agency, working with children, families, and adults who come from backgrounds different from their own; and
- participate in professional networks that emphasize critical reflection, inquiry, and cultural democracy.

Construct III as Reflected in Candidates: Professional Leaders

Teachers who are specialists in Elementary IECE are expected to be visible leaders within the school community and assume legitimate leadership roles to bring about sound visions of elementary and early childhood curriculum as part of school reform efforts. In assisting candidates as they develop leadership capacities, CEHD faculty introduce pre-service teachers to opportunities to assume and provide evidence of beginning leadership roles within the field of Elementary and IECE. Pre-service teachers will:

- join professional organizations;
- participate in professional meetings, conferences, and professional development;
- organize in-service training programs for teachers, volunteers, and other interested personnel; and,
- foster communication between and among school personnel, parents, students, and the community.

Lee S. Shulman, 2006 winner of the Grawemeyer Award in Education and President of the Carnegie Foundation for the Advancement of Teaching, has described teaching and learning *how* to teach as processes of learning, knowing, and understanding. Integral to these experiences is the attainment not only of pedagogical and content knowledge, but also an awareness of teaching's moral obligations—that is, service to both society and community (Shulman, 2006). In his official Grawemeyer address, he stated that, in professions like teaching (as in medicine, nursing, law, divinity, or engineering), mere comprehension is not enough. One must also learn how to apply knowledge and skills through ethical, responsible practice and public performance; in short, one must learn how to act in the world. It is through such habitual activities that professional identity, integrity, commitment, and character are formed. Knowing the ends, purposes, values, and philosophical and historical foundations of the discipline are inherent to understanding that teaching foreign language occurs at the crossroads of complex disciplines interacting with diverse and complex learners. The College and Department are dedicated to preparing candidates as Elementary IECE educators who are critical thinkers, problem solvers, and professional leaders.

II. The Relationship of the Program with the Unit's Continuous Assessment Plan

The College of Education and Human Development (CEHD) has defined three continuous assessment plan transition points for monitoring candidates through initial certification programs. Initial certification programs are represented in CARDS 1-3 of the Continuous Assessment Record and Documentation System (CARDS). The CEHD assessment system collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

The B.S. Early Elementary with dual certification in IECE program is delivered on the Belknap campus at the University of Louisville and is offered in a traditional classroom environment. Admission to the Early Elementary B.S. Initial Certification program with dual certification in IECE is based on University Undergraduate requirements, and additional program requirements. All students who complete the Bachelors program will earn B-Primary Certification. Admission requirements for the dual certification with IECE concentration are the same for the B.S. elementary program. Single IECE certification candidates are required to have the following:

Associate's degree in Early Childhood Education

2.75 overall recommended GPA

3.00 overall grade point average in EDTP 201 and EDTP 107 (or 305) and MATH 151 and 152

ACT Minimum Composite Score of 21 is recommended

C or better for English 102 and Speech Communication course

CARDS 1 Transition Point

Assessment at the Point of Entry requires candidates to submit a Personal Statement, which is evaluated using an Effective Communication rubric aligned with Conceptual Framework Constructs of Inquiry, Action, and Advocacy. Candidates submit a Dispositions Self-Assessment, a signed Acceptable Use of Technology Agreement, a signed Professional Code of Ethics for Kentucky School Personnel form, a Tuberculosis test form, and Statement of Understanding of Admissions Guidelines. All candidates must provide 3 Letters of Recommendation (faculty, professional, and working with children/adolescents). Faculty teams from program committees interview candidates and make admission decisions to the Education Advising Center (EAC) based on above criteria. Upon admission candidates are required to attend a Program Orientation and have a signed Academic Program Sheet after meeting with an assigned advisor.

CARDS 2 Transition Point

On Going Assessment. Hallmark assessments are used for on-going candidate assessment in every CEHD course in the Elementary Education IECE B.S. P-5 Initial Certification program. Each Hallmark is defined with a purpose, process, and product, and the assessment rubric is aligned with Kentucky New Teacher Standards, Kentucky Early Childhood Teacher Standards

and/or the CEHD Diversity Standard. As candidates progress through the program, there is ongoing development of an electronic portfolio, which incorporates Hallmark assessments, as well as other course and field/clinical experiences artifacts related to standards. The portfolio is assessed by the advisor at mid-point, prior to student teaching. Also during the midpoint and clinical practice transition point of this initial certification program, there is a required evaluation of Effective Communication aligned with the Conceptual Framework, evident in Hallmark assessments and rationale provided in the candidate's mid-point. Dispositions Assessments are completed by the candidate, cooperating teachers, and course instructors in General Methods EDTP 301 and Infant/Toddler Development and Care EDTP 437. Candidates must maintain a cumulative GPA of 2.75, major GPA of 2.5, and professional GPA of 3.0 (suggested minimums).

Assessment of Progress in Field and Clinical Experiences. Prior to entering field work, candidates must complete a background check and prior to clinical experience candidates must complete a State Criminal Records Check and are notified of insurance liability options. Candidates engage in a minimum of 100 hours of field experiences prior to student teaching. Candidates are assessed in field experiences by cooperating teachers and by the university supervisor and the cooperating teacher during clinical experience. Programs work closely with the CEHD Office of Educator Development and Clinical Practice for candidate placements, evaluations, and disposition assessments.

CARDS 3 Transition Point

Assessment at completion of student teaching. Candidates are once again evaluated for Effective Communication aligned with the Conceptual Framework. This assessment is based on Hallmark assessments and rationale provided in the candidate's exit portfolio. Dispositions Assessments are completed by the candidate, cooperating teacher(s), and university supervisor during Student Teaching Evaluations of candidate performance occur at the mid-point and conclusion of the clinical experience.

Assessment at completion/exit of an initial certification program. The candidate's exit portfolio will receive a final evaluation by the advisor at completion of student teaching and course work. B.S. P-5 Initial Certification program candidates take the Elementary Praxis Content exam and the PLT Praxis exam The Education Advising Center (EAC) conducts a degree check prior to the candidate's completion of the program. Candidates are informed of TC1 and employment application procedures.

Assessment at completion/exit of an initial certification program. The candidate's exit portfolio will receive a final evaluation by the advisor or university supervisor at completion of student teaching and course work. The EAC conducts a degree check prior to the candidate's completion of the program. Candidates are informed of TC1 and employment application procedures.

III. Program Experiences

A. Explanation of Coursework

1. Professional Courses

The professional core is required of all candidates seeking Elementary IECE certification. The professional core specific to IECE includes EDTP 433, 436, 437, 438, 439, 485, 450/451, EDSP 484, and HSS 320. Syllabi for the professional courses can be found in Appendix A.

2. Course Descriptions of Content Courses for the Bachelor of Science in Early Elementary Leading to Dual Certification in Early Elementary Grades P-5 and Interdisciplinary Early Childhood Education Birth to Primary

Course	Title	Description
English 101	Intro to College Writing	Students engage in critical thinking and writing by developing their writing processes and producing finished prose. Required writing consists of multiple drafts of 4-6 papers of varying lengths.
English 102	Intermediate College Writing	Students practice more sophisticated approaches to writing processes and products. Additional emphasis on conducting primary and secondary research, generating longer texts, and improving critical reading. Required writing consists of multiple drafts of at least 4 papers of varying lengths, with one extended documented paper.
Math 151	Math for Elementary Education I	Problem solving and number systems, including numeration systems, integers, rational, and real numbers, and elementary number theory.
Math 152	Math for Elementary Education II	Geometry, patterns, elementary statistics, discrete probability and counting. Note: Recommended only for majors in elementary or middle grades education.
Communication 115	Interpersonal Communication	Training in basic processes and skills of face-to-face interaction. Emphasis on developing language, nonverbal, and conflict management skills.
Biology 102	Introduction to Biology	Selected topics from the biological sciences, emphasizing important factual information, methods, basic scientific principles, and their applications.
Biology 104	Introduction to Biology Lab	Hands-on laboratory experiments for non-science students. Designed to develop skills in scientific methodology, observation and critical thinking.
GEOS 200	Global Environment	An introduction to the global environment, emphasizing the evolution and interaction of Earth's atmosphere, hydrosphere, lithosphere and biosphere;

Course	Title	Description
		energy and material cycles, and global change.
Music 525	Music for Elementary Education	Music fundamentals for the classroom teacher. Work based upon the processes of Carl Orff and Zoltan Kodaly. A laboratory setting of approximately 60 hours of class time.
Art 407	Art for Elementary Teachers	2 studio, 2 discussion. Discussion to establish philosophy, and studio to explore projects and media appropriate for kindergarten through grade 7.
History 101 or 102	History of Civilizations	101 Origins of civilization from earliest times to ca. 1500. 102 Formation of modern societies from ca. 1500 to the present.
Sociology 210 or PAS 227	Race in the US or Survey of American Diversity	210 Examines the social processes leading to the development of major racial grouping in the United States. Focuses on racialization in the United States, relationship between assimilation and racialization, and causes and consequences of the social construction of race. 227 The interrelated histories of Native Americans of African, Asian, and European descent. Examination of racial and ethnic diversity in contemporary United States. (Social Sciences)

3. **Early Elementary Education Holistic Matrix for Association for Childhood Education International (ACEI) Content Standards**

Course	STANDARD 1: DEVELOPMENT, LEARNING AND MOTIVATION	STANDARD 2: CURRICULUM	STANDARD 3: INSTRUCTION	STANDARD 4: ASSESSMENT	STANDARD 5: PROFESSIONALI SM
EDTP 107			X		
EDTP 201	X				X
EDTP 301	X	X	X		X
EDTP 311/312	X	X	X	x	
EDTP 313/314	X	X	X	X	
EDTP 320	X	X	X	X	
EDTP 322/326		X	X	X	
EDTP 323/ 324		X	X	X	X
EDTP 328/329	X		X		X
EDTP 345/346	X		X		
EDTP 355	X		X	X	X
EDTP 506				X	X
EDTP 450	X	X	X	X	X
EDTP 477	X	X	X	X	X

See ACEI Website for Details on Standards: <http://www.acei.org/ncateindex.htm>

4. Early Elementary Education Analytic Matrix for (ACEI) Content Standards

SPA Standards/Indicators	Course(s)	Example of Course Activities/ Assessments/ Field/PPD Experiences
<p>Standard 1: Development, Learning and Motivation Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.</p>	<p>EDTP 201 EDTP 301 EDTP 311/312 EDTP 320 EDTP 313/314 EDTP 322/326 EDTP 324/323 EDTP 328/329 EDTP 345 EDTP355 EDTP 450 EDTP 477</p>	<p>Child Study Project Teach mini-lessons in field experience Develop standards-based lessons in science, mathematics, reading and writing Development of standards-based mini-unit in student teaching placement Sample assessments Professional book groups Ethnography of the urban classroom</p>
<p>Standard 2: Curriculum Standards 2.1 English language arts—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas. 2.2 Science—Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social</p>	<p>EDTP 301 EDTP 320 EDTP 311/312 EDTP 322/326 EDTP 323/324 EDTP 313/314 EDTP 450 EDTP 477</p>	<p>Student interviews and assessment of knowledge of cultural universals Assessment of content knowledge in social studies Moon study project Knowledge of national standards Demonstrates understanding of P-5 reading development and knowledge of reading materials</p>

SPA Standards/Indicators	Course(s)	Example of Course Activities/ Assessments/ Field/PPD Experiences
<p>perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.</p> <p>2.3 Mathematics—Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.</p> <p>2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.</p> <p>2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary</p>		

SPA Standards/Indicators	Course(s)	Example of Course Activities/ Assessments/ Field/PPD Experiences
<p>media for communication, inquiry, and insight among elementary students.</p> <p>2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.</p> <p>2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.</p> <p>2.8 Connections across the curriculum—Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.</p>		
<p>Standard 3: Instruction</p> <p>3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.</p> <p>3.2 Adaptation to diverse students—Candidates</p>	<p>EDTP 107 EDTP 301 EDTP 328/329 EDTP 345 EDTP 355 EDTP 320/312 EDTP 313/314 EDTP 322/326 EDTP 324/323 EDTP 450 EDTP 477</p>	<p>Teach mini-lessons of own design and lessons designed by mentor teachers</p> <p>Teaches mini unit of study during student teaching</p> <p>Authors' Circle Project</p> <p>Collaborative Think Aloud</p> <p>Professional Reaction to Research and Assessment articles</p> <p>Clinical logs and synthesis of Portfolio Action Research Project</p> <p>Use of electronic grade book</p>

SPA Standards/Indicators	Course(s)	Example of Course Activities/ Assessments/ Field/PPD Experiences
<p>understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.</p> <p>3.3 Development of critical thinking, problem solving, performance skills—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills.</p> <p>3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.</p> <p>3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.</p>		
<p>Standard 4: Assessment Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction</p>	<p>EDTP 355 EDTP 313/314 EDTP 322/326 EDTP 324/423 EDTP 320/312 EDTP 450</p>	<p>Develop and use various types of assessments for various purposes (e.g., diagnostic, formative, summative) in coursework and field work. Child Study Project Portfolio Action Research Project Development of rubrics and scoring guides</p>

SPA Standards/Indicators	Course(s)	Example of Course Activities/ Assessments/ Field/PPD Experiences
that will promote continuous intellectual, social, emotional, and physical development of each elementary student.	EDTP 477 EDTP 506	Analysis of issues of accountability and the impact on teachers, students, and schools.
<p>Standard 5: Professionalism</p> <p>5.1 Practices and behaviors of developing career teachers— Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.</p> <p>5.2 Reflection and evaluation— Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.</p> <p>5.3 Collaboration with families— Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children.</p> <p>5.4 Collaboration with colleagues and the community— Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.</p>	EDTP 201 EDTP 301 EDTP 328/329 EDTP 355 EDTP 324/323 EDTP 313/314 EDTP 450 EDTP 477 EDTP 506	Develop Professional Growth Plan Refine Professional Growth Plan Attend state conferences in content areas Reflect on lessons taught and other field experiences Clinical logs Communication conferences Introduction to profession/ Ethnography of a classroom Discussions of the role of public schools in a culturally and socially diverse country.

5. Interdisciplinary Early Childhood Education Holistic Matrix for National Association for the Education for Young Children (NAEYC) Content Standards

Course	Promoting Child Development & Learning	Building Family & Community Relationships	Observing, Documenting, & Assessing to Support Young Children & Families	Teaching & Learning	Becoming a Professional
EDTP 433	X	X			
EDTP 436			X	X	
EDTP 437	X	X	X		
EDTP 438				X	
EDTP 439				X	
EDTP 484	X	X			
EDSP 485		X	X		
HSS 320			X		
EDTP 450/451	X	X	X	X	X

See NAEYC Website for Details on Standards: <http://www.naeyc.org/>

6. Interdisciplinary Early Childhood Education Analytic Matrix for (NAEYC) Content Standards

SPA Standards/Indicators	Course(s)	Example of Course Activities/ Assessments/ Field/PPD Experiences
<p>1. Promoting Child Development and Learning Candidates use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.</p>	<p>EDTP 433 EDTP 437 EDTP 484 EDTP 450/451</p>	<p>Field observation, ITERS Report, Informal observation/assessment of a special needs child, child observation and written essay</p>
<p>2. Building Family and Community Relationships Candidates know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.</p>	<p>EDTP 433 EDTP 437 EDTP 484 EDTP 485 EDTP 450/451</p>	<p>Parent/Family Interview, Field observation, ITERS Report Summary paper synthesizing aspects of program management in a licensed day care center</p>
<p>3. Observing, Documenting, and Assessing to Support Young Children and Families Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning.</p>	<p>EDTP 436 EDTP 437 EDSP 485 HSS 320 EDTP 450/451</p>	<p>Observation/analysis of children’s play, Field observation, ITERS Report, assessments of children</p>
<p>4. Teaching and Learning Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally</p>	<p>EDTP 436 EDTP 438 EDTP 439 EDTP 450/451</p>	<p>Literacy Album, Literacy Lesson Plans, Numeracy Album, Development/Presentation of Learning Centers, Observation/analysis of children’s play, child observation and written essay</p>

<p>effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.</p>		
<p>5. Becoming a Professional Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.</p>	<p>EDTP 450/451</p>	<p>Clinical work in actual classroom settings (preschool and primary) Field work hours and summary paper synthesizing aspects of program management in a licensed day care center</p>

7. Holistic matrix for Council for Exceptional Children (CEC) Standards

See CEC Website for Details on Standards: <http://www.cec.sped.org/>

Course	Standard 1: Foundations	Standard 2: Development & Characteristics of Learners	Standard 3: Individual Learning Differences	Standard 4: Instructional Strategies	Standard 5: Learning Environments/ Social Interactions	Standard 6: Language	Standard 7: Instructional Planning	Standard 8: Assessment	Standard 9: Professional & Ethical Practice	Standard 10: Collaboration
EDTP 301		X	X	X	X		X	X	X	X
EDTP 328/330		X	X	X	X		X	X	X	X
EDTP 345		X	X	X	X		X			X
EDTP 346		X	X	X	X		X			X
EDTP 355		X	X					X		
EDTP 433	X	X	X	X	X		X	X	X	
EDTP 435	X				X		X	X	X	X
EDTP 436		X	X	X	X		X	X		
EDTP 438		X	X	X	X	X	X	X	X	X
EDTP 439		X	X	X	X	X	X	X	X	X
EDTP 484		X	X		X				X	X
EDSP 485		X	X	X	X		X	X	X	X
EDSP 483	X			X		X		X	X	X
EDSP 294		X	X	X	X		X	X		
EDTP 506	X		X		X				X	
EDTP 450/451		X	X	X	X	X	X	X	X	X
EDTP 477			X	X	X		X	X	X	X

8. Analytic matrix for Council for Exceptional Children (CEC) Standard

SPA Standards/Indicators Council for Exceptional Children Content Standards and Knowledge/Skill Base	Course(s)	Example of Course Activities/ Assessments/ Field/PPD Experiences
<p>1. Foundations:</p> <p>Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of</p>	<p>EDTP 433 EDTP 435 EDSP 483 EDTP 506</p>	<p>Candidates respond to topics related to the foundations of public education and current issues of governance, equity, diversity and ethics.</p> <p>Final Exam The exam will cover content presented in lectures, discussion, and from the course</p>

SPA Standards/Indicators Council for Exceptional Children Content Standards and Knowledge/Skill Base	Course(s)	Example of Course Activities/ Assessments/ Field/PPD Experiences
<p>special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.</p>		<p>readings. The exam will be worth 100 points. The exam will consist of comprehension and application type items presented as multiple choice, true/false, and short and long answer questions (includes matching/graphing/computing). Absences on the day of an exam without prior arrangements made with the instructor will result in zero credit for the missed exam. Exams that are missed due to unexcused absences will not be made up.</p> <p>Quizzes Students will take eleven quizzes over material related to the content issues in the course. The quizzes will cover content presented in lectures, discussion, and from the course readings for that section of the course. The final exam will cover content from the entire semester. Each quiz will consist of comprehension and application type items presented as multiple choice, true/false, and short answer questions. Absences on the day of a quiz without prior arrangements made with the instructor will result in zero credit for the missed quiz. Quizzes that are missed due to unexcused absences will not be made up.</p> <p>Final examination The candidate will independently apply knowledge gained in the course to new problems, cases, and scenarios that address routine assessment tasks such as analyzing results of an assessment, questioning an IFSP, helping parents identify a child's strengths, and other tasks practiced in this course.</p>
<p>2. Development & Characteristics of Learners:</p> <p>Special educators know and demonstrate respect for their students first as unique human beings. Special</p>	<p>EDTP 301 EDTP 328/330 EDTP 345/346</p>	<p>Teacher candidates synthesize and reflect on class readings (chapter 3) and analyze children's literature with diverse themes to include skillful and deliberate inclusion of diverse activities in the classroom to promote</p>

SPA Standards/Indicators Council for Exceptional Children Content Standards and Knowledge/Skill Base	Course(s)	Example of Course Activities/ Assessments/ Field/PPD Experiences
<p>educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN). Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individuals with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled, contributing members of the community.</p>	<p>EDTP 355 EDTP 433 EDTP 436 EDTP 438 EDTP 439 EDTP 484 EDSP 485 EDSP 294 EDTP 450/451</p>	<p>appreciation of all cultures, as well as pride, self respect, and dignity for all students.</p> <p>Candidates create a classroom management plan that supports the physical, social and cultural diversity of a variety of students, shows sensitivity to difference.</p> <p>Candidates apply methods of designing and adapting instruction appropriate to the learning and behavioral characteristics of students with special needs, including the development of a lesson plan and strategy notebook.</p> <p>Classroom Level Instructional Plans Using a story-based approach to planning (Linder, 1999), develop an instructional unit for one week that includes changes in learning centers, related group activities, and family activities. Case Study You will create an electronic record of the creation and implementation of strategies for a young child with exceptionalities. There are three steps to completing this assignment. Step 1) Draft a “Beginning of the year” letter including: introducing and describing yourself, describing your classroom behavior management plan, instructional strategies, contact information, and any other salient information. Step 2) Draft an initial letter communicating with the parents of an individual child your concerns about a suspected exceptionality, end the letter with a proposed meeting day and time. Step 3) (This step will require you to partner with a classmate) Create a communication log detailing the implementation, progress and strategies that are occurring throughout a school year. You and a classmate will play the roles of teacher and parent, you, as the teacher, will create a journal detailing the important</p>

SPA Standards/Indicators Council for Exceptional Children Content Standards and Knowledge/Skill Base	Course(s)	Example of Course Activities/ Assessments/ Field/PPD Experiences
		<p>information. Your partner will act as the parent and write responses to each of these entries. Your journal will have no less than 5 entries. Teacher entries should be approximately a page and parent entries should be approximately half a page. Your case study will be submitted on LiveText. A description and rubric are at the end of this syllabus.</p> <p>Individual Family Service Plan Each student is required to complete an Individual Family Service Plan based on an assigned case study. The IFSP will be completed using forms posted on Blackboard. For this assignment word processing is preferred however the assignment may be handwritten because of the use of pre-existing forms. This document will then be applied to the Hallmark Assessment.</p> <p>Literacy Album The Literacy Album must include at least 10 sample activities proven to facilitate a child's learning in all domains of learning relevant to reading (social, emotional, cognitive, moral, and cultural). The album must also include artifacts relevant to each standard in the most recent International Reading Association (IRA) Standards for Reading Professionals. The album should have headings consistent with these standards.</p> <p>Social Studies Album The Social Studies album must include at least 10 sample activities proven to facilitate a child's learning in all domains of learning relevant to social studies (social, emotional, cognitive, moral, and cultural). The album must also include artifacts relevant to each standard in the most recent National Council for the Social Studies (NCSS) professional standards. The album should have headings consistent with these standards.</p>

SPA Standards/Indicators Council for Exceptional Children Content Standards and Knowledge/Skill Base	Course(s)	Example of Course Activities/ Assessments/ Field/PPD Experiences
		<p>Mini-Thematic Unit Project Working in pairs, teams of pre-service teachers will develop and present a detailed unit plan with lessons and activities that could possibly span a three week period and present how they will:</p> <ul style="list-style-type: none"> Pre-assess children’s prior knowledge of the concept; Choose appropriate objectives for teaching the concept; Plan experiences for teaching the lesson; Select materials, such as books, web sites, manipulatives, or other equipment that will facilitate children’s understanding of the concept; Teach new knowledge that will facilitate children’s understanding of the concept; and Evaluate whether the lesson successfully facilitated children’s understanding of the lesson. <p>Mathematics and Science Concept Toolbox One of the main goals in this class is for pre-service teachers to end up with an array of developmentally appropriate mathematics and science activities that correspond directly to early childhood education standards and level expectations. This project will help you record and organize all the lessons and activities we do in class (as either in-class work or out-of-class assignments), so that you will have a ‘toolbox’ of mathematics and science resources to take with you into your first year of teaching.</p> <p>Candidate will interview a parent or family about their experiences in accessing and using services provided by the early intervention or school system. Based on the information gathered, candidate will evaluate the intervention services, analyze the family system, and make recommendations for the</p>

SPA Standards/Indicators Council for Exceptional Children Content Standards and Knowledge/Skill Base	Course(s)	Example of Course Activities/ Assessments/ Field/PPD Experiences
		<p>child’s continuing intervention. Practicum participation, reflective logs, lesson planning. Learning through volunteer service, development and documentation of learning centers, observational analysis of play. Practicum experience with EC learning center director, exploration of appropriate laws, parent engagement project.</p> <p>The Hallmark Assessment focuses on the description of a child with a health care need/disability using an Individualized Health Care Plan.</p> <p>The Hallmark Assessment includes evidence of the candidate’s ability to identify the knowledge &/or skills appropriate for the content, grade level, and needs of the students that can be taught and assessed in one week</p>
<p>3. Individual Learning Differences:</p> <p>Special educators understand the effects that an exceptional condition can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provide the foundation</p>	<p>EDTP 301 EDTP 328/330 EDTP 345/346 EDTP 355 EDTP 433 EDTP 484 EDSP 485 EDTP 436 EDTP 438 EDTP 439 EDSP 294 EDTP 506 EDTP 450/451 EDTP 477</p>	<p>Classroom Level Instructional Plans Using a story-based approach to planning (Linder, 1999), develop an instructional unit for one week that includes changes in learning centers, related group activities, and family activities. Case Study You will create an electronic record of the creation and implementation of strategies for a young child with exceptionalities. There are three steps to completing this assignment. Step 1) Draft a “Beginning of the year” letter including: introducing and describing yourself, describing your classroom behavior management plan, instructional strategies, contact information, and any other salient information. Step 2) Draft an initial letter communicating with the parents of an</p>

SPA Standards/Indicators Council for Exceptional Children Content Standards and Knowledge/Skill Base	Course(s)	Example of Course Activities/ Assessments/ Field/PPD Experiences
<p>upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs.</p>		<p>individual child your concerns about a suspected exceptionality, end the letter with a proposed meeting day and time. Step 3) (This step will require you to partner with a classmate) Create a communication log detailing the implementation, progress and strategies that are occurring throughout a school year. You and a classmate will play the roles of teacher and parent, you, as the teacher, will create a journal detailing the important information. Your partner will act as the parent and write responses to each of these entries. Your journal will have no less than 5 entries. Teacher entries should be approximately a page and parent entries should be approximately half a page. Your case study will be submitted on LiveText. A description and rubric are at the end of this syllabus.</p> <p>Individual Family Service Plan Each student is required to complete an Individual Family Service Plan based on an assigned case study. The IFSP will be completed using forms posted on Blackboard. For this assignment word processing is preferred however the assignment may be handwritten because of the use of pre-existing forms. This document will then be applied to the Hallmark Assessment.</p> <p>Literacy Album The Literacy Album must include at least 10 sample activities proven to facilitate a child's learning in all domains of learning relevant to reading (social, emotional, cognitive, moral, and cultural). The album must also include artifacts relevant to each standard in the most recent International Reading Association (IRA) Standards for Reading Professionals. The album should have headings consistent with these standards.</p> <p>Social Studies Album The Social Studies album must include at least</p>

SPA Standards/Indicators Council for Exceptional Children Content Standards and Knowledge/Skill Base	Course(s)	Example of Course Activities/ Assessments/ Field/PPD Experiences
		<p>10 sample activities proven to facilitate a child’s learning in all domains of learning relevant to social studies (social, emotional, cognitive, moral, and cultural). The album must also include artifacts relevant to each standard in the most recent National Council for the Social Studies (NCSS) professional standards. The album should have headings consistent with these standards.</p> <p>Mini-Thematic Unit Project Working in pairs, teams of pre-service teachers will develop and present a detailed unit plan with lessons and activities that could possibly span a three week period and present how they will: Pre-assess children’s prior knowledge of the concept; Choose appropriate objectives for teaching the concept; Plan experiences for teaching the lesson; Select materials, such as books, web sites, manipulatives, or other equipment that will facilitate children’s understanding of the concept; Teach new knowledge that will facilitate children’s understanding of the concept; and Evaluate whether the lesson successfully facilitated children’s understanding of the lesson.</p> <p>Mathematics and Science Concept Toolbox One of the main goals in this class is for pre-service teachers to end up with an array of developmentally appropriate mathematics and science activities that correspond directly to early childhood education standards and level expectations. This project will help you record and organize all the lessons and activities we do in class (as either in-class work or out-of-class assignments), so that you will have a ‘toolbox’ of mathematics and science resources to take with you into your first year of teaching.</p>

SPA Standards/Indicators Council for Exceptional Children Content Standards and Knowledge/Skill Base	Course(s)	Example of Course Activities/ Assessments/ Field/PPD Experiences
		<p>Child assessments Candidates will administer five different assessments to children ages birth to 5 using standard administration and scoring. Integrated Assessment Report Candidates will summarize, analyze and synthesize in writing the results of three standard assessments to make recommendations regarding a child’s transition to the next stage of his/her education.</p>
<p>4. Instructional Strategies:</p> <p>Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with Exceptional Learning Needs (ELN). Special educators select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.</p>	<p>EDTP 301 EDTP 328/330 EDTP 345/346 EDTP 433 EDTP 438 EDTP 439 EDSP 485 EDSP 483 EDTP 436 EDSP 294 EDTP 450/451 EDTP 477</p>	<p>Teach mini-lessons of own design and lessons designed by mentor teachers;</p> <p>Teach mini unit of study during student teaching;</p> <p>Classroom Level Instructional Plans Using a story-based approach to planning (Linder, 1999), develop an instructional unit for one week that includes changes in learning centers, related group activities, and family activities.</p> <p>Lesson Demonstration Students will observe and participate in a Birth to 3 setting and a preschool (3 and/or 4 year old) setting to become familiar with the expectations of the school and teacher. Students will then plan and teach two lessons to each group, one focused on a literacy goal and one focused on a social studies goal. During the lesson, students will collect assessment data in the form of anecdotal records, checklists, work samples, or other methods as appropriate. Students will analyze the assessment data and, referring to provided evidence (e.g. work samples, checklists), will describe the impact of the lesson on the children. Students will then describe what refinements might make the lesson more successful and suggest goals for</p>

SPA Standards/Indicators Council for Exceptional Children Content Standards and Knowledge/Skill Base	Course(s)	Example of Course Activities/ Assessments/ Field/PPD Experiences
		<p>their own professional growth.</p> <p>Lesson Demonstration Pre-service teachers will plan two lessons focusing on a mathematics and/or science concepts and skills. One lesson should be targeted for children age birth to 3 and another should be for children ages 4-5. At least one lesson must be an integrated lesson of mathematics and science. Each lesson plan will be written following the Lesson Plan template posted on LiveText. At least one lesson must be in the whole group lesson format (different lesson formats will be discussed in class). Pre-service teachers will then teach the two lessons (separately on assigned date) in class in front of their peers. All the necessary materials should be prepared as if they are really teaching young children. During the lesson, a group of peers will participate as young children while other group of peers will evaluate the lesson (peer evaluation form will be discussed and provided in class). After the lesson, pre-service teachers will analyze the peer evaluation data. Finally, pre-service teachers will write a self reflection of the lesson and describe what refinements might make the lesson more successful. This reflection should also describe their own professional growth.</p> <p>Discovery Learning Center Working in pairs, teams of pre-service teachers will develop and present a mathematics, science, or combination discovery learning center appropriate for an early childhood program. Further guidelines will be shared in class.</p>
5. Learning Environments/ Social Interactions:	EDTP 301 EDTP	Teacher candidate leads the instruction in a microteaching lesson. Candidates can teach and

SPA Standards/Indicators Council for Exceptional Children Content Standards and Knowledge/Skill Base	Course(s)	Example of Course Activities/ Assessments/ Field/PPD Experiences
<p>Special educators actively create learning environments for individuals with Exceptional Learning Needs (ELN) that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.</p>	<p>328/330 EDTP 345/346 EDTP 433 EDTP 438 EDTP 439 EDTP 484 EDSP 485 EDTP 436 EDTP 435 EDSP 294 EDTP 506 EDTP 450/451 EDTP 477</p>	<p>video tape the lesson in an urban or suburban diverse elementary school setting (field placement) or teach to their fellow classmates. . Teacher candidate is observed teaching or video tape is viewed and assessed by fellow classmates and instructor</p> <p>Candidates apply methods of designing and adapting instruction appropriate to the learning and behavioral characteristics of students with special needs, including the development of a lesson plan and strategy notebook.</p> <p><u>Classroom Level Instructional Plans</u> Using a story-based approach to planning (Linder, 1999), develop an instructional unit for one week that includes changes in learning centers, related group activities, and family activities.</p> <p><u>Lesson Demonstration</u> Students will observe and participate in a Birth to 3 setting and a preschool (3 and/or 4 year old) setting to become familiar with the expectations of the school and teacher. Students will then plan and teach two lessons to each group, one focused on a literacy goal and one focused on a social studies goal. During the lesson, students will collect assessment data in the form of anecdotal records, checklists, work samples, or other methods as appropriate. Students will analyze the assessment data and, referring to provided evidence (e.g. work samples, checklists), will describe the impact of the lesson on the children. Students will then describe what refinements might make the lesson more successful and suggest goals for their own professional growth.</p> <p><u>Lesson Demonstration</u></p> <ul style="list-style-type: none"> • Pre-service teachers will plan <i>two lessons</i> focusing on a mathematics and/or science concepts and skills. One lesson should be

SPA Standards/Indicators Council for Exceptional Children Content Standards and Knowledge/Skill Base	Course(s)	Example of Course Activities/ Assessments/ Field/PPD Experiences
		<p>targeted for children age birth to 3 and another should be for children ages 4-5. At least one lesson must be an integrated lesson of mathematics and science.</p> <ul style="list-style-type: none"> • Each lesson plan will be written following the Lesson Plan template posted on LiveText. At least one lesson must be in the whole group lesson format (different lesson formats will be discussed in class). • Pre-service teachers will then teach the two lessons (separately on assigned date) in class in front of their peers. All the necessary materials should be prepared as if they are really teaching young children. • During the lesson, a group of peers will participate as young children while other group of peers will evaluate the lesson (peer evaluation form will be discussed and provided in class). • After the lesson, pre-service teachers will analyze the peer evaluation data. • Finally, pre-service teachers will write a self reflection of the lesson and describe what refinements might make the lesson more successful. This reflection should also describe their own professional growth. <p><u>Discovery Learning Center</u> Working in pairs, teams of pre-service teachers will develop and present a mathematics, science, or combination discovery learning center appropriate for an early childhood program. Further guidelines will be shared in class.</p> <p>Candidates will interview a parent or family about their experiences in accessing and using services provided by the early intervention or school system. Based on the information gathered, candidate will evaluate the intervention services, analyze the family system, and make recommendations for the child's continuing intervention. Practicum participation, reflective logs, lesson planning. Learning through volunteer service,</p>

SPA Standards/Indicators Council for Exceptional Children Content Standards and Knowledge/Skill Base	Course(s)	Example of Course Activities/ Assessments/ Field/PPD Experiences
		<p>development and documentation of learning centers, observational analysis of play. Practicum experience with EC learning center director, exploration of appropriate laws, parent engagement project.</p> <p>Candidates write a paper reflecting their work in planning and conducting Instructional Sequence and Analysis of Student Learning to share orally and in writing with others;</p> <p>The Hallmark Assessment includes a description of the community, school, classroom, and student contextual factors and the instructional implications of these for curriculum planning, assessment and student learning.</p>
<p>6. Language:</p> <p>Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with Exceptional Learning Needs (ELN). Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models, and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose</p>	<p>EDTP 438 EDTP 439 EDSP 483 EDTP 450/451</p>	<p><u>Literacy Album</u> The Literacy Album must include at least 10 sample activities proven to facilitate a child's learning in all domains of learning relevant to reading (social, emotional, cognitive, moral, and cultural). The album must also include artifacts relevant to each standard in the most recent International Reading Association (IRA) Standards for Reading Professionals. The album should have headings consistent with these standards.</p> <p><u>Social Studies Album</u> The Social Studies album must include at least 10 sample activities proven to facilitate a child's learning in all domains of learning relevant to social studies (social, emotional, cognitive, moral, and cultural). The album must also include artifacts relevant to each standard in the most recent National Council for the Social Studies (NCSS) professional standards.</p>

SPA Standards/Indicators Council for Exceptional Children Content Standards and Knowledge/Skill Base	Course(s)	Example of Course Activities/ Assessments/ Field/PPD Experiences
primary language is not English.		<p>The album should have headings consistent with these standards.</p> <p><u>Mini-Thematic Unit Project</u> Working in pairs, teams of pre-service teachers will develop and present a detailed unit plan with lessons and activities that could possibly span a three week period and present how they will:</p> <ol style="list-style-type: none"> A. Pre-assess children’s prior knowledge of the concept; B. Choose appropriate objectives for teaching the concept; C. Plan experiences for teaching the lesson; D. Select materials, such as books, web sites, manipulatives, or other equipment that will facilitate children’s understanding of the concept; E. Teach new knowledge that will facilitate children’s understanding of the concept; and F. Evaluate whether the lesson successfully facilitated children’s understanding of the lesson. <p><u>Mathematics and Science Concept Toolbox</u> One of the main goals in this class is for pre-service teachers to end up with an array of developmentally appropriate mathematics and science activities that correspond directly to early childhood education standards and level expectations. This project will help you record and organize all the lessons and activities we do in class (as either in-class work or out-of-class assignments), so that you will have a ‘toolbox’ of mathematics and science resources to take with you into your first year of teaching.</p> <p><u>Child assessments</u> Candidates will administer five different assessments to children ages birth to 5 using standard administration and scoring.</p> <p><u>Integrated Assessment Report</u> Candidates will summarize, analyze and synthesize in writing the results of three standard assessments to make recommendations regarding a child’s transition to the next stage of</p>

SPA Standards/Indicators Council for Exceptional Children Content Standards and Knowledge/Skill Base	Course(s)	Example of Course Activities/ Assessments/ Field/PPD Experiences
		his/her education.
<p>7. Instructional Planning:</p> <p>Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.</p>	<p>EDTP 301 EDTP 328/330 EDTP 345/346 EDTP 433 EDTP 436 EDTP 435 EDTP 438 EDTP 439 EDSP 485 EDSP 294 EDTP 450/451 EDTP 477</p>	<p><u>Classroom Level Instructional Plans</u> Using a story-based approach to planning (Linder, 1999), develop an instructional unit for one week that includes changes in learning centers, related group activities, and family activities.</p> <p><u>Lesson Demonstration</u> Students will observe and participate in a Birth to 3 setting and a preschool (3 and/or 4 year old) setting to become familiar with the expectations of the school and teacher. Students will then plan and teach two lessons to each group, one focused on a literacy goal and one focused on a social studies goal. During the lesson, students will collect assessment data in the form of anecdotal records, checklists, work samples, or other methods as appropriate. Students will analyze the assessment data and, referring to provided evidence (e.g. work samples, checklists), will describe the impact of the lesson on the children. Students will then describe what refinements might make the lesson more successful and suggest goals for their own professional growth.</p> <p><u>Lesson Demonstration</u></p> <ul style="list-style-type: none"> • Pre-service teachers will plan <i>two lessons</i> focusing on a mathematics and/or science concepts and skills. One lesson should be targeted for children age birth to 3 and another should be for children ages 4-5. At least one lesson must be an integrated lesson of mathematics and science. • Each lesson plan will be written following the Lesson Plan template posted on LiveText. At least one lesson must be in the whole group lesson format (different lesson formats will be discussed in class). • Pre-service teachers will then teach the two

SPA Standards/Indicators Council for Exceptional Children Content Standards and Knowledge/Skill Base	Course(s)	Example of Course Activities/ Assessments/ Field/PPD Experiences
		<p>lessons (separately on assigned date) in class in front of their peers. All the necessary materials should be prepared as if they are really teaching young children.</p> <ul style="list-style-type: none"> • During the lesson, a group of peers will participate as young children while other group of peers will evaluate the lesson (peer evaluation form will be discussed and provided in class). • After the lesson, pre-service teachers will analyze the peer evaluation data. • Finally, pre-service teachers will write a self reflection of the lesson and describe what refinements might make the lesson more successful. This reflection should also describe their own professional growth. <p><u>Discovery Learning Center</u> Working in pairs, teams of pre-service teachers will develop and present a mathematics, science, or combination discovery learning center appropriate for an early childhood program. Further guidelines will be shared in class.</p>
<p>8. Assessment:</p> <p>Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with Exceptional Learning Needs (ELN), including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand</p>	<p>EDTP 301 EDTP 328/330 EDTP 355 EDTP 433 EDTP 436 EDTP 435 EDTP 438 EDTP 439 EDSP 483 EDSP 485 EDSP 294 EDTP 450/451 EDTP 477</p>	<p>Micro-teaching lesson includes assessment component.</p> <p>Candidates develop assessments, rubrics, scoring guides – Hallmark Assessment Clinical logs – Portfolio Action Research Project</p> <p>Practicum participation, reflective logs, lesson planning. Learning through volunteer service, development and documentation of learning centers, observational analysis of play. Practicum experience with EC learning center director, exploration of appropriate laws, parent engagement project.</p> <p><u>Case Study</u> You will create an electronic record of the creation and implementation of strategies for a</p>

SPA Standards/Indicators Council for Exceptional Children Content Standards and Knowledge/Skill Base	Course(s)	Example of Course Activities/ Assessments/ Field/PPD Experiences
<p>the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.</p>		<p>young child with exceptionalities. There are three steps to completing this assignment. Step 1) Draft a “Beginning of the year” letter including: introducing and describing yourself, describing your classroom behavior management plan, instructional strategies, contact information, and any other salient information. Step 2) Draft an initial letter communicating with the parents of an individual child your concerns about a suspected exceptionality, end the letter with a proposed meeting day and time. Step 3) (This step will require you to partner with a classmate) Create a communication log detailing the implementation, progress and strategies that are occurring throughout a school year. You and a classmate will play the roles of teacher and parent, you, as the teacher, will create a journal detailing the important information. Your partner will act as the parent and write responses to each of these entries. Your journal will have no less than 5 entries. Teacher entries should be approximately a page and parent entries should be approximately half a page. Your case study will be submitted on LiveText. A description and rubric are at the end of this syllabus.</p> <p><u>Individual Family Service Plan</u> Each student is required to complete an Individual Family Service Plan based on an assigned case study. The IFSP will be completed using forms posted on Blackboard. For this assignment word processing is preferred however the assignment may be handwritten because of the use of pre-existing forms. This document will then be applied to the Hallmark Assessment.</p> <p><u>Lesson Demonstration</u> Students will observe and participate in a Birth to 3 setting and a preschool (3 and/or 4 year old) setting to become familiar with the</p>

SPA Standards/Indicators Council for Exceptional Children Content Standards and Knowledge/Skill Base	Course(s)	Example of Course Activities/ Assessments/ Field/PPD Experiences
		<p>expectations of the school and teacher. Students will then plan and teach two lessons to each group, one focused on a literacy goal and one focused on a social studies goal. During the lesson, students will collect assessment data in the form of anecdotal records, checklists, work samples, or other methods as appropriate. Students will analyze the assessment data and, referring to provided evidence (e.g. work samples, checklists), will describe the impact of the lesson on the children. Students will then describe what refinements might make the lesson more successful and suggest goals for their own professional growth.</p> <p><u>Lesson Demonstration</u></p> <ul style="list-style-type: none"> • Pre-service teachers will plan <i>two lessons</i> focusing on a mathematics and/or science concepts and skills. One lesson should be targeted for children age birth to 3 and another should be for children ages 4-5. At least one lesson must be an integrated lesson of mathematics and science. • Each lesson plan will be written following the Lesson Plan template posted on LiveText. At least one lesson must be in the whole group lesson format (different lesson formats will be discussed in class). • Pre-service teachers will then teach the two lessons (separately on assigned date) in class in front of their peers. All the necessary materials should be prepared as if they are really teaching young children. • During the lesson, a group of peers will participate as young children while other group of peers will evaluate the lesson (peer evaluation form will be discussed and provided in class). • After the lesson, pre-service teachers will analyze the peer evaluation data. • Finally, pre-service teachers will write a self reflection of the lesson and describe what refinements might make the lesson more successful. This reflection should also describe their own professional growth.

SPA Standards/Indicators Council for Exceptional Children Content Standards and Knowledge/Skill Base	Course(s)	Example of Course Activities/ Assessments/ Field/PPD Experiences
		<p><u>Discovery Learning Center</u> Working in pairs, teams of pre-service teachers will develop and present a mathematics, science, or combination discovery learning center appropriate for an early childhood program. Further guidelines will be shared in class.</p> <p><u>Child assessments</u> Candidates will administer five different assessments to children ages birth to 5 using standard administration and scoring.</p> <p><u>Integrated Assessment Report</u> Candidates will summarize, analyze and synthesize in writing the results of three standard assessments to make recommendations regarding a child’s transition to the next stage of his/her education.</p> <p>Candidates prepare a step-by-step task analysis of a task/routine/lesson specific to a child targeted in their field experience.</p> <p>Hallmark Assessment Candidates write a description (functional assessment) of a child who is within the targeted group for this class, using criteria disseminated in class.</p> <p>The Hallmark Assessment serves as evidence of the candidate's ability to create appropriate and aligned assessments, use data from those assessments to plan and adjust instruction, and analyze student work to determine the effectiveness of instruction with a proposed plan for modification based on analyses of data</p>
<p>9. Professional and Ethical Practice: Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and</p>	<p>EDTP 301 EDTP 328/330 EDTP 433 EDTP 435</p>	<p>Candidate will interview a parent or family about their experiences in accessing and using services provided by the early intervention or school system. Based on the information gathered, candidate will evaluate the</p>

SPA Standards/Indicators Council for Exceptional Children Content Standards and Knowledge/Skill Base	Course(s)	Example of Course Activities/ Assessments/ Field/PPD Experiences
<p>developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with Exceptional Learning Needs (ELN), their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.</p>	<p>EDTP 438 EDTP 439 EDTP 484 EDSP 485 EDSP 483 EDTP 506 EDTP 450/451 EDTP 477</p>	<p>intervention services, analyze the family system, and make recommendations for the child's continuing intervention. Practicum experience with EC learning center director, exploration of appropriate laws, parent engagement project.</p> <p>A paper is required to compare and contrast IDEA 97 & No Child Left Behind.</p> <p>Teacher candidate critically analyzes articles from current news, web pages and or course readings. Teacher candidate researches to become an expert on an instructional strategy. Teacher candidate creates a professional growth plan on a LIVETEXT template.</p> <p>Teacher candidates create first professional growth plan.</p> <p>Candidates spend at least 45 hours at a licensed child care center, working with the center director to learn about the management aspects of running a child care facility.</p> <p><u>Class Participation</u> At the conclusion of every class, students will be asked to self-evaluate their participation on a scale of 0 (poor) to 5 (excellent). Excellent participation does not require sharing during every class discussion but rather being current on assigned readings, making salient comments where appropriate and actively listening to other students as they share. Students must be present at the conclusion of the class to submit their participation score, leaving early will result in a 0 for the class.</p> <p><u>Final Exam</u> The final exam is a synthesis of key subject matter covered throughout the semester. During</p>

SPA Standards/Indicators Council for Exceptional Children Content Standards and Knowledge/Skill Base	Course(s)	Example of Course Activities/ Assessments/ Field/PPD Experiences
		<p>each class meeting, key concepts relevant to the final exam will be emphasized.</p> <p><u>Participation and Professionalism</u> You are expected to attend every class session and to provide excuses for missed classes. You will be evaluated during every class session based on feedback and professional participation in discussions. As part of your participation, you will be required to prepare a “What Mattered” statement for at least one class session. Details and criteria for preparing this statement will be disseminated during the first class meeting.</p> <p><u>Examinations</u> A mid-term and final examination is scheduled. The mid-term examination will include the specific topics and issues encountered during our readings and class activities and/or discussions in sessions prior to the exam. Likewise, the final examination will cover material covered after the mid-term. Thus, the final is <u>not</u> comprehensive. At the class session immediately prior to the exam date, you will be given a review session to guide your exam preparation. It is not expected that you will do outside research to prepare your exams.</p> <p><u>Professionalism and Participation</u> This course is designed to allow opportunities to ask questions, contribute to class discussions, and share relevant experiences. Therefore, professionalism and participation are extremely important. Requirements for acceptable professionalism and participation include (but not limited to):</p> <ol style="list-style-type: none"> a. completing all assignments b. prompt, timely, and consistent attendance c. attentiveness d. verbal contributions to small and/or whole group works e. reflection of a positive attitude about learning and class participation f. respecting and supporting the needs of others including the instructor g. sharing teaching ideas and examples of classroom incidents

SPA Standards/Indicators Council for Exceptional Children Content Standards and Knowledge/Skill Base	Course(s)	Example of Course Activities/ Assessments/ Field/PPD Experiences
		<ul style="list-style-type: none"> h. bringing in and displaying materials/information as needed i. reflection of preparedness to class including thoughtful comprehension of required readings <p><u>Final examination</u> The candidate will independently apply knowledge gained in the course to new problems, cases, and scenarios that address routine assessment tasks such as analyzing results of an assessment, questioning an IFSP, helping parents identify a child's strengths, and other tasks practiced in this course.</p> <p><u>Annotated Assessment Guide</u> Candidates will assemble their written notes, completed assessment records, questions, class work, and <i>KY Early Childhood Continuous Assessment Guide</i> in a professionally useful format</p>
<p>10. Collaboration:</p> <p>Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with Exceptional Learning Needs (ELN) are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to individuals with ELN. Special educators use collaboration to facilitate the successful</p>	<p>EDTP 301 EDTP 328/330 EDTP 345/346 EDTP 435 EDTP 438 EDTP 439 EDTP 484 EDSP 485 EDSP 483 EDTP 450/451 EDTP 477</p>	<p>Candidate will interview a parent or family about their experiences in accessing and using services provided by the early intervention or school system. Based on the information gathered, candidate will evaluate the intervention services, analyze the family system, and make recommendations for the child's continuing intervention.</p> <p>Practicum experience with EC learning center director, exploration of appropriate laws, parent engagement project.</p> <p>Collaborate with peers in considering alternative ways to interpret and respond to situations from your student teaching experience, applying knowledge and skills from your university courses</p> <p>Teacher candidates will collaborate with mentor teachers in field experience.</p>

SPA Standards/Indicators Council for Exceptional Children Content Standards and Knowledge/Skill Base	Course(s)	Example of Course Activities/ Assessments/ Field/PPD Experiences
<p>transitions of individuals with ELN across settings and services.</p>		<p><u>Discovery Learning Center</u> Working in pairs, teams of pre-service teachers will develop and present a mathematics, science, or combination discovery learning center appropriate for an early childhood program. Further guidelines will be shared in class.</p> <p><u>Professionalism and Participation</u> This course is designed to allow opportunities to ask questions, contribute to class discussions, and share relevant experiences. Therefore, professionalism and participation are extremely important. Requirements for acceptable professionalism and participation include (but not limited to):</p> <ul style="list-style-type: none"> j. completing all assignments k. prompt, timely, and consistent attendance l. attentiveness m. verbal contributions to small and/or whole group works n. reflection of a positive attitude about learning and class participation o. respecting and supporting the needs of others including the instructor p. sharing teaching ideas and examples of classroom incidents q. bringing in and displaying materials/information as needed r. reflection of preparedness to class including thoughtful comprehension of required readings <p><u>Annotated Assessment Guide</u> Candidates will assemble their written notes, completed assessment records, questions, class work, and <i>KY Early Childhood Continuous Assessment Guide</i> in a professionally useful format.</p>

B. Alignment of Experiences

1. Holistic Matrix for IECE New Teacher Standards for Preparation and Certification:

Course	Standard 1 Design/Plan Instruction	Standard 2 Create/Maintain Learning Climate	Standard 3 Implement Manage Instruction	Standard 4 Assess/Commun. Learning Results	Standard 5 Reflect Evaluate Teaching/Learning	Standard 6 Collaborate with Colleagues, Parents, Others	Standard 7 Engage in Professional Development	Standard 8 Supports Families	Standard 9 Implement Technology	Standard 10 Diversity (UofL)
EDTP 433	X	X		X	X					X
EDTP 436	X	X	X	X	X	X				
EDTP 437	X	X		X	X			X		
EDTP 438	X	X	X	X	X	X	X		X	X
EDTP 439	X	X	X	X	X		X		X	X
EDTP 484					X	X	X	X	X	X
EDTP 485					X	X		X		X
HSS 320				X						X
EDTP 450/451	X	X	X	X	X	X	X	X	X	X
EDTP 506						X	X			X
EDTP 201					X	X	X		X	X
EDTP 107	X	X	X		X		X		X	X
EDTP 328/329	X	X	X		X	X	X			
EDTP 301	X	X	X	X	X		X	X	X	X
EDPT 345/346	X									X
EDTP 311/312	X	X	X	X	X	X		X	X	X
EDTP 320	X	X	X	X	X			X	X	
EDTP 313/314	X	X	X	X	X	X	X	X	X	
EDTP 323/324	X	X	X	X	X	X	X	X		X
EDTP 322/326	X	X	X	X	X			X		X
EDTP 477	X	X	X	X	X	X	X	X	X	X
EDTP 355		X	X	X					X	X
EDTP 450			X			X				

2. **Analytic Matrix for IECE New Teacher Standards for Preparation and Certification:**

New Teacher Standard 1: Designs/Plans Instruction

Courses	Title	Examples of Experiences/Assessments
EDTP 436	Theories of Play	<p>Invitation Students will create a project alone or with a partner. Suggestions include a set of hand puppets, an assessment of toys or play objects for suitability, or a design of a safe and appropriate outdoor playground space.</p> <p>Development and presentation of learning centers Each candidate will plan, with a team, a set of thematically-related learning stations that inspire creativity, problem solving, imagination, moral reasoning, social cooperation, expressive language, literacy, symbolic thought, and other critical thinking skills. Centers will encourage application of the content of the readings for the week and build on knowledge and skills developed in prior centers. Hallmark Assessment: Analysis of play sequence.</p>
EDTP 437	Infant/Toddler Development and Care	<p>This course requires active participation in class activities; careful reading, application, and evaluation of text and web-based materials; and the completion of several practical tasks related to infant-toddler development and care. Students will complete three specific projects: (1) a resource file of information regarding development and care of children 0-3; (2) a written report summarizing an environmental audit of one selected infant or toddler setting; and (3) a class presentation of either a child album or a child development topic. Hallmark Assessment: ITERS Summary</p>
EDTP 438	Literacy/Social Studies Methods in IECE	<p>Literacy Album The Literacy Album includes at least 10 sample activities proven to facilitate a child’s learning in all domains of learning relevant to reading (social, emotional, cognitive, moral, and cultural). It must include artifacts relevant to each standard in the most recent International Reading Association Standards for Reading Professionals.</p> <p>Social Studies Album The Social Studies album must include at least 10 sample activities proven to facilitate a child’s learning in all domains of learning relevant to social studies (social,</p>

New Teacher Standard 1: Designs/Plans Instruction

Courses	Title	Examples of Experiences/Assessments
		<p>will teach.</p> <ol style="list-style-type: none"> 2. Select the age-appropriate and individually-appropriate KY Early Childhood Standards that match the children’s strengths and needs, the classroom contexts, and the teacher’s recommendations for content. 3. Before the lesson, on LiveText, write the KTIP lesson plan. 4. Share the lesson plan with the supervising teacher and ask him/her to observe the lesson and take notes on the Informal Observation sheet. 5. Teach the lesson and collect assessment data, such as digital photos, checklists, anecdotal notes, or work samples. 6. Read the supervising teacher’s observation feedback and discuss with him/her strengths and needs as a teacher. 7. On LiveText, write the Impact and Refinement of the lesson, using assessment information to evidence their analysis. 8. Submit to the instructor the completed plan, the assessment artifacts, and the supervising teacher’s written observation.
EDTP 433	Curriculum and Methods in Early Childhood Special Education	<p>Hallmark Assessment</p> <p>Candidates will develop a comprehensive functional assessment and educational plan for a child with special needs. Candidates will observe and assess a child with special needs, and based on the information gathered will identify at least two appropriate goals for the child observed. They will then write an individualized plan for the child that includes components specified by the instructor.</p> <p>Candidates will complete a Communication Development Plan for the child described in the Hallmark Assessment. The plan will include both receptive and expressive communication; function and form of each.</p>
EDTP 450/451	Student Teaching	<p>Hallmark Assessment: Instructional Sequence with Analysis of Assessment Data</p> <p>At conclusion of student teaching, ½ of indicators of standard must be met at the satisfactory or higher level in the program portfolio.</p>
EDTP 107	Human Development &	Candidates learn to design and plan instructions by: explaining theories of human development and learning

New Teacher Standard 1: Designs/Plans Instruction

Courses	Title	Examples of Experiences/Assessments
	Learning	and how they relate to children and youth from different cultural backgrounds (quizzes, exams, observations); demonstrating an understanding of typical and atypical physical, cognitive, social/ emotional/moral, and language development of children and youth (quizzes, exams, observations); and by demonstrate an understanding of how individual differences in human development affect readiness for learning in children and youth (mini-PLT).
EDTP 328/329	Building Learning Communities	Candidates will develop and teach mini-lessons
EDTP 301	General Methods	Teacher candidate plans two student-centered, standard-based lessons using a LIVETEXT template that follows the KTIP format. Second lesson plan is the HALLMARK Assessment
EDTP 345/346	Special Populations	Candidates will apply methods of designing and adapting instruction appropriate to the learning and behavioral characteristics of students with special needs, including the development of a lesson plan and strategy notebook.
EDTP 311/312	Intro to Reading/ Language Arts	Candidates plan and teach four literacy lessons within an urban or suburban diverse elementary school setting (field experience): Shared Reading, Guided Reading, Word Work, and Writing. Teacher candidate chooses a children’s trade book and designs three instructional activities that could be used with the text.
EDTP 320	Language Arts Methods	Candidates plan a shared reading, read aloud and reading center for classroom. Plan series of reading engagements.
EDTP313/314	Teaching Elementary Mathematics	Teacher candidate plans two student-centered mathematics lessons for elementary level students using a Livetext template that follows KTIP format. The second lesson is observed by school liaison. The Hallmark assessment is a Try Out lesson taken from the text and or field experience book.
EDTP323/324	Teaching Methods for Elementary Science	Teacher candidate plans two student-centered, inquiry-based science lessons for elementary level students using a Livetext template that follows 5E Learning Cycle. The lesson that is implemented in the elementary school setting is the Hallmark Assessment for the course.
EDTP 322/326	P-5 Social Studies Methods	Designs standards-based unit of study Designs a set of standards-based assessments
EDTP 477	Capstone Seminar	Sequence of related lesson plans for Hallmark Assessment Examination and refinement of lesson plans with other teacher candidates

New Teacher Standard 2: Create/Maintain Learning Climate		
Courses	Title	Examples of Experiences/Assessments
EDTP 436	Theories of Play	<p>Invitation Students will create a project alone or with a partner. Suggestions include a set of hand puppets, an assessment of toys or play objects for suitability, or a design of a safe and appropriate outdoor playground space.</p> <p>Development and presentation of learning centers Each candidate will plan, with a team, a set of thematically-related learning stations that inspire creativity, problem solving, imagination, moral reasoning, social cooperation, expressive language, literacy, symbolic thought, and other critical thinking skills. Centers will encourage application of the content of the readings for the week and build on knowledge and skills developed in prior centers.</p> <p>Hallmark Assessment: Play Observation and Analysis Candidates will arrange to observe children at play; observe and record children's sequence of play; and analyze the sequence using the conceptual language of play theories. Candidates will report their observations informally to the class and formally with a word-processed LiveText submission to instructor</p>
EDTP 437	Infant/Toddler Development and Care	<p>This course requires active participation in class activities; careful reading, application, and evaluation of text and web-based materials; and the completion of several practical tasks related to infant-toddler development and care. Students will complete three specific projects: (1) a resource file of information regarding development and care of children 0-3; (2) a written report summarizing an environmental audit of one selected infant or toddler setting; and (3) a class presentation of either a child album or a child development topic. Hallmark Assessment: ITERS Summary</p>
EDTP 438	Literacy/Social Studies Methods in IECE	<p>Literacy Album The Literacy Album includes at least 10 sample activities proven to facilitate a child's learning in all domains of learning relevant to reading (social, emotional, cognitive, moral, and cultural). It must include artifacts relevant to each standard in the most recent International Reading Association Standards for Reading Professionals.</p> <p>Social Studies Album</p>

New Teacher Standard 2: Create/Maintain Learning Climate		
Courses	Title	Examples of Experiences/Assessments
EDTP 438	Literacy/Social Studies Methods in IECE	<p>The Social Studies album must include at least 10 sample activities proven to facilitate a child’s learning in all domains of learning relevant to social studies (social, emotional, cognitive, moral, and cultural). It must include artifacts relevant to each standard in the most recent National Council for the Social Studies professional standards.</p> <p>Hallmark Assessment Four lesson plans, taught and refined. Lesson plans will be developed, refined and taught using U of L guidelines. These lessons will be designed in such a way as to be appropriate for diverse groups of children and will be implemented in diverse settings.</p>
EDTP 439	Mathematics and Science Methods in IECE	<p>Integrated Mathematics and Science Mini Unit Teams of candidates will develop and present a detailed unit plan with lessons and activities that span a three week period and present how they will:</p> <ol style="list-style-type: none"> 1. Pre-assess students’ prior knowledge of the concept; 2. Choose appropriate objectives for teaching the concept; 3. Plan experiences for teaching the lesson; 4. Select materials, such as books, web sites, manipulatives, or other equipment that will facilitate children’s understanding of the concept; 5. Teach new knowledge that will facilitate children’s understanding of the concept; and 6. Evaluate whether the lesson successfully facilitated children’s understanding of the lesson. <p>Demonstration Lessons in Mathematics and Science (Hallmark Assessment) Candidates will plan, teach, assess and evaluate two lessons in mathematics and two lessons in science to Birth to 3 and preschool groups. Each plan will use a different format: 1) teacher constructed materials; 2) problem solving using a clinical interview; 3) children’s literature; 4) a child-selected learning center. (These will be presented in the readings.) At least one activity must involve the whole group of children within the practicum site. Planned activities must be approved in advance by the cooperating teacher and the instructor. Successful lessons can be used as a component of the Integrated Unit. For each lesson candidates will:</p> <ol style="list-style-type: none"> 1. Observe the children and teacher in the field site

New Teacher Standard 2: Create/Maintain Learning Climate		
Courses	Title	Examples of Experiences/Assessments
EDTP 439	Mathematics and Science Methods in IECE	<p>for at least one day. Consult with the teacher about dates, times, and lesson content for the literacy and numeracy lessons you will teach.</p> <p>2. Select the age-appropriate and individually-appropriate KY Early Childhood Standards that match the children’s strengths and needs, the classroom contexts, and the teacher’s recommendations for content.</p> <p>3. Before the lesson, on LiveText, write the KTIP lesson plan.</p> <p>4. Share the lesson plan with the supervising teacher and ask him/her to observe the lesson and take notes on the Informal Observation sheet.</p> <p>5. Teach the lesson and collect assessment data, such as digital photos, checklists, anecdotal notes, or work samples.</p> <p>6. Read the supervising teacher’s observation feedback and discuss with him/her strengths and needs as a teacher.</p> <p>7. On LiveText, write the Impact and Refinement of the lesson, using assessment information to evidence their analysis.</p> <p>8. Submit to the instructor the completed plan, the assessment artifacts, and the supervising teacher’s written observation.</p>
EDTP 433	Curriculum and Methods in Early Childhood Special Education	<p>Hallmark Assessment</p> <p>Candidates will develop a comprehensive functional assessment and educational plan for a child with special needs. Candidates will observe and assess a child with special needs, and based on the information gathered will identify at least two appropriate goals for the child observed. They will then write an individualized plan for the child that includes components specified by the instructor.</p>
EDTP 450/451	Student Teaching	<p>Hallmark Assessment: Instructional Sequence with Analysis of Assessment Data</p> <p>At conclusion of student teaching, ½ of indicators of standard must be met at the satisfactory or higher level in the program portfolio.</p>
EDTP 107	Human Learning and Development	<p>Candidates learn to create and maintain learning climate by: synthesizing candidates’ understanding of learning</p>

New Teacher Standard 2: Create/Maintain Learning Climate		
Courses	Title	Examples of Experiences/Assessments
		theories and human development and applying them to the educational needs of students and how they might teach the students, and by analyzing school settings with respect to developmental appropriateness and theoretical perspectives of learning and development (observations).
EDTP 301	Gen. Methods	Teacher candidate leads the instruction in a microteaching lesson. Candidates can teach and video tape the lesson in an urban or suburban diverse elementary school setting (field placement) or teach to their fellow classmates. . Teacher candidate is observed teaching or video tape is viewed and assessed by fellow classmates and instructor.
EDTP 328/329	Building Learning Communities	Teacher candidates will develop management plan Teach mini-lessons
EDTP313/314	Teaching Elementary Mathematics	Teacher candidate leads the instruction of a mathematics lesson in an urban or suburban diverse elementary school setting (field placement). Teacher candidate is observed by the field placement University of Louisville designated liaison. Liaison documents the learning climate and candidate writes about the experience using a LIVETEXT template that follows the KTIP format.
EDTP 311/312	Introduction to Language Arts	Author circle project
EDTP 320	Language Arts Methods	Teacher candidate creates supportive reading environment. Teacher candidate writes a lesson reflection describing the lessons, learning climate, and refinements needed.
EDTP 323/324	Teaching Methods for Elementary Science	Teacher candidate leads the instruction of a science lesson in an urban or suburban diverse elementary school setting (field placement). Teacher candidate selects videotaped segments that are viewed during a meeting with instructor. Materials and classroom management issues are verbally discussed during viewing.
EDTP 322/326	P-5 Social Studies Methods	Candidates complete a field work project in which they interview students, specifically addressing 2.1, 2.2 and 2.3
EDTP 477	Capstone Seminar	Discussion of student teaching incidents and issues regarding classroom climate and practices.

New Teacher Standard 3: Implement Manage Instruction

Courses	Title	Examples of Experiences/Assessments
EDTP 436	Theories of Play	<p>Development and presentation of learning centers Each candidate will plan, with a team, a set of thematically-related learning stations that inspire creativity, problem solving, imagination, moral reasoning, social cooperation, expressive language, literacy, symbolic thought, and other critical thinking skills. Centers will encourage application of the content of the readings for the week and build on knowledge and skills developed in prior centers.</p> <p>Hallmark Assessment: Play Observation and Analysis Candidates will arrange to observe children at play; observe and record children's sequence of play; and analyze the sequence using the conceptual language of play theories. Candidates will report their observations informally to the class and formally with a word-processed LiveText submission to instructor</p>
EDTP 438	Literacy/Social Studies Methods in IECE	<p>Hallmark Assessment Four lesson plans, taught and refined. Lesson plans will be developed, refined and taught using U of L guidelines. These lessons will be designed in such a way as to be appropriate for diverse groups of children and will be implemented in diverse settings.</p>
EDTP 439	Mathematics and Science Methods in IECE	<p>Integrated Mathematics and Science Mini Unit Teams of candidates will develop and present a detailed unit plan with lessons and activities that span a three week period and present how they will:</p> <ol style="list-style-type: none"> 1. Pre-assess students' prior knowledge of the concept; 2. Choose appropriate objectives for teaching the concept; 3. Plan experiences for teaching the lesson; 4. Select materials, such as books, web sites, manipulatives, or other equipment that will facilitate children's understanding of the concept; 5. Teach new knowledge that will facilitate children's understanding of the concept; and 6. Evaluate whether the lesson successfully facilitated children's understanding of the lesson. <p>Demonstration Lessons in Mathematics and Science (Hallmark Assessment) Candidates will plan, teach, assess and evaluate two lessons in mathematics and two lessons in science to Birth to 3 and preschool groups. Each plan will use a different format: 1) teacher constructed materials; 2) problem solving using a clinical interview; 3) children's literature; 4) a child-selected learning center. (These will be presented in the readings.) At least one activity must involve the whole group of children within the practicum site. Planned activities must be approved in advance by the cooperating teacher and the</p>

New Teacher Standard 3: Implement Manage Instruction

Courses	Title	Examples of Experiences/Assessments
		<p>instructor. Successful lessons can be used as a component of the Integrated Unit.</p> <p>For each lesson candidates will:</p> <ol style="list-style-type: none"> 1. Observe the children and teacher in the field site for at least one day. Consult with the teacher about dates, times, and lesson content for the literacy and numeracy lessons you will teach. 2. Select the age-appropriate and individually-appropriate KY Early Childhood Standards that match the children’s strengths and needs, the classroom contexts, and the teacher’s recommendations for content. 3. Before the lesson, on LiveText, write the KTIP lesson plan. 4. Share the lesson plan with the supervising teacher and ask him/her to observe the lesson and take notes on the Informal Observation sheet. 5. Teach the lesson and collect assessment data, such as digital photos, checklists, anecdotal notes, or work samples. 6. Read the supervising teacher’s observation feedback and discuss with him/her strengths and needs as a teacher. 7. On LiveText, write the Impact and Refinement of the lesson, using assessment information to evidence their analysis. 8. Submit to the instructor the completed plan, the assessment artifacts, and the supervising teacher’s written observation.
EDTP 450/451	Student Teaching	<p>Hallmark Assessment: Instructional Sequence with Analysis of Assessment Data</p> <p>At conclusion of student teaching, ½ of indicators of standard must be met at the satisfactory or higher level in the program portfolio.</p>
EDTP 107	Human Learning and Development	<p>Candidates demonstrate effective, efficient, and practical applications of such strategies through examination of factors influencing learning by being involved in the tutoring project with struggling learners, and by studying a variety of instruction management systems through course contents, examinations, group projects, and presentations. Candidates also demonstrate an ability to make sophisticated observations of the child's learning behavior (process and product), making relevant and accurate use of</p>

New Teacher Standard 3: Implement Manage Instruction

Courses	Title	Examples of Experiences/Assessments
		the tools for teaching and other resources in teaching and instruction managing practices.
EDTP 301	General Methods	Teacher candidate leads the instruction in a microteaching lesson. Candidates use research-based strategies that engage students in skill building and developing knowledge. Teacher candidate is observed teaching or video tape is viewed and assessed by fellow classmates and instructor.
EDTP 328 /329	Building Learning Communities	Teacher candidates will teach mini-lessons
EDTP 311/312	Introduction to Language Arts	Teacher candidate plans and teaches four literacy lessons in an urban or suburban diverse elementary school setting (field placement): Shared Reading, Guided Reading, Word Work, and Writing. Teacher candidate writes a lesson reflection describing the lessons, learning climate, and refinements needed.
EDTP 320	Language Arts Methods	Candidate presents reading material in various ways (e.g., shared reading, read aloud, reading centers, guided reading) to students and colleagues.
EDTP 313/314	Teaching Elementary Mathematics	Teacher candidate leads the instruction of a mathematics lesson in an urban or suburban diverse elementary school setting (field placement). Teacher candidate is observed by the field placement University of Louisville designated liaison. Liaison documents the implementation and management of instruction and candidate writes about the experience using a LIVETEXT template that follows the KTIP format.
EDTP 323/324	Teaching Methods for Elementary Science	Teacher candidate leads the instruction of a science lesson in an urban or suburban diverse elementary school setting (field placement). Teacher candidate is required to have elementary students engaged with materials in investigating science phenomena. Teacher candidate selects videotaped segments that are viewed during a meeting with instructor. Teacher candidate shares both verbally and in writing his/her perceived effectiveness of the lesson plan implementation.
EDTP 322/326	P-5 Social Studies Methods	Candidates complete a field work project in which they interview students, specifically addressing 3.2, 3.5, 3.6, 3.7
EDTP 355	Educational Assessment and Research	Clinical logs and synthesis of Portfolio Action Project Sample assessments
EDTP 477	Capstone Seminar	Presentation of evidence of student learning and work

New Teacher Standard 3: Implement Manage Instruction

Courses	Title	Examples of Experiences/Assessments
		from student teaching; discussion of evidence and development of rationales for use in portfolios.
EDTP 450	Student Teaching	Instructional Sequence with Analysis of Assessment Data (Hallmark) At conclusion of student teaching, ½ of indicators of standard must be met at the satisfactory or higher level in the program portfolio.

New Teacher Standard 4: Assess/Communicate Learning Results

Courses	Title	Examples of Experiences/Assessments
EDTP 436	Theories of Play	<p>Hallmark Assessment: Play Observation and Analysis Candidates will arrange to observe children at play; observe and record children's sequence of play; and analyze the sequence using the conceptual language of play theories. Candidates will report their observations informally to the class and formally with a word-processed LiveText submission to instructor</p> <p>Assessment of learning centers and presentation of documentation board Candidates will observe their own and others' centers and, using the assessment data, will summarize the activity in the center on a documentation panel that communicates what students enjoyed and learned in the center</p>
EDTP 437	Infant/Toddler Development and Care	<p>This course requires active participation in class activities; careful reading, application, and evaluation of text and web-based materials; and the completion of several practical tasks related to infant-toddler development and care. Students will complete three specific projects: (1) a resource file of information regarding development and care of children 0-3; (2) a written report summarizing an environmental audit of one selected infant or toddler setting; and (3) a class presentation of either a child album or a child development topic.</p> <p>Field Experiences: Students will observe in an infant toddler classroom setting for a minimum of three hours during the semester. Students will submit a signed permission form and the field experience will be documented as outlined by the instructor. Students will be responsible</p>
EDTP 437	Infant/ Toddler Development and Care	<p>Students will observe in an infant toddler classroom setting for a minimum of three hours during the semester. Students will submit a signed permission form and the field experience will be documented as outlined by the instructor. Students will be responsible</p>

New Teacher Standard 4: Assess/Communicate Learning Results

Courses	Title	Examples of Experiences/Assessments
		<p>for identifying locations for their field experiences. During the observation, the student will conduct an environmental audit of one selected infant/toddler setting utilizing the Infant/Toddler Environmental Rating Scale (ITERS). Students will prepare a five page written report summarizing each of the areas identified in the ITERS as evidenced in their field experience.</p>
EDTP 438	Literacy/Social Studies Methods in IECE	<p>Literacy Album The Literacy Album includes at least 10 sample activities proven to facilitate a child’s learning in all domains of learning relevant to reading (social, emotional, cognitive, moral, and cultural). It must include artifacts relevant to each standard in the most recent International Reading Association Standards for Reading Professionals.</p> <p>Social Studies Album The Social Studies album must include at least 10 sample activities proven to facilitate a child’s learning in all domains of learning relevant to social studies (social, emotional, cognitive, moral, and cultural). It must include artifacts relevant to each standard in the most recent National Council for the Social Studies professional standards.</p> <p>Hallmark Assessment Four lesson plans, taught and refined. Lesson plans will be developed, refined and taught using U of L guidelines. These lessons will be designed in such a way as to be appropriate for diverse groups of children and will be implemented in diverse settings.</p>
EDTP 439	Mathematics and Science Methods in IECE	<p>Integrated Mathematics and Science Mini Unit Teams of candidates will develop and present a detailed unit plan with lessons and activities that span a three week period and present how they will:</p> <ol style="list-style-type: none"> 1. Pre-assess students’ prior knowledge of the concept; 2. Choose appropriate objectives for teaching the concept; 3. Plan experiences for teaching the lesson; 4. Select materials, such as books, web sites, manipulatives, or other equipment that will facilitate children’s understanding of the concept; 5. Teach new knowledge that will facilitate children’s

New Teacher Standard 4: Assess/Communicate Learning Results

Courses	Title	Examples of Experiences/Assessments
EDTP 439	Mathematics and Science Methods in IECE	<p>understanding of the concept; and</p> <p>6. Evaluate whether the lesson successfully facilitated children’s understanding of the lesson.</p> <p>Demonstration Lessons in Mathematics and Science (Hallmark Assessment)</p> <p>Candidates will plan, teach, assess and evaluate two lessons in mathematics and two lessons in science to Birth to 3 and preschool groups. Each plan will use a different format: 1) teacher constructed materials; 2) problem solving using a clinical interview; 3) children’s literature; 4) a child-selected learning center. (These will be presented in the readings.) At least one activity must involve the whole group of children within the practicum site. Planned activities must be approved in advance by the cooperating teacher and the instructor. Successful lessons can be used as a component of the Integrated Unit.</p> <p>For each lesson candidates will:</p> <ol style="list-style-type: none"> 1. Observe the children and teacher in the field site for at least one day. Consult with the teacher about dates, times, and lesson content for the literacy and numeracy lessons you will teach. 2. Select the age-appropriate and individually-appropriate KY Early Childhood Standards that match the children’s strengths and needs, the classroom contexts, and the teacher’s recommendations for content. 3. Before the lesson, on LiveText, write the KTIP lesson plan. 4. Share the lesson plan with the supervising teacher and ask him/her to observe the lesson and take notes on the Informal Observation sheet. 5. Teach the lesson and collect assessment data, such as digital photos, checklists, anecdotal notes, or work samples. 6. Read the supervising teacher’s observation feedback and discuss with him/her strengths and needs as a teacher. 7. On LiveText, write the Impact and Refinement of the lesson, using assessment information to evidence their analysis.

New Teacher Standard 4: Assess/Communicate Learning Results

Courses	Title	Examples of Experiences/Assessments
		8. Submit to the instructor the completed plan, the assessment artifacts, and the supervising teacher's written observation.
EDTP 433	Curriculum and Methods in Early Childhood Special Education	Hallmark Assessment Candidates will develop a comprehensive functional assessment and educational plan for a child with special needs. Candidates will observe and assess a child with special needs, and based on the information gathered will identify at least two appropriate goals for the child observed. They will then write an individualized plan for the child that includes components specified by the instructor. Candidates will complete a Communication Development Plan for the child described in the Hallmark Assessment. The plan will include both receptive and expressive communication; function and form of each.
HSS 320	Growth and Motor Development Across the Lifespan	In-class activities include observing and evaluating motor skill tasks. Hallmark Assessment: Candidates will be assigned an out of class laboratory activity that includes observing and evaluating fine and gross motor skills of children and documenting the progression of skill development, and engaging in perceptual motor activities.
EDTP 450/451	Student Teaching	Hallmark Assessment: Instructional Sequence with Analysis of Assessment Data At conclusion of student teaching, ½ of indicators of standard must be met at the satisfactory or higher level in the program portfolio.
EDTP 301	General Methods	Micro-teaching lesson includes assessment component.
EDTP 311/312	Introduction to Language Arts	Teacher candidate completes a Child Literacy Study Project as the Hallmark assessment for the course. Candidates observe a child for a semester, take anecdotal notes, and analyze notes for strengths, areas of need, and next steps for instruction. Observations are made in the following instructional settings: shared reading or read aloud, guided reading, writing development, spelling development, and a reading conference. Teacher candidate completes a running record assessment on the child's oral reading as a formative assessment, and analyzes the child's summative assessment records for literacy development. Teacher candidate write a paper outlining hypotheses and evidence of child's literacy development.

New Teacher Standard 4: Assess/Communicate Learning Results

Courses	Title	Examples of Experiences/Assessments
EDTP 320	Language Arts Methods	Candidate collects assessment information from elementary readers and summarizes her findings for the classroom teacher.
EDTP 313/314	Teaching Elementary Mathematics	Teacher candidate analyzes the effectiveness of their elementary mathematics instruction in addressing the lesson plan's objectives using a LIVETEXT template that follows the KTIP format. Teacher candidate conducts a diagnostic assessment of an elementary student's understanding of a mathematical concept and reports the results in LIVETEXT template. Teacher candidate assesses teaching and learning in three observed mathematics lessons taught by mentor teacher in field placement and reports the results in Clinical Log LIVETEXT template.
EDTP 323/324	Teaching Methods for Elementary Science	Teacher candidate analyzes the effectiveness of their elementary science instruction in addressing each of the lesson plan's objectives.
EDTP 322/326	P-5 Social Studies Methods	Designs a variety of assessments focused on KY academic standards and similar in format and design to KCCT items. Also, designs examples of formative assessment and performance assessment tasks. Field work assignment – assess individual student knowledge of cultural universals
EDTP 355	Educational Assessment and Research	Candidates develop assessments, rubrics, scoring guides – Hallmark Assessment Clinical logs – Portfolio Action Research Project
EDTP 477	Capstone Seminar	Primary focus of Hallmark Assessment – examination of evidence of impact on student learning through the use of a series of assessments (pre-assessment, formative and summative assessments).

New Teacher Standard 5: Reflect Evaluate Teaching/Learning

Courses	Title	Examples of Experiences/Assessments
EDTP 436	Theories of Play	Class preparation, participation, and leadership: Before class, candidates will prepare for class by thoughtfully considering the assigned readings and writing in journals reflections and ideas for future practice. During class, candidates will participate in play, creative, observation, or documentation activities with an inquiring mind.

New Teacher Standard 5: Reflect Evaluate Teaching/Learning

Courses	Title	Examples of Experiences/Assessments
		<p>Hallmark Assessment: Play Observation and Analysis Candidates will arrange to observe children at play; observe and record children's sequence of play; and analyze the sequence using the conceptual language of play theories. Candidates will report their observations informally to the class and formally with a word-processed LiveText submission to instructor</p>
EDTP 437	Infant/Toddler Development and Care	<p>Field Experiences: Students will observe in an infant toddler classroom setting for a minimum of three hours during the semester. Students will submit a signed permission form and the field experience will be documented as outlined by the instructor. Students will be responsible for identifying locations for their field experiences. During the observation, the student will conduct an environmental audit of one selected infant/toddler setting utilizing the Infant/Toddler Environmental Rating Scale (ITERS). Students will prepare a five page written report summarizing each of the areas identified in the ITERS as evidenced in their field experience.</p>
EDTP 438 EDTP 438	Literacy/Social Studies Methods in IECE Literacy/Social Studies Methods in IECE	<p>Literacy Album The Literacy Album includes at least 10 sample activities proven to facilitate a child’s learning in all domains of learning relevant to reading (social, emotional, cognitive, moral, and cultural). It must include artifacts relevant to each standard in the most recent International Reading Association Standards for Reading Professionals.</p> <p>Social Studies Album The Social Studies album must include at least 10 sample activities proven to facilitate a child’s learning in all domains of learning relevant to social studies (social, emotional, cognitive, moral, and cultural). It must include artifacts relevant to each standard in the most recent National Council for the Social Studies professional standards.</p> <p>Hallmark Assessment Four lesson plans, taught and refined. Lesson plans will be developed, refined and taught using U of L</p>

New Teacher Standard 5: Reflect Evaluate Teaching/Learning

Courses	Title	Examples of Experiences/Assessments
		<p>guidelines. These lessons will be designed in such a way as to be appropriate for diverse groups of children and will be implemented in diverse settings.</p>
EDTP 439	Mathematics and Science Methods in IECE	<p>Integrated Mathematics and Science Mini Unit Teams of candidates will develop and present a detailed unit plan with lessons and activities that span a three week period and present how they will:</p> <ol style="list-style-type: none"> 1. Pre-assess students' prior knowledge of the concept; 2. Choose appropriate objectives for teaching the concept; 3. Plan experiences for teaching the lesson; 4. Select materials, such as books, web sites, manipulatives, or other equipment that will facilitate children's understanding of the concept; 5. Teach new knowledge that will facilitate children's understanding of the concept; and 6. Evaluate whether the lesson successfully facilitated children's understanding of the lesson. <p>Demonstration Lessons in Mathematics and Science (Hallmark Assessment) Candidates will plan, teach, assess and evaluate two lessons in mathematics and two lessons in science to Birth to 3 and preschool groups. Each plan will use a different format: 1) teacher constructed materials; 2) problem solving using a clinical interview; 3) children's literature; 4) a child-selected learning center. (These will be presented in the readings.) At least one activity must involve the whole group of children within the practicum site. Planned activities must be approved in advance by the cooperating teacher and the instructor. Successful lessons can be used as a component of the Integrated Unit.</p> <p>For each lesson candidates will:</p>
EDTP 439	Mathematics and Science Methods in IECE	<ol style="list-style-type: none"> 1. Observe the children and teacher in the field site for at least one day. Consult with the teacher about dates, times, and lesson content for the literacy and numeracy lessons you will teach. 2. Select the age-appropriate and individually-appropriate KY Early Childhood Standards that match the children's strengths and needs, the classroom contexts, and the teacher's recommendations for content. 3. Before the lesson, on LiveText, write the

New Teacher Standard 5: Reflect Evaluate Teaching/Learning

Courses	Title	Examples of Experiences/Assessments
		<p>KTIP lesson plan.</p> <p>4. Share the lesson plan with the supervising teacher and ask him/her to observe the lesson and take notes on the Informal Observation sheet.</p> <p>5. Teach the lesson and collect assessment data, such as digital photos, checklists, anecdotal notes, or work samples.</p> <p>6. Read the supervising teacher’s observation feedback and discuss with him/her strengths and needs as a teacher.</p> <p>7. On LiveText, write the Impact and Refinement of the lesson, using assessment information to evidence their analysis.</p> <p>8. Submit to the instructor the completed plan, the assessment artifacts, and the supervising teacher’s written observation.</p>
EDTP 433	Curriculum and Methods in Early Childhood Special Education	<p>Candidates will complete a Communication Development Plan for the child described in the Hallmark Assessment. The plan will include both receptive and expressive communication; function and form of each.</p> <p>Hallmark Assessment Candidates will develop a comprehensive functional assessment and educational plan for a child with special needs. Candidates will observe and assess a child with special needs, and based on the information gathered will identify at least two appropriate goals for the child observed. They will then write an individualized plan for the child that includes components specified by the instructor.</p>
EDTP 484	Family Dynamics and Early Interventions in IECE	<p>Assignment on family-centered practices: At the end of the course, candidates write a reflection paper describing how they will use the perspective of family-centered practice in their current or future career.</p>
EDSP 485	Practicum: Developmental Intervention	<p>Hallmark Assessment: Candidates will develop an Individualized Teaching Plan for one of the students in their field placement.</p>

New Teacher Standard 5: Reflect Evaluate Teaching/Learning

Courses	Title	Examples of Experiences/Assessments
EDTP 450/451	Student Teaching	Hallmark Assessment: Instructional Sequence with Analysis of Assessment Data At conclusion of student teaching, ½ of indicators of standard must be met at the satisfactory or higher level in the program portfolio.
EDTP 107	Human Growth & Development	Candidates learn to reflect and evaluate teaching and learning by: being engaged in field experience (three hours in schools with children birth to age 5; primary grades (P1-P4); intermediate grades (4 th /5 th); middle school (6 th -8 th); and high school (9 th -12 th)); completing assignment that require observation and reflection; writing a synthesis/ reflection paper about the five age groups observed. Candidates choose the one they think they would most like to teach, explain their preconceptions about the group and how those have changed as a result of the course. Using what they have learned from their readings, class activities, and field experience observations, they describe typical and atypical physical, cognitive, language, and social/emotional/moral characteristics of children in this age group. Candidates reflect upon their strengths, weaknesses, personality, reasons for teaching, etc. and compare those to the physical, cognitive, social/emotional/moral, and language characteristics demonstrated by children at this stage of development.
EDTP 201	The Teaching Profession	Teacher candidates complete a minimum of 18 hours of field experiences at three designated site, one elementary, one middle grades, and one high school. Candidates take field notes in each site, then choose one as the focus of an Ethnography. Questions provided assist novice teachers in understanding, writing about and reflecting upon the field experience placement site through systematic inquiry into classroom routines, rituals, regularities and interactions. The ethnography includes a section on environment.
EDTP 301	General Methods	Teacher candidate shares in writing his/her perceived effectiveness of the microteaching lesson plan implementation using a LIVETEXT template that follows the KTIP format.
EDTP 328/329	Building Learning Communities	Teacher candidates will reflect on effectiveness of mini-lessons
EDTP 311/312	Introduction to Language Arts	Teacher candidates reflect on effectiveness and impact of authors' circle project, child study project and

New Teacher Standard 5: Reflect Evaluate Teaching/Learning

Courses	Title	Examples of Experiences/Assessments
		collaborative think aloud.
EDTP 320	P- 5 Language Arts Methods	Teacher candidate plans and teaches four literacy lessons in an urban or suburban diverse elementary school setting (field placement): Shared Reading, Guided Reading, Word Work, and Writing. Teacher candidate writes a lesson reflection describing the lessons, learning climate, and refinements needed. Child Literacy Study Project includes a reflective statement regarding candidate’s learning.
EDTP 313/314	Teaching Elementary Mathematics	Teacher candidate shares in writing his/her perceived effectiveness of the lesson plan implementation using a LIVETEXT template that follows the KTIP format. Teacher candidate analyzes the results of the diagnostic assessment of an elementary students understanding of a mathematical concept and reports the results in LIVETEXT template.
EDTP 323/324	Teaching Methods for Elementary Science	Teacher candidate shares both verbally and in writing his/her perceived effectiveness of the lesson plan implementation. Teacher candidate completes written reflections during class sessions in which he/she deconstructs instructor’s lessons into the 5E learning sequence. Instructor’s lesson plans model student-centered inquiry-based pedagogy.
EDTP 322/326	P-5 Social Studies Methods	Field work assignment – reflects on what students at a particular age know and on what the instructional implications are.
EDTP 355	Educational Assessment and Research	Clinical logs and synthesis of Portfolio Action Research Project Communication Conference with Parent /Team Teachers/ Counselor/ Principal
EDTP 477	Capstone Seminar	Focus of Hallmark Assessment – reflection on impact of instruction on student learning based on data from assessments and other feedback

New Teacher Standard 6: Collaborate with Colleagues, Parents, Others

Courses	Title	Examples of Experiences/Assessments
EDTP 436	Theories of Play	Class preparation, participation, and leadership: Before class, candidates will prepare for class by thoughtfully considering the assigned readings and writing in journals reflections and ideas for future practice. During class, candidates will participate in play, creative, observation, or documentation activities with an inquiring

New Teacher Standard 6: Collaborate with Colleagues, Parents, Others

Courses	Title	Examples of Experiences/Assessments
		<p>mind.</p> <p>Development and presentation of learning centers Each candidate will plan, with a team, a set of thematically-related learning stations that inspire creativity, problem solving, imagination, moral reasoning, social cooperation, expressive language, literacy, symbolic thought, and other critical thinking skills. Centers will encourage application of the content of the readings for the week and build on knowledge and skills developed in prior centers</p>
EDTP 438	Literacy/Social Studies Methods in IECE	<p>Hallmark Assessment Four lesson plans, taught and refined. Lesson plans will be developed, refined and taught using U of L guidelines.</p> <p>Participation/Professionalism Candidates are expected to attend every class session and to provide excuses for missed classes. They will be evaluated during every class session based on feedback and professional participation in class discussions.</p>
EDTP 484	Family Dynamics and Early Interventions in IECE	<p>Class participation and leadership: Candidates read material prior to class and come to class with prepared discussion questions. In class, students participate actively and with an inquiring mind.</p> <p>Family interview: Candidates interview a parent or family about its experiences in accessing and using services provided by early intervention or the school system.</p> <p>Students learn what questions are within and outside of ethical interviewing.</p>
EDSP 485	Practicum: Developmental Intervention	Candidates will prepare two lesson plans during the semester. Candidates will submit one individualized lesson plan and a lesson that involves co-teaching in a group setting.
EDTP 450/451	Student Teaching	At conclusion of student teaching, ½ of indicators of standard must be met at the satisfactory or higher level in the program portfolio.
EDTP 313/314	Teaching Elementary Mathematics	Teacher candidates collaborate in teams of two to write two lesson plans using student-centered lessons based on the five strands of mathematical proficiency. Teacher candidates participate collegially in all class activities.
EDTP 201	The Teaching Profession	Teacher candidates will be expected to actively and thoughtfully contribute to whole class and small group discussions and activities. Among other things, teacher candidates will be assessed on their ability to integrate

New Teacher Standard 6: Collaborate with Colleagues, Parents, Others

Courses	Title	Examples of Experiences/Assessments
		course material, engage peers, and positively shape class discussions through critical question posing, active listening and reflective thinking. From time to time weekly and/or in-class assignments may be given. Teacher candidates will be expected to participate in these assignments and successfully complete them in the time allotted by the instructor.
EDTP 328/329	Building Learning Communities	Teacher candidates will collaborate with mentor teachers in field experience.
EDTP 311/312	Introduction to P – 5 Language Arts Methods	Teacher candidate completes a semester-long Child Literacy Study Project as the Hallmark assessment for the course. As part of the Child Literacy Study Project, candidate collaborates with teacher to choose a child to study, and to access child’s literacy records for analysis. Candidate also interviews child and parent or guardian to learn about the child’s life outside of school and makes a book about the child to share with parents/guardians at home.
EDTP 324/323	Teaching Methods for Elementary Science	Teacher candidates collaborate in teams of two to write a modified lesson plan activity using the <i>FOSS</i> TM , <i>STC</i> TM or <i>DELTA</i> TM science instructional materials. During all class activities teacher candidates collaborate with classmates.
EDTP 450	Student Teaching	At conclusion of student teaching, ½ of indicators of standard must be met at the satisfactory or higher level in the program portfolio.
EDTP 477	Capstone Seminar	Collaborates with peers to give and obtain feedback for the purpose of improving student achievement and teacher performance.
EDTP 506	Public Schools in America	Service learning project in community: collaboration with professionals in the field to improve student achievement

New Teacher Standard 7: Engages in Professional Development

EDTP 438	Literacy/Social Studies Methods in IECE	Participation/Professionalism Candidates are expected to attend every class session and to provide excuses for missed classes. They will be evaluated during every class session based on feedback and professional participation in class discussions.
EDTP 439	Mathematics and Science Methods in	Professionalism and Participation This course is designed to allow opportunities to ask

New Teacher Standard 7: Engages in Professional Development

	IECE	<p>questions, contribute to class discussion, and share relevant experiences. Therefore, <i>participation and professionalism are extremely important</i>. Requirements for acceptable participation include prompt, timely, and consistent attendance; attentiveness; verbal contributions to small group and whole class discussions; reflection of a positive attitude about learning and class participation; and respecting and supporting the needs of others, including the professor. Participation includes completing all assignments which facilitate the class experience including displaying materials, sharing teaching ideas and examples of classroom incidents, writing productively in your math, science and social studies journals, and bringing in other materials/information as requested. Actively participate in class in ways that reflect your preparation including thoughtful completion of required readings. The number of points earned will be determined by the quality of the plan's implementation</p> <p>Demonstration Lessons in Mathematics and Science Hallmark Assessment Candidates will plan, teach, refine four lessons in these two content areas. Through this assignment, student will identify professional growth goals based on an analysis of these lessons.</p>
EDTP 484	Family Dynamics and Early Interventions in IECE	<p>Class participation and leadership: Candidates read material prior to class and come to class with prepared discussion questions. In class, students participate actively and with an inquiring mind.</p> <p>Assignment on accessing community services: Candidates research and compile the local resources that parents might need when their infant/toddler is identified with a disability.</p>
EDTP 450/451	Student Teaching	Hallmark Assessment: At conclusion of student teaching, ½ of indicators of standard must be met at the satisfactory or higher level in the program portfolio.
EDTP 201	The Teaching Profession	Candidates choose a professional book from a list provided and form book groups that read and discuss the text. The group organizes and completes a formal presentation about the book, highlighting key messages, personal insights and implications for teachers.
ECPY 107	Human Learning and Development	By developing and analyzing learning theories, candidates engage in professional opportunities that will serve as their guiding principles throughout their teaching and professional career. Through class discussions, instructional designs, focused assignments, and assessment, candidates are expected to show thorough, deep and broad

New Teacher Standard 7: Engages in Professional Development

		understanding of content through coherent and systematic explanations and presentations. They also are expected to demonstrate effective, efficient, practical application of theories through examination of factors influencing learning. All of the aspects of these activities serve as the professional opportunities and tools to gain knowledge and understanding in the content and the application of the materials.
EDTP 301	Gen. Methods	Teacher candidate critically analyzes articles from current news, web pages and or course readings. Teacher candidate researches to become an expert on an instructional strategy. Teacher candidate creates a professional growth plan on a LIVETEXT template
EDTP 328/329	Building Learning Communities	Teacher candidates will create first professional growth plan.
EDTP 313/314	Teaching Elementary Mathematics	Teacher candidate critically analyzes articles from National Council of Teachers of Mathematics and Phi Delta Kappan journals as well as two Annenberg videos of elementary mathematics teaching. Teacher candidate implements a Try out lesson selected from class texts and describe and analyze the student learning in LIVETEXT template. HALLMARK ASSESSMENT
EDTP 323/324	Teaching Methods for Elementary Science	Teacher candidate critically analyzes two journal articles from the National Science Teachers Association published journal <i>Science and Children</i> .
EDTP 477	Capstone Seminar	Refinement of Professional Growth Plan
EDTP 506	Public Schools in America	Preparation for service learning project Revisions to Professional Growth Plan

New Teacher Standard 8: Supports Families

Courses	Title	Examples of Experiences/Assessments
EDTP 437	Infant/Toddler Development and Care	This course requires active participation in class activities; careful reading, application, and evaluation of text and web-based materials; and the completion of several practical tasks related to infant-toddler development and care. Students will complete three specific projects: (1) a resource file of information regarding development and care of children 0-3; (2) a written report summarizing an environmental audit of one selected infant or toddler setting; and (3) a class presentation of either a child album or a child

New Teacher Standard 8: Supports Families

Courses	Title	Examples of Experiences/Assessments
		development topic.
EDTP 484	Family Dynamics and Early Interventions in IECE	<p>Assignment on family centered practices</p> <p>Family interview: Candidates interview a parent or family about its experiences in accessing and using services provided by early intervention or the school system. Candidates learn how to use the principles of family-centered practice to build trust with interviewees.</p> <p>Assignment on accessing community services: Candidates research and compile the local resources that parents might need when their infant/toddler is identified with a disability.</p> <p>Students role-play a developmental intervention intake officer and, using their compilation of resources, give advice and encouragement to a “parent” who needs support</p>
EDSP 485	Practicum: Developmental Intervention	<p>Students will complete four logs. One log will be completed in each 3 week interval. The logs must be professionally written (neat, no grammatical errors) using non-biased and objective language and submitted via the LiveText template provided by the instructor.</p> <p><u>Log IV: Parent education and involvement:</u></p> <ol style="list-style-type: none"> 1. How does the DI involve parents/caregivers in the intervention activities? 2. How does the DI educate parents/caregivers about instructional strategies, goals and expectations, child guidance, and continuing the education process between intervention sessions?
EDTP 450/451	Student Teaching	<p>Hallmark Assessment: Instructional Sequence with Analysis of Assessment Data</p> <p>At conclusion of student teaching, ½ of indicators of standard must be met at the satisfactory or higher level in the program portfolio.</p>
EDTP 301	General Methods	<p>Teacher candidates complete weekly metacognitive journal entries related to course readings and learning.</p> <p>Micro-teaching assignment</p>
EDTP 311/312	Introduction to Reading/Language Arts	<p>Collaborative Think Aloud</p> <p>Writer’s Notebook Reflection</p> <p>Author’s Circle Project</p> <p>Child Study</p>

New Teacher Standard 8: Supports Families

Courses	Title	Examples of Experiences/Assessments
EDTP 320	P- 5 Language Arts Methods	Touchstone Text Collection Literacy Assessment Project Reflective Weblog
EDTP 313/314	Teaching Elementary Mathematics	Teacher candidates complete weekly metacognitive journal entries related to course readings and learning.
EDTP 323/324	Teaching Methods for Elementary Science	Teacher candidate is required to connect content to real-life situations and other disciplines during instruction. Teacher candidate demonstrates current science knowledge acquisition by providing and discussing a Current News Story Event from the free online resources: New York Times, CNN.com science and space section, ABC Science-Tech. news, CBS or NBC. Teacher candidate displays knowledge of science content during lesson plan design and instruction. Teacher candidate also completes Moon Pattern Project which includes 27 daily observations of the Moon. Teacher candidate writes two lesson plans that address science content accurately.
EDTP 322/326	P-5 Social Studies Methods	Curriculum assessment – KCCT-like assessment of social studies curriculum and applications to classroom Standards-based unit of study Field work assignment on cultural universals
EDTP 477	Capstone Seminar	Development of standards-based instruction and assessments as part of Hallmark Assessment demonstrating command of content taught.

New Teacher Standard 9: Demonstrates Implementation of Technology

Courses	Title	Examples of Experiences/Assessments
EDTP 438	Literacy/Social Studies Methods in IECE	Literacy Album The Literacy Album includes at least 10 sample activities proven to facilitate a child’s learning in all domains of learning relevant to reading (social, emotional, cognitive, moral, and cultural). It must include artifacts relevant to each standard in the most recent International Reading Association Standards for Reading Professionals. These activities will be completed on LiveText.

New Teacher Standard 9: Demonstrates Implementation of Technology

Courses	Title	Examples of Experiences/Assessments
EDTP 439	Mathematics and Science Methods in IECE	Students will use the computer to do word processing, create an Integrated Mathematics and Science Mini Unit, demonstration lessons and make class presentations. Demonstrations lessons will be developed using LiveText.
EDTP 484	Family Dynamics and Early Interventions in IECE	Assignment on accessing community services: Candidates search the WWW for local developmental intervention policies and resources.
EDTP 450/451	Student Teaching	Hallmark Assessment: Instructional Sequence with Analysis of Assessment Data At conclusion of student teaching, ½ of indicators of standard must be met at the satisfactory or higher level in the program portfolio.
EDTP 107	Human Learning and Development	By continuously utilizing, incorporating, creating, and sharing various classroom and instructional technology tools for candidates' learning, course goals, and objectives, and their students learning, candidates demonstrate implementation of technology in various realms of technology.
EDTP 201	The Teaching Profession	Web-based research
EDTP 301	General Methods.	Teacher candidate demonstrates individual instructional technology use through LIVETEXT, e-mail and Blackboard. Due to variability and accessibility of instructional technology in the classroom settings (field placement) teacher candidate's use of technology in course assignments is not assessed.
EDTP 311/312	P- 5 Language Arts Methods	Teacher candidate demonstrates individual instructional technology use in writing the results of the Child Literacy Study via Livetext, including scanning and attaching evidence of each observation. Candidate also responds to email. Due to variability of technology in the school setting (field placement) teacher candidate's use of technology with elementary students is not directly assessed.
EDTP 320	Methods for Reading/ Language Arts	Reflective weblog
EDTP 313/314	Teaching Elementary Mathematics	Teacher candidate demonstrates individual instructional technology use through LIVETEXT, e-

New Teacher Standard 9: Demonstrates Implementation of Technology

Courses	Title	Examples of Experiences/Assessments
		mail and Blackboard. Due to variability and accessibility of instructional technology in the classroom settings (field placement) teacher candidate's use of technology in course assignments is not assessed.
EDTP 323/324	Teaching Methods for Elementary Science	Teacher candidate demonstrates individual instructional technology use in designing a lesson plan via Livetext, responding to email and using the course webpage. Due to variability of technology in the school setting (field placement) teacher candidate's use of technology with elementary students is not directly assessed.
EDTP 322/326	P-5 Social Studies Methods	Standards-based unit of study – Candidate and student use of technology should be integrated into unit
EDTP 355	Educational Assessment and Research	Sample assessments and electronic grade book Graphic representation of metaphor
EDTP 477	Capstone Seminar	Continued work on electronic portfolio Inclusion of student use of technology in Hallmark Assessment lessons

New Teacher Standard 10: Diversity (Uof L)

Courses	Title	Examples of Experiences/Assessments
EDTP 433	Curriculum and Methods in Early Childhood Education	<p>Final exam: Candidates answer the questions of a fictitious questioner (such as a prospective parent, a confused administrator, a neighbor, or a colleague) to explain how their (Montessori, Reggio, Waldorf, High/Scope, etc) classroom meets standards, children's needs, and NAEYC criteria.</p> <p>Candidates analyze the extent to which different early childhood approaches and models plan for the inclusion of children with disabilities and their families. Candidates analyze the extent to which different early childhood approaches and models address cultural differences among children/families</p>
EDTP 438	Literacy/Social Studies Methods in IECE	<p>Literacy Album</p> <p>The Literacy Album includes at least 10 sample activities proven to facilitate a child's learning in all domains of learning relevant to reading (social, emotional, cognitive, moral, and cultural). It must</p>

New Teacher Standard 10: Diversity (Uof L)

Courses	Title	Examples of Experiences/Assessments
EDTP 439	Mathematics and Science Methods in IECE	include artifacts relevant to each standard in the most recent International Reading Association Standards for Reading Professionals. Students will also design lessons appropriate for diverse groups of children, implementing those lessons in diverse settings Students will design and lessons appropriate for diverse groups of children, implementing those lessons in diverse settings.
EDTP 484	Family Dynamics and Early Interventions in IECE	Assignment on family centered practices: At the end of the course, candidates write a reflection paper describing how they will use the perspective of family-centered practice in their current or future career. This assignment includes a reflection on how to counsel families from backgrounds different from one's own. Family interview: Candidates compare interviews of families
EDSP 485	Practicum: Developmental Intervention	Students will complete four logs. One log will be completed in each 3 week interval. The logs must be professionally written (neat, no grammatical errors) using non-biased and objective language and submitted via the LiveText template provided by the instructor
HSS 320	Growth and Motor Development Across the Lifespan	Hallmark Assessment #1: Motor Assessment An out of class laboratory activity that includes observing and evaluating fine and gross motor skills of children and documenting the progression of skill development, and engaging in perceptual motor activities. Hallmark Assessment #2: Group Presentation An in class group presentation that will allow you to explore how mental and physical disabilities affect human growth and development.
EDTP 450/451	Student Teaching	At conclusion of student teaching, ½ of indicators of standard must be met at the satisfactory or higher level in the program portfolio.
EDTP 201	The Teaching Profession	Ethnography of urban classroom requires students to gather observational data for 6 hours within an urban classroom. Guide questions provided focus students' attention on the ways that issues of diversity are addressed within that setting. The formal includes

New Teacher Standard 10: Diversity (Uof L)

Courses	Title	Examples of Experiences/Assessments
		sections on Students/Learning, Diversity and Teacher/Teaching (among others).
EDTP 107	Human Growth and Development	By developing and analyzing learning theories, candidates engage in professional development opportunities that will serve as their guiding principles throughout their teaching and professional career. Through class discussions, instructional designs, focused assignments, and assessment, candidates are expected to show thorough, deep and broad understanding of content through coherent and systematic explanations and presentations. They also are expected to demonstrate effective, efficient, practical application of theories through examination of factors influencing learning. All of the aspects of these activities serve as the professional development opportunities and tools to gain knowledge and understanding in the content and the application of the materials.
EDTP 301	Gen. Methods	Teacher candidates synthesize and reflect on class readings (chapter 3) and analyze children’s literature with diverse themes to include skillful and deliberate inclusion of diverse activities in the classroom to promote appreciation of all cultures, as well as pride, self respect, and dignity for all students.
EDSP 345/346	Special Populations in Schools	Candidates will apply methods of designing and adapting instruction appropriate to the learning and behavioral characteristics of students with special needs, including the development of a lesson plan and strategy notebook.
EDTP 311/312	Introduction to Reading/ Language Arts	Course addresses diverse literacy learners, including strategies to use with students who are performing below grade level, have disabilities, or who display gifted behavior. Candidates work in small groups to research each category. The course also includes a guest speaker who works with ELL (English Language Learners) at the district level in Jefferson County Public Schools, and the speaker engages candidates in interactive experiences with the content.
EDTP 323/324	Teaching Methods for Elementary Science	Teacher candidates observe the biological/genetic/science-based portion of the newly department purchased video, <i>Race, The Power of an Illusion</i> . Teacher candidates are directed to the website (http://www.pbs.org/race/000_General/000_00-Home.htm) and asked to complete the 10-question

New Teacher Standard 10: Diversity (Uof L)

Courses	Title	Examples of Experiences/Assessments
		<p>multiple-choice quiz online (<i>How Different Are We?</i>) and are requested to peruse additional background readings on the Science of race. Teacher candidates thoroughly discuss the practice of eugenics in history.</p> <p>From the online resource materials, teacher candidates review "10 Things Everyone Should Know About Race," and as a class teacher candidates specifically discuss No. 2 <i>Race has no genetic basis. Not one characteristic, trait or even gene distinguishes all the members of one so-called race from all the members of another so-called race.</i></p>
EDTP 322/326	P-5 Social Studies Methods	Standards-based unit of study – discussion of differentiation and adaptations for diverse learners.
EDTP 355	Educational Assessment and Research	<p>Sample assessments</p> <p>Communication Conference</p> <p>Clinical logs and synthesis of Portfolio Action Research Project</p> <p>Class participation</p>
EDTP 477	Capstone Seminar	Development of lessons and assessments, use of curriculum and teaching materials that reflect an awareness of the diverse needs of students in community, school and classroom in which the candidate is doing student teaching.
EDTP 506	Public Schools in America	Planning and engaging in community-based Service Learning Project to benefit students in the public schools and their families.

3. Kentucky Education Reform Act IECE Curricular Requirements Matrix

Course	KY Early Childhood Standards Birth to 4	KERA Goals & Academic Expectations	Program of Studies, P-12 & Early Childhood	Core Content for Assessment 4.1	Examples of course/field work experiences
EDTP 436 Theories of Play	Expand candidates' understanding of the KY Early Childhood Standards as they relate to individual instructional planning through play experiences.				Observation Syntheses Design lessons/play centers with adaptations for students with exceptionalities
EDTP 437 Infant/Toddler Development and Care	Expand candidates' understanding of the KY Early Childhood Standards as they relate to individual instructional planning through play experiences.				After completing the ITERS, Candidates complete an ITERS on an infant/toddler setting and compile written recommendations for improvement in the area of planning for infants and toddlers.
EDTP 438 Literacy and Social Studies Methods in IECE EDTP 438 Literacy and Social Studies Methods in IECE	Expand candidates' understanding of the KY Early Childhood Standards as they relate to instruction and assessment in IECE literacy and social studies (Birth to 4)	Expand candidates' understanding of the Six Goals and Academic Expectations as they relate to curriculum, instruction and assessment in IECE literacy and social studies (P-1/Ktg.)	Candidates use the Program of Studies to design lessons and assessments in IECE literacy and social studies (P-1/Ktg.)	Candidates use the Core Content for Assessment (4.1) to design lessons and assessments in IECE literacy and social studies (P-1/kg.)	Candidates examine the POS and Core Content to develop knowledge of content standards in Kentucky. Candidates develop assessments based on KY standards. Candidates teach lessons which they evaluate and discuss in a reflection.

Course	KY Early Childhood Standards Birth to 4	KERA Goals & Academic Expectations	Program of Studies, P-12 & Early Childhood	Core Content for Assessment 4.1	Examples of course/field work experiences
EDTP 439 Mathematics and Science Methods in IECE	Expand candidates' understanding of the KY Early Childhood Standards as they relate to curriculum, instruction and assessment in IECE mathematics and science (Birth to 4)	Expand candidates' understanding of the Six Goals and Academic Expectations as they relate to curriculum, instruction and assessment in IECE mathematics and science (P-1/Ktg.)	Candidates use the Program of Studies to design lessons and assessments in IECE mathematics and science (P-1/Ktg.)	Candidates use the Core Content for Assessment (4.1) to design lessons and assessments in IECE mathematics and science (P-1/ktg.)	Candidates examine the POS and Core Content to develop knowledge of content standards in Kentucky. Candidates develop assessments based on KY standards. Candidates teach lessons which they evaluate and discuss in a reflection.
EDTP 433 Curriculum and Methods in Early Childhood Special Education	Expand candidates' understanding of the KY Early Childhood Standards as they relate to curriculum, instruction and assessment in IECE regarding students with special needs (Birth to 4)				Candidates develop a comprehensive functional assessment and educational plan for a child with special needs. Candidates complete a Communication Development Plan for a child with special needs.
EDSP 484 Family Dynamics and Early Interventions in IECE	Expand candidates' understanding of the KY Early Childhood Standards as they relate to curriculum, instruction and assessment				Family-centered practices: At the end of the course, candidates write a reflection paper describing how they will use the perspective of family-centered practice in their current or future career.

Course	KY Early Childhood Standards Birth to 4	KERA Goals & Academic Expectations	Program of Studies, P-12 & Early Childhood	Core Content for Assessment 4.1	Examples of course/field work experiences
EDSP 485 Practicum: Developmental Intervention	Expand candidates' understanding of the KY Early Childhood Standards as they relate to curriculum, instruction and assessment				Candidates complete four field placement logs; Log 1 includes caseload characteristics, Log 2 includes child guidance and organization/routines, Log 3 includes Curriculum methods and assessment, and Log 4 includes parent education and involvement.
EDTP 450/451 Student Teaching (Birth to Age 4) Student Teaching (Primary)	Candidates apply all KY Early Childhood Standards as they design and implement classroom instruction and assessments.	Candidates apply all six Learner Goals as they design and implement classroom instruction and assessments.	Candidates design and implement instruction and assessments based on the relevant standards in the Program of Studies.	Candidates design and implement instruction and assessments based on relevant standards and DOK levels identified in the Core Content for Assessment.	Design and implement lesson plans Create and implement a sequence of lessons and assessments Evaluate and reflect on the impact of their instruction and assessment Develop a professional growth plan

4. Kentucky Education Reform Act Early Elementary Education Curricular Requirements Matrix

Course	KERA Goals & Academic Expectations	Program of Studies	Core Content for Assessment 4.1	Examples of course/field work experiences
EDTP 201 The Teaching Profession	Introduce candidates to Six KERA Goals and the 57 Academic Expectations	Introduce candidates to scope and purpose of POS, and guide candidates to relate POS to chosen area and/or level of teaching	Introduce candidates to the nature and purpose of the Core Content for Assessment (Version 4.1) and guide candidates to relate the Core Content to the chosen area and level of teaching	Teacher Biography/ Metaphor Ethnography of a Learning Environment Teacher Profile
EDTP 301 General Methods	Expand candidates' understanding of the Six Goals and Academic Expectations. Expect candidates to relate Goals and Expectations to classroom setting and instructional planning.	Expand candidates' understanding of the Program of Studies and using the POS bullets and Big Ideas as a basis for designing lessons.	Expand candidates' understanding of the Core Content for Assessment, using the bullets as a basis for designing lessons.	Candidates learn fundamentals of standards-based lesson design and appropriate instructional strategies. Candidates develop and refine lesson plans based on state standards as defined in KERA documents.
EDTP 107 Human Growth and Development	Candidates consider the importance of Learner Goal 1 in relation to their field work experience.	Candidates examine meaning of the Program of Studies in Reading as preparation for participation in Every 1 Reads Program	Candidates examine meaning of the Core Content for Assessment in Reading as preparation for participation in Every 1 Reads Program	Candidates participate as volunteers in the Jefferson Co. Public Schools Every 1 Reads program.
EDTP 345/346 Special Populations in Schools	Expand candidates' understanding of the Six Goals and Academic Expectations. Candidates to relate Goals and AE to individual educational planning for instructional planning.	Candidates use instructional strategies to deliver content knowledge with specially designed instruction.	Candidates use a variety of continuous progress measures for mastery of content knowledge. Candidates expand knowledge of accommodations of assessments based on IEEP, 504 plans, PSP, GSSP	Observation Syntheses Design lesson with adaptations for students with exceptionalities Strategy notebook
EDTP 311, 312, 320, 324, 313, 314, 322, 323,	Expand candidates' understanding of the Six Goals and	Candidates use the Program of Studies to design lessons and	Candidates use the Core Content for Assessment (4.1) to	Candidates examine the POS and Core Content to develop

Course	KERA Goals & Academic Expectations	Program of Studies	Core Content for Assessment 4.1	Examples of course/field work experiences
326 Methods in Reading/Language Arts Mathematics Science Social Studies	Academic Expectations: Candidates to relate the Goals and AE to curriculum, instruction and assessment in the elementary classroom.	assessments for field placements, units of study and child study projects.	design lessons and assessments for the classroom, their field placements, and within the context of a standards-based unit of study. Candidates use the holistic scoring guide to evaluate student writing.	knowledge of content standards in Kentucky. Candidates develop assessments based on KY standards. Candidates teach and video tape a lesson which they evaluate and discuss in a reflection. Candidates create a standards-based unit of study. In the field, candidates conduct interviews to assess student knowledge and skills, analyze students' strengths and weaknesses in literacy.
EDTP 328/330 Building Learning Communities	Candidates develop an understanding of the Goals of KERA and how the classroom community relates to the community outside of school.	Candidates learn strategies that make it possible for all students to have access to the Program of Studies.	Candidates learn the impact of classroom climate on student's ability to acquire and use content knowledge in the Core Content for Assessment.	Candidates observe, analyze and evaluate various models for classroom management, student interactions, and other aspects of classroom climate. Conduct interviews with teachers, students and parents about ways to improve classroom climate. Develop a first professional growth plan.
EDTP 355 Assessment and Research	Expand candidates' understanding of the Six Goals and Academic Expectations: Candidates to relate the Goals and AE to action research and assessment practices in the B – 12 classrooms.	Candidates use the Program of Studies as the basis for teacher made assessments and the implementation of action research.	Candidates use the Core Content for Assessment to create meaningful assessments for the B – 12 classrooms.	Participation in providing feedback to students in the field on their portfolio writing Design of standards-based assessments consistent with the KERA. Analyze student work

Course	KERA Goals & Academic Expectations	Program of Studies	Core Content for Assessment 4.1	Examples of course/field work experiences
EDTP 477 Capstone Seminar	Candidates evaluate their decisions related to curriculum, instruction and assessment in the context of addressing the Six Learner Goals.	Candidates evaluate their decisions related to curriculum, instruction and assessment in the context of addressing the Program of Studies.	Candidates evaluate their decisions related to curriculum, instruction and assessment in the context of addressing the Core Content for Assessment.	Hallmark Assessment- Candidates design a sequence of standards-based lessons, a series of assessments (diagnostic, formative, summative), and evaluate impact on student learning.
EDTP 450 Student Teaching	Candidate apply all six Learner Goals as they design and implement classroom instruction and assessments.	Candidates design and implement instruction and assessments based on the relevant standards in the Program of Studies.	Candidates design and implement instruction and assessments based on relevant standards and DOK levels identified in the Core Content for Assessment.	Design and implement lesson plans Create and implement a sequence of lessons and assessments Evaluate and reflect on the impact of their instruction and assessment Develop a professional growth plan
EDTP 506 Public Schools in America	Candidates examine the purpose and scope of each of the Six Learner Goals to characterize the nature of the KERA. Candidates will analyze the Academic Expectations to evaluate the nature and impact of the Academic Expectations on school curriculum, assessment and instruction.	Candidate will consider the Kentucky Program of Studies within the context of the school reform and standards movement.	Candidates will consider the Core Content for Assessment within the context of state and national accountability systems.	Service learning projects that support the success of students in the public schools of Kentucky.
Content Courses taken outside the CEHD	Through academic support classes and prerequisite content courses, candidates develop deeper understanding and achieve a broader appreciation of the	Through academic support classes and prerequisite classes, candidates develop a deeper understanding and broader content knowledge of relevant Program of Studies:	Through academic support classes and prerequisite classes, candidates develop a deeper understanding and broader content knowledge of relevant Core Content for	Apply content knowledge and research skills to produce: Group projects Extended research papers

Course	KERA Goals & Academic Expectations	Program of Studies	Core Content for Assessment 4.1	Examples of course/field work experiences
	relevant Academic Expectations:	Big Ideas Enduring Knowledge Skills and Concepts	Assessment content bullets at various Depth of Knowledge levels.	Apply content knowledge to participate in: Discussions Field experiences or internships Debates

5. Code of Ethics: Explanation of how Code of Ethics is integrated, shared, and discussed.

The Professional Code of Ethics for Kentucky School Personnel is integrated throughout the continuous assessment plan within the College of Education and Human Development(<http://www.kyepsb.net/legal/ethics.asp>). The Professional Code of Ethics is addressed within CARDS1, CARDS2 and CARDS3 for all initial certification programs. CARDS1 is the admission transition point, and all applicants are required to read, consider and sign a copy that is placed in their file. CARDS2 is the pre-clinical transition point. The Professional Code of Ethics is presented as a case study and interactive session to teacher candidates during student teaching orientation which occurs at the end of the semester prior to clinical placement. CARDS3 is the completion/exit transition point. During the student teaching seminar (capstone), candidates are engaged in a discussion of the Professional Code of Ethics as they experience it in practice and as they prepare for the profession. Additionally, candidates create a professional growth plan (PGP) modeled after the KTIP PGP and reference ethical issues in the plan.

Furthermore, the Professional Code of Ethics for Kentucky School Personnel is addressed in other contexts. Faculty integrate and discuss the document within content methods courses. Candidates are encouraged to become members of the Kentucky Education Association – Student Program (KEA-SP). KEA-SP addresses issues related to professionalism in its materials, meetings, and conferences.

Annually, the Professional Code of Ethics is addressed in a Department of Teaching and Learning faculty meeting and part-time faculty orientation. EDTL faculty present and update others, including new faculty, on the Professional Code of Ethics. Periodically, the legal counsel of EPSB is invited to present a professional development session on the Code of Ethics for all educator preparation faculty.

C. Alignment to EPSB Themes

1. EPSB Themes Holistic Matrix

Courses	1: Diversity	2: Assessment	3: Literacy Education	4: Strategies for Closing the Achievement Gap
EDTP 436: Theories of Play		X	X	X
EDTP 437: Infant/Toddler Development and Care		X		
EDTP 438: Literacy and Social Studies Methods in IECE	X	X	X	X
EDTP 439: Mathematics and Science Methods in IECE	X	X		X
EDTP 433: Curriculum & Methods in Early Childhood Special Education	X	X	X	X
EDTP 484: Family Dynamics and Early Interventions in IECE	X			X
EDSP 485: Practicum: Developmental Intervention	X	X		X
HSS 320: Growth and Motor Development Across the Lifespan	X	X		
EDTP 450/451: Student Teaching	X	X	X	X
EDTP 201: The Teaching Profession	X	X		
EDTP 107: Human Growth and Development	X			
EDTP 301: General Methods	X	X		X
EDTP 328/329 Building Learning Communities	X			X
EDTP 345/346: Special Populations in Schools	X			X
EDTP 355: Assessment and Research	X	X		X

Courses	1: Diversity	2: Assessment	3: Literacy Education	4: Strategies for Closing the Achievement Gap
EDTP 311/312: Introduction to Reading/Language Arts	X	X	X	X
EDTP 320: Reading/ Language Arts Methods	X	X	X	X
EDTP 313/314: Mathematics Methods		X	X	X
EDTP 323/324: Science Methods	X	X	X	
EDTP 322/326 Elementary Social Studies Methods	X	X	X	X
EDTP 477 Capstone Seminar	X	X	X	X
EDTP 506 Public Schools in America	X	X		X

2. EPSB Themes Analytic Matrix

Course	Title	EPSB Theme 1: Diversity
EDTP 433	Curriculum & Methods in Early Childhood Special Education	Candidates will observe and assess a child with special needs, and based on the information gathered will then write an individualized plan for that child.
EDTP 438	Literacy and Social Studies Methods in IECE	Students will design and lessons appropriate for diverse groups of children, implementing those lessons in diverse settings.
EDTP 439	Mathematics and Science Methods in IECE	Students will design and lessons appropriate for diverse groups of children, implementing those lessons in diverse settings.
EDTP 484	Family Dynamics and Early Interventions in IECE	Assignment on family centered practices: At the end of the course, candidates write a reflection paper describing how they will use the perspective of family-centered practice in their current or future career. This assignment includes a reflection on how to counsel families from backgrounds different from one's own.
EDTP 485	Practicum: Developmental Intervention	Students will complete four logs. One log will be completed in each 3 week interval. The

Course	Title	EPSB Theme 1: Diversity
		logs must be professionally written (neat, no grammatical errors) using non-biased and objective language and submitted via the LiveText template provided by the instructor.
HSS 320	Growth and Motor Development Across the Lifespan	
EDTP 450/541	Student Teaching	The University of Louisville partners with JCPS and surrounding districts to place students for student teaching in classrooms that will provide candidates with the opportunity to work with students from diverse backgrounds (e.g., SES, race, gender, ethnicity, exceptionalities).
EDTP 201	The Teaching Profession	<ul style="list-style-type: none"> ▪ The course intentionally introduces students to the complexity of diverse, urban schools, because many new teachers find their first jobs in such classrooms ▪ Students observe and record field notes on 18 hours of lessons taught in public schools K-12 ▪ Students analyze observed lessons using the KY Program of Studies and the Core Content for Assessment in their classroom ethnographies. ▪ As a class, students read <i>The State of African-American Children</i>, a Louisville Urban League report, and use metro demographics to explain the enacted curriculum in classrooms. ▪ In small groups, students self-select, read, and present to the class a book describing an urban teacher's experience in teaching marginalized/struggling students and/or students of color. <p>Students present to the class a symbolic representation of "an effective teacher for the 21st century"</p>
EDTP 107	Human Growth and Development	Various assignments of this course require teacher candidates to reflect about their strengths, weaknesses, personality, reasons for teaching, etc. and compare those to the physical, cognitive, social/emotional/moral, and language characteristics demonstrated by

Course	Title	EPSB Theme 1: Diversity
		<p>children at various stages of development. Candidates also learn societal and institutional expectations for schooling at the various levels. As the candidates use developmental characteristics to explain the challenges they might face when teaching students of various age group, they gain better understanding of the diversity issues in the educational settings and have curricular experiences from a variety of sources that give them a breadth and depth of pedagogical knowledge relative to working with all students.</p>
EDTP 301	General Methods	<p>Teacher candidates synthesize and reflect on class readings (chapter 3) and analyze children’s literature with diverse themes to include skillful and deliberate inclusion of diverse activities in the classroom to promote appreciation of all cultures, as well as pride, self respect, and dignity for all students.</p>
EDTP 311/312	Introduction to Reading/ Language Arts	<p>Candidates are exposed to diversity through children’s literature, readings, videotapes and in-class discussions of case studies relevant to ethnic diversity. Much emphasis is placed on providing instruction that is culturally responsive, with discussions about explicit instruction and ways to integrate culturally relevant literature into reading/writing instruction. Candidates are required to watch “The Shadow of Hate, A History of Intolerance in America,” produced by Teaching Tolerance. Candidates are encouraged to send for quarterly journal (free) entitled, <i>Teaching Tolerance</i>.</p>
EDTP 320	Methods for Teaching Reading/ Language Arts, P - 5	<p>Candidates engage in weekly teaching within an urban classroom setting. Candidates are introduced to arts-integrated strategies that support all learners in developing and sharing ideas. All assignments are grounded in developing a differentiated curriculum that grows directly from observed student need.</p>
EDTP 328/329	Building Learning Communities	<p>Candidates will create a classroom management plan that supports the physical, social and cultural diversity of a variety of students, shows sensitivity to difference.</p>

Course	Title	EPSB Theme 1: Diversity
		Candidates will identify norms and beliefs of a variety of cultures and explain the implications of these for setting up and managing diverse classrooms.
EDTP 322/326	Elementary Social Studies Methods	Candidates will examine the importance of multiple perspectives in the teaching of citizenship, government, history and culture to elementary students.
EDTP 323/324	Elementary Science Methods	Students work in field placements with diverse students. PBS Video: Race: The Power of an Illusion (Heredity)
EDTP 355	Educational Assessment and Research	Candidates will interpret and communicate assessment data on diverse students to parents/ colleagues/ principal
EDTP 477	Capstone Seminar	Teacher candidates will participate in discussions of the design and implementation of instruction and assessments that meet the diverse needs of their students in the student teaching placement.
EDTP 506	Public Schools in America	Candidates examine the historical and philosophical foundations of education in a socially and culturally diverse country.
Course	Title	EPSB Theme 2: Assessment
EDTP 436	Theories of Play	Candidates will arrange to observe children at play; observe and record children's sequence of play; and analyze the sequence using the conceptual language of play theories
EDTP 437	Infant/Toddler Development and Care	Candidates prepare a written report summarizing an environmental audit of one selected infant or toddler setting
EDTP 438	Literacy and Social Studies Methods in IECE	Candidates create both a Literacy Album and Social Studies Album; each includes sample activities proven to facilitate a child's learning in all domains of learning relevant to reading and social studies (social, emotional, cognitive, moral, and cultural).
EDTP 439	Mathematics and Science Methods in IECE	Candidates will plan, teach, assess and evaluate two lessons in mathematics and two lessons in science to Birth to 3 and preschool groups
EDTP 433	Curriculum & Methods in Early Childhood Special Education	Candidates will develop a comprehensive functional assessment and educational plan for a child with special needs

Course	Title	EPSB Theme 1: Diversity
HSS 320	Growth and Motor Development Across the Lifespan	Candidates are assigned an out of class laboratory activity that includes observing and evaluating fine and gross motor skills of children and documenting the progression of skill development, and engaging in perceptual motor activities.
EDTP 450/451	Student Teaching	At conclusion of student teaching, ½ of indicators of standard must be met at the satisfactory or higher level in the program portfolio. Throughout their student teaching experience, candidates are engaged in ongoing assessment of student work and progress in their classrooms.
EDTP 201	The Teaching Profession	Candidates are introduced to Core Content for Assessment and the analysis of school data
EDTP 301	General Methods	Teacher candidate analyzes the effectiveness of their microteaching lesson and how the measurable objectives were met. Teacher candidate designs a method to assess the learning as a result of their microteaching lesson.
EDTP 311/312	Introduction to Reading/ Language Arts, P – 5	Collaborative Think Aloud: Students co-plan and co-teach a think aloud lesson, including in that lesson specific an assessment component. Afterwards, they complete individual self evaluations, reflecting on the effectiveness of the lesson, and offering ideas for improvement. Authors' Circle Project: Candidates engage in ongoing data collection using anecdotal notes and analysis of student work samples to assess children's performance. Child Study: Candidates work with a child over an extended period of time, using multiple assessment tools to determine the child's strengths and needs, using established criteria and scoring guides provided by the Kentucky Department of Education. A summary of findings is shared through a letter to the mentor teacher. In-class experiences, observing videotapes and

Course	Title	EPSB Theme 1: Diversity
		examining children's work samples in light of professional readings, prepares candidates to do this work
EDTP 320	Methods for Teaching Reading/ Language Arts, P – 5	<p>Collaborative Shared Reading Lesson: Students co-plan and co-teach a lesson, which includes a specific assessment component. Afterwards, they complete individual self evaluations, reflecting on the effectiveness of the lesson, and offering ideas for improvement.</p> <p>Literacy Assessment Project: This entire assignment is designed to engage candidates in assessing children's strengths and needs, and to plan instruction to meet specific needs.</p> <p>There are also ongoing opportunities in class to observe videos of children reading and writing, learn how to conduct running records, and to practice assessing, identifying strengths and needs, and planning appropriate instruction.</p>
EDTP 313/314	Elementary Math Methods	<p>Teacher candidate analyzes the effectiveness of their elementary mathematics instruction in addressing their lesson plan's measurable objectives.</p> <p>Teacher candidate analyze elementary student's understanding of a mathematical concepts in their diagnostic assessment, Try Out and Clinical logs.</p> <p>Teacher candidate designs methods to assess elementary student mathematical learning for their lesson plan and Try out activity.</p>
EDTP 322/326	Elementary Social Studies Methods	<p>Teacher candidates will develop multiple forms of assessments, scoring guides and rubrics in the area of social studies.</p> <p>Teacher candidates will interview students to assess their knowledge and understanding of cultural universals.</p>
EDTP 323/324	Elementary Science Methods	<p>Assessment driven lesson plans and reflections</p> <p>Checklist and notebook assessments</p>
EDTP	Educational Assessment and Research	Candidates will demonstrate knowledge and

Course	Title	EPSB Theme 1: Diversity
355		<p>understanding of various documents (KY Marker Papers, Core Content for Assessment, KELP) and their relationship to CATS</p> <p>Candidates will use assessment data to design instruction</p> <p>Candidates will develop valid assessment items linked to lesson plans and measurable objectives</p>
EDTP 477	Capstone Seminar	Evidence from Hallmark Assessment in student teaching will be discussed and evidence of learning will be shared and analyzed.
EDTP 484	Family Dynamics and Early Interventions in IECE	Assignment on family centered practices: At the end of the course, candidates write a reflection paper describing how they will use the perspective of family-centered practice in their current or future career. This assignment includes a reflection on how to counsel families from backgrounds different from one's own.
EDTP 506	Public Schools in America	Candidates will analyze issues of accountability mechanism and their impact on schools, classrooms and students.

Course	Title	EPSB Theme 3: Literacy Education
EDTP 436	Theories of Play	<p>Candidates learn to embed literacy artifacts (writing tools, children's literature, non-fiction literature, props such as mailboxes, phone message pads, book-making materials) in learning centers</p> <p>Candidates learn to record and analyze spontaneous oral language and to value it as a part of the language learning process</p> <p>Candidates apply the KY Early Childhood Standards in Early Literacy to their own and others' learning centers.</p>
EDTP 438	Literacy and Social Studies Methods in IECE	Candidates create a Literacy Album which includes at least 10 sample activities proven to facilitate a child's learning in all domains of learning relevant to reading (social, emotional, cognitive, moral, and cultural).

Course	Title	EPSB Theme 1: Diversity
EDTP 433	Curriculum & Methods in Early Childhood Special Education	Candidates develop a comprehensive functional assessment and educational plan for a child with special needs. Candidates complete a Communication Development Plan for the child described in the Hallmark Assessment
EDTP 450/451	Student Teaching	Teacher candidates will implement literacy plan and strategies in field placement regarding reading, writing, thinking and speaking.
EDTP 311/312	Introduction to Reading/ Language Arts, P – 5	All course experiences, assignments and field work requirements are dedicated to recognizing and appropriately responding to the reading (and writing) needs of each and every child.
EDTP 320	Methods for Teaching Reading / Language Arts, P – 5	All course experiences, assignments and field work requirements are dedicated to recognizing and appropriately responding to the reading (and writing) needs of each and every child.
EDTP 313/314	Elementary Math Methods	Teacher candidates use key mathematical language in their lesson plans and teaching. The lessons must introduce mathematical concepts in a context that fosters elementary children’s ability to construct models, pictures and verbalize before moving to symbols.
EDTP 322/326	Elementary Social Studies Methods	Teacher candidates will examine content and trade books for links between literature and social studies content. Teacher candidates will use literacy strategies to teach social studies content.
EDTP 323/324	Elementary Science Methods	Learning Cycle model of Instruction – Science and Literacy Integration: Reading and Writing in Science Reflective writing
EDTP 477	Capstone Seminar	Teacher candidates will analyze and evaluate their effectiveness as teacher of literacy in their field placements.
Course	Title	EPSB Theme 4: Achievement Gap
EDTP 355	Educational Assessment and Research	Candidates will interpret and communicate assessment data on diverse students to

Course	Title	EPSB Theme 1: Diversity
		parents/ colleagues/ principal
EDTP 438	Literacy and Social Studies Methods in IECE	Candidates create a Literacy Album which includes at least 10 sample activities proven to facilitate a child's learning in all domains of learning relevant to reading (social, emotional, cognitive, moral, and cultural).
EDTP 433	Curriculum & Methods in Early Childhood Special Education	Candidates develop a comprehensive functional assessment and educational plan for a child with special needs. Candidates complete a Communication Development Plan for the child described in the Hallmark Assessment
EDTP 436	Theories of Play	Candidates learn to embed literacy artifacts (writing tools, children's literature, non-fiction literature, props such as mailboxes, phone message pads, book-making materials) in learning centers Candidates learn to record and analyze spontaneous oral language and to value it as a part of the language learning process Candidates apply the KY Early Childhood Standards in Early Literacy to their own and others' learning centers.
EDTP 439	Mathematics and Science Methods in IECE	Candidates will develop, teach, refine lessons that are appropriate for diverse groups of children and will be implemented in diverse settings.
EDTP 484	Family Dynamics and Early Interventions in IECE	Family interview: Candidates interview a parent or family about its experiences in accessing and using services provided by early intervention or the school system. Knowing how families have been well-served or ill-served by these systems can help candidates close the gaps for children in the future. Assignment on accessing community services: Candidates research and reveal to parents/caregivers the services available in the local community for assisting them to nurture

Course	Title	EPSB Theme 1: Diversity
		and educate their infant/toddler with a disability.
EDTP 450/451	Student Teaching	Teacher candidates will be expected to include in Hallmark Assessments instruction and assessment strategies that address the diverse needs of students in the classroom.
EDTP 301	General Methods	Teacher candidate must select and teach activities and lessons that are developmentally appropriate for their field placement classroom. They must describe the classroom community and articulate modifications needed to meet the needs of the students. This is documented in the LIVETEXT lesson plan.
EDTP 311/312	Introduction to Reading/ Language Arts, P – 5	<p>Through assignments, candidates are guided to recognize and celebrate children’s strengths, and to find ways to support children in culturally sensitive ways.</p> <p>In planning lessons, candidates select children’s literature that represents a cross-section of diverse groups.</p> <p>Candidates will analyze individual student’s strengths and weaknesses and learn to plan accordingly.</p> <p>Candidates will use Kentucky Holistic Portfolio Scoring Guide and Kentucky Marker Papers to describe and evaluate individual children’s writing and plan instruction appropriate to that student’s needs.</p>
EDTP 320	Methods for Teaching Reading / Language Arts, P -5	<p>Through assignments, candidates are guided to recognize and celebrate children’s strengths, and to find ways to support children in culturally sensitive ways.</p> <p>In planning lessons, candidates select children’s literature that represents a cross-section of diverse groups.</p> <p>Candidates will implement pre-, during and post- reading strategies to support diverse learners.</p> <p>Candidates will observe, assess and guide reading behavior of emergent, early or struggling readers.</p> <p>Candidates will practice strategies that</p>

Course	Title	EPSB Theme 1: Diversity
		promote and strengthen reading and writing in the intermediate grades.
EDTP 313/314	Elementary Math Methods	Teacher candidate must select and teach activities and lessons that are developmentally appropriate for their field placement classroom. They must describe the classroom community and articulate modifications needed to meet the needs of the students. This is documented in the LIVETEXT lesson plan.
EDTP 322/326	Elementary Social Studies Methods	Teacher candidates will incorporate strategies for differentiating instruction into standards-based units of study.
EDTP 328/329	Building Learning Communities	Teacher candidates will examine how the creation of supportive learning communities for students and parents can improve the learning opportunities for students.
EDTP 477	Capstone Seminar	Teacher candidates will engage in professional reading and discussion of strategies that address the achievement gap between majority and minority student groups.
EDTP 506	Public Schools in America	Candidates will analyze issues of ethics, equity, and social justice as they apply to public education; examine reasons “achievement gaps” exist.

D. Program Faculty Matrix

Name of Faculty Member	Victoria Molfese
Highest Degree	Ph.D.
Field/s of Specialization	Early Childhood
University	The Pennsylvania State University
Assignment	Research, Teaching and Service
Faculty Rank	Ashland/Nystrand Chair and Professor
Scholarship, Leadership in Professional Associations, and service: List up to 3 major contributions in the last 3 years	Member of Editorial Boards (<i>Child Health and Education: An Interdisciplinary Journal, Developmental Neuropsychology, Journal of Experimental Child Psychology</i>) Principal or Co-Principal investigator on 9 Active Research grants (NASA, US Department of Education, NIH, Health and Human Services) 9 published peer reviewed articles and 5 book chapters.
Tenure/Non-Tenure track	Tenure
Relationship (full-time, part-time) to the unit	Full-Time
Relationship (full-time, part-time) to the program	Full-Time

Name of Faculty Member	Betty Doyle
Highest Degree	M.Ed.
Field/s of Specialization	Early childhood/elementary education
University	University of Louisville
Assignment	Three courses a semester; liaison at McFerran Elementary
Faculty Rank	Instructor
Scholarship, Leadership in Professional Associations, and service: List up to 3 major contributions in the last 3 years	Service: College committees (elementary and early childhood) Signature Partnership work in West Louisville (student placement in those area JCPS schools and the Catholic Enrichment Center NCATE work (Standard 2)
Tenure/Non-Tenure track	Non-Tenure Track
Relationship (full-time, part-time) to the unit	Full-time
Relationship (full-time, part-time) to the program	Full-time

Name of Faculty Member	Barbara Bailey
Highest Degree	EDD
Field/s of Specialization	Early Childhood
University	Spalding
Assignment	
Faculty Rank	
Service	
Tenure/non-tenure track	Non-tenure track
Relationship (full-time, part-time) to the unit	Part-time
Relationship (full-time, part-time) to the program	Part-time

Name of Faculty Member	Jon Lee
Highest Degree	MA
Field/s of Specialization	Early Childhood Special Education
University	University of Northern Colorado
Assignment	EDTL
Faculty Rank	Instructor / Lecturer
Service	Metro United Way, Volunteers of America
Tenure/non-tenure track	Non
Relationship (full-time, part-time) to the unit	Full Time
Relationship (full-time, part-time) to the program	Full Time

Name of Faculty Member	Sophia Han
Highest Degree	Ph.D.
Field/s of Specialization	Curriculum and Instruction (Specialization: Early Childhood Education)
University	University of Florida
Assignment	EDTL
Faculty Rank	Assistant Professor
Service	
Tenure/non-tenure track	Tenure
Relationship (full-time, part-time) to the unit	Full Time
Relationship (full-time, part-time) to the program	Full Time

Name of Faculty Member	Jennifer M. Bay-Williams
Highest Degree	Ph.D.
Field/s of Specialization	Curriculum & Instruction; Mathematics Education
University	University of Missouri – Columbia
Assignment	Research, Teaching, and Service
Faculty Rank	Associate Professor
Service	<p>Bay-Williams, J. M. & Martinie, S. L. (2004). <i>Mathematics and Literature: Grades 6 - 8</i>. Sausalito, CA: Math Solutions Publications.</p> <p>Bay-Williams, J. M. (2005). Poetry in Motion: Using Shel Silverstein’s works to engage students mathematically. <i>Mathematics Teaching in the Middle School</i>, 10(8), 386-393.</p> <p>President-Elect, Association of Mathematics Teacher Educators (AMTE), 2006-2007 [Presidential Term 2007 – 2009].</p>
Tenure/Non-Tenure track	Associate Professor, Tenure Track, Full time
Relationship (full-time, part-time) to the unit	Associate Professor, Tenure Track, Full time
Relationship (full-time, part-time) to the program	Associate Professor, Tenure Track, Full time

Name of Faculty Member	E. Todd Brown
Highest Degree	PhD
Field/s of Specialization	Mathematics Education
University	University of Louisville
Assignment	Teaching, Research, Service
Faculty Rank	Assistant Professor
Scholarship, Leadership in Professional Associations, and service: List up to 3 major contributions in the last 3 years	<p>E. Todd Brown, McGatha, M., Karp, K. (2006) Assessing Teacher Knowledge: Diagnostic Assessments for Elementary and Middle School Teachers, <u>New England Journal of Mathematics</u>, 37-50, May.</p> <p>Brown, E.(2005) The influence of teachers' efficacy and beliefs on mathematics instruction in the early childhood classroom, <u>Journal of Early Childhood Teacher Education</u>, 26, 239-257.</p> <p>What Mathematics Do Middle School Teachers Know? Presentation with (W. Bush, R. Ronau, C. Thompson, M.McGatha, K. Karp) Association of Mathematics Teacher Educators, January, 2006, Tampa, Florida</p> <p>What Mathematics Do Elementary School Teachers Need to Know? Presentation with (W. Bush, R. Ronau, C. Thompson, M.McGatha, K. Karp) Association of Mathematics Teacher Educators, January, 2006, Tampa, Florida</p>
Tenure/Non-Tenure track	Assistant Professor, Tenure Track, Full-time
Relationship (full-time, part-time) to the unit	Assistant Professor, Tenure Track, Full-time
Relationship (full-time, part-time) to the program	Assistant Professor, Tenure Track, Full-time

Name of Faculty Member	Sherri L. Brown
Highest Degree	Ph.D.
Field/s of Specialization	Curriculum and Instruction, Science Education
University	University of Louisville
Assignment	Teaching 50%, Research 30%, Service 20%
Faculty Rank	Assistant Professor
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	<p>Science education Gender, social, and racial equity in the classroom Science teacher content knowledge and assessment</p> <p>Brown, S.L., & Melear, C.T. (in press). Preservice teachers' research experiences in scientists' laboratories. <i>Journal of Science Teacher Education</i> (2007, October).</p> <p>Brown, S.L., & Melear, C.T. (in press). Investigation of secondary science teachers' beliefs and practices after authentic inquiry-based experiences. <i>Journal of Research in Science Teaching</i> (2006, November).</p> <p>Brown, S.L. (2006, April/May). What's bugging you? <i>Science and Children</i>.</p>
Relationship (tenure/nontenure track) to the institution	tenure track, full-time
Relationship (full-time, part-time) to the unit	full-time
Relationship (full-time, part-time) to the program	part-time to multiple programs (MAT, M.Ed., B.S., Rank I, doctoral)

Name of Faculty Member	Jean Anne Clyde
Highest Degree	Ed.D. Language Education
Field/s of Specialization	Literacy Education
University	Indiana University
Assignment	Professor of Literacy Education
Faculty Rank	Distinguished Teaching Professor
Scholarship, Leadership in Professional Associations, and service: List up to 3 major contributions in the last 3 years	<p>Clyde, J.A., Barber, S.Z., Hogue, S.L. & Wasz, L.L. (2006). <i>Breakthrough to meaning: Helping your kids become better readers, writers and thinkers</i>. Portsmouth, NH: Heinemann.</p> <p>Clyde, J.A., Miller, C., Liebert, K., Parker, S., Runyon, S., and Sauer, S. (2006). "Applying the Principles of Reggio Emilia in an Era of High Stakes Testing." <i>Language Arts</i>, 83 (3), 227-237. Urbana, IL: National Council of Teachers of English.</p> <p>Clyde, J.A. (2003). Stepping inside the story world: The Subtext Strategy--a tool for connecting and comprehending." <i>The Reading Teacher</i>, 37 (2), 150-160. Newark, DE: International Reading Association.</p>
Tenure/Non-Tenure track	Tenure track
Relationship (full-time, part-time) to the unit	Full-time
Relationship (full-time, part-time) to the program	Full-time

Name of Faculty Member	Diane W. Kyle
Highest Degree	Ed.D.
Field/s of Specialization	Curriculum
University	University of Virginia
Assignment	Professor, Elementary Programs
Faculty Rank	Professor
Scholarship, Leadership in Professional Associations, and service: List up to 3 major contributions in the last 3 years	<p>Co-PI with Ellen McIntyre. <i>Sheltered instruction project: Raising student achievement for Kentucky's English language learners</i>. Funded by the U.S. Department of Education for approximately \$415,000 for three years.</p> <p>Kyle, D., McIntyre, E., Miller, K., & Moore, G. (2006, published in 2005). <i>Bridging schools and homes through family nights</i>. Thousand Oaks, CA: Corwin Press, Inc.</p> <p>Chair (2004-2006) Division K (Teaching and Teacher Education) Awards Committee, American Educational Research Association</p>
Tenure/Non-Tenure track	Professor, Tenure Track, Full-time
Relationship (full-time, part-time) to the unit	Professor, Tenure Track, Full-time
Relationship (full-time, part-time) to the program	Professor, Tenure Track, Full-time

Name of Faculty Member	Maggie McGatha
Highest Degree	Ed.D.
Field/s of Specialization	Mathematics Education
University	Vanderbilt University
Assignment	Assistant Professor, Middle, & Secondary Programs
Faculty Rank	Assistant Professor
Scholarship, Leadership in Professional Associations, and service: List up to 3 major contributions in the last 3 years	<p>McGatha, M. & Sheffield, L. (in press, September 2006). Mighty mathematicians: Using problem posing and problem solving to develop mathematical power. <i>Teaching Children Mathematics</i>.</p> <p>Brown, E. T., McGatha, M., & Karp, K. (May, 2006) Assessing teacher knowledge: Diagnostic assessments for elementary and middle school teachers. <i>New England Mathematics Journal</i>, 28(2), 37-50.</p> <p>President-Elect, (2005-2007); President, (2007-2009); Kentucky Council of Teachers of Mathematics</p>
Tenure/Non-Tenure track	Tenure Track, Full-time
Relationship (full-time, part-time) to the unit	Tenure Track, Full-time
Relationship (full-time, part-time) to the program	Tenure Track, Full-time

Name of Faculty Member	Charles Thompson
Highest Degree	PhD
Field/s of Specialization	Mathematics Education
University	Ohio State University
Assignment	Elementary Education, Teaching and Learning, CEHD
Faculty Rank	Professor
Scholarship, Leadership in Professional Associations, and service: List up to 3 major contributions in the last 3 years	<ul style="list-style-type: none"> • Scholarship: I co-authored two books, <i>Mathematics Assessment: A Practical Handbook for Grades K-2</i>, and <i>Showcasing Mathematics for the Young Child</i>, published by the National Council of Teachers of Mathematics (NCTM), 2003 and 2004. I also presented sessions at national conferences each of the past 3 years for NCTM and AMTE. With my colleague, Maggie McGatha, I wrote and submitted a manuscript for possible publication in the <i>Journal of Mathematics Teacher Education</i>. • Leadership in Professional Organizations: I have been a member of NCTM, AMTE, KCTM and GLCTM and regularly attended their conferences and made presentations to mathematics educators. • Service: I refereed manuscripts for the <i>Journal for Research in Mathematics Education</i> and the <i>International Journal for Research in Mathematics Education</i>. At UofL I served on 4 campus-wide committees, 13 CEHD committees and 7 T&L committees. I also served as Chair of the Elementary Program Committee.
Tenure/Non-Tenure track	Tenure Track
Relationship (full-time, part-time) to the unit	Full Time
Relationship (full-time, part-time) to the program	Full Time

Name of Faculty Member	Marcia Lile
Highest Degree	MA
Field/s of Specialization	Elementary/ Social Studies
University	Northern Michigan University
Assignment	Teaching and Service
Faculty Rank	Instructor
Service	Kentucky Council for the Social Studies Board / NCSS Co-author of <i>Guide to Reflective Practice</i> for Kentucky Department of Education Department and College Committees Kentucky Middle School Association/ National Middle School Association
Tenure/Non-Tenure track	Full-time
Relationship (full-time, part-time) to the unit	Full-time
Relationship (full-time, part-time) to the program	Part-time

Name of Faculty Member	Ann Logsdon
Highest Degree	MEd in Elementary Education and Administration
Field/s of Specialization	Early childhood/literacy
University	Ohio University
Assignment	Early Childhood and Elementary Education Program
Faculty Rank	Instructor
Scholarship, Leadership in Professional Associations, and service: List up to 3 major contributions in the last 3 years	Computers in the Early Childhood Classroom : What Parents Need to Know Literacy lead and writing cluster leader, JCPS Matrix of Curriculum Theories, Ohio University Chair, T & L Planning and Budget Committee
Tenure/Non-Tenure track	Non-Tenure Track
Relationship (full-time, part-time) to the unit	Full-Time
Relationship (full-time, part-time) to the program	Full-Time
	Teacher – JCPS Bloom Elementary School, Literacy Coach JCPS, Literacy and Writing Cluster Leaders, KTIP mentor, Supervisor of Student Teachers, Workshop presenter

Name of Faculty Member	Teddie Phillipson-Mower
Highest Degree	MAT; ABD
Field/s of Specialization	Biology; Science and Environmental Education
University	Indiana University- Bloomington
Assignment	Environmental Education
Faculty Rank	Instructor
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	<p>National Association of Biology Teachers – Co-Chair of the Faculty Development Committee (2004-05; 2005-06); Secretary/Treasurer for the Four Year Section (2006-07).</p> <p>Graves, I. & Phillipson-Mower, T. (2007) Using Critical Literacy in the Science Classroom. In Valerie Akerson (Ed.) <i>Interdisciplinary Language Arts and Science Instruction in Elementary Classrooms: Applying Research to Practice</i>. Erlbaum: Mahwah</p> <p>Hanuscin, D., Phillipson-Mower, T., & Akerson, V.L. (2006). Integrating nature of science instruction into a physical science content course for teachers: NOS views of teaching assistants. <i>Science Education</i> 90(5), 912-935.</p> <p>Selected National Service:</p> <p>(1) Manuscript reviewer for Journal of Research in Science Teaching, The Physics Teacher.</p> <p>(2) Member Outstanding Dissertation Award committee for National Association for Research in Science Teaching (NARST)</p> <p>(3) Reviewer of conference proposals for American Education Research Association, NARST, Association for Science Teacher Education</p>
Teaching or other professional experience in P-12 schools	8 – 12 teaching experience in Minnesota, Michigan, and Indiana; Lassiter Middle School Environmental Education Project; Coordinator for Saturday Science Program; Science Clubs; Science Fair judge; Louisville Youth Summit; Community Based Partnership with 5 county Middle and High Schools in Eastern Kentucky; Green and Healthy Schools Program in JCPS; and consultant for Xpedition (St. Xavier expedition to Mt. Kilimanjaro).
Relationship (full-time, part-time) to the unit	Full-time
Relationship (full-time, part-time) to the program	Part-time to multiple programs (BS, MAT, M.Ed., Rank I)

E. Curriculum Contract

University of Louisville
 College of Education and Human Development
 Bachelor of Science in Interdisciplinary Early Childhood Education,
 Birth to Primary (Dual Certification with P-5)

Name _____
 Address _____
 _____ Zip _____
 Phone # _____ Other Phone # _____
 Student ID# _____
 Email address _____
 Advisor _____

Education Advising Center
 College of Education and
 Human Development
 University of Louisville
 Louisville, KY 40292
 (502) 852-5597

General Education Requirements: A minimum total of 34 semester hours. See separate sheet for listing of specific requirements plus Academic Orientation (1 hour). (WMGS 201, Women in American Culture, is recommended to meet the H/CD2 requirement.

Admission Requirement: Minimum of 45 credit hours, "C" or better in English 102 and a Speech Communication course, suggested minimum 2.75 overall GPA, minimum composite score of 21 on the ACT, successful completion of EDTP 201, EDTP 107 or 305, MATH 151, and 152 with a combined GPA of 3.0 or higher, three letters of recommendation.

COURSE PREFIX	COURSE NUMBER	COURSE TITLE	CREDIT HOURS	TENTATIVE SEMESTER OFFERED	HOURS EARNED	GRADE EARNED
Pre-Professional Courses (37 hours)						
EDTP	201	The Teaching Profession (also counts for Gen Ed SB) ¹	3			
EDTP	107	Human Growth and Development ¹	3			
ENGL	102	Written Communication (also counts for Gen Ed WC)	3			
COM	115	Interpersonal Communication (also counts for Gen Ed OC)	3			
GEOS	200	The Global Environment (also counts for Gen Ed S)	3			
BIOL	102 104	Intro to Biological Systems and lab (also counts for Gen Ed S, SL)	4			
PAS	227	Survey of American Diversity (also counts for Gen Ed SB/CD1) OR	3			
SOC	210	Race in the U.S. (also counts for Gen Ed SB/CD1)				
MATH	151	Math for Elementary Education I ¹	3			
MATH	152	Math for Elementary Education II (also counts for Gen Ed M) ¹	3			
HSS	274	Physical Education & Health for Elementary Teachers ¹	3			
ART	407	Art for Elementary Education ¹	3			
MUSE	525	Music for Elementary Education ¹	3			
Initial Assessment: Admission to Teacher Education: A minimum of 45 semester hours completed ; 2.75 overall recommended GPA ; 3.0 or higher overall GPA in EDTP 201 & 107 and MATH 151& 152; 21 or higher ACT Composite Score recommended; C or better in English 102 and COM 115 (or equivalent); Other requirements as outlined in Application Packet.						
Core Professional Courses (51 hours) NOTE: You must be admitted to Teacher Education before enrolling in Core Professional Courses						
EDTP	301	General Methods ¹	3			
EDTP	311	Introduction to Language Arts ¹	3			
EDTP	312	Elementary Language Arts Methods Field Experience ¹	1			
EDTP	313	Mathematics Methods ¹	3			
EDTP	314	Elementary Mathematics Methods Field Experience ¹	1			
EDTP	320	Language Arts Methods ¹	3			
EDTP	322	Social Studies Methods ¹	3			
EDTP	323	Elementary Social Studies Methods Field Experience ¹	1			
EDTP	324	Science Methods ¹	3			
EDTP	326	Elementary Science Methods Field Experience ¹	1			
EDTP	328	Building Learning Communities ¹	3			

(Continue to next page)

University of Louisville
 College of Education and Human Development
 Bachelor of Science in Interdisciplinary Early Childhood Education,
 Birth to Primary (Dual Certification with P-5)
 (Continued)

Name _____
 Student ID # _____
 Degree Program _____

Education Advising Center
 College of Education and
 Human Development
 University of Louisville
 Louisville, KY. 40292
 (502) 852-5597

COURSE PREFIX	COURSE NUMBER	COURSE TITLE	CREDIT HOURS	TENTATIVE SEMESTER OFFERED	HOURS EARNED	GRADE EARNED
Core Professional Courses (51 hours) Cont. NOTE: You must be admitted to Teacher Education before enrolling in Core Professional Courses						
EDTP	330	Building Learning Communities Field Experience ¹	1			
EDTP	345	Special Populations in Schools ¹	3			
EDTP	346	Special Populations in Schools Field Experience ¹	1			
EDTP	355	Assessment and Research ¹	3			
EDTP	506	Public Schools in America ¹	3			
Additional Courses required for Certification in Interdisciplinary Early Childhood Education (B-5)						
EDSP	484	Early Family Intervention ¹	3			
EDSP	485	Practicum: Developmental Intervention ¹	3			
EDTP	433	Curriculum and Methods in ECSE ¹	3			
EDTP	436	Theories of Play ¹	3			
EDTP	437	Infant/Toddler Development ¹	3			
EDTP	438	Literacy and Social Studies Methods in IECE ¹	3			
EDTP	439	Practicum: Developmental Intervention ¹	3			
HSS	320	Growth and Motor Development ¹	3			
Mid-Point Assessment: Prior to Elementary Student Teaching: Satisfactory Dispositions Assessment; Completion of EDTP 301, 328, 345, & 355, each with no lower than a C; "Pass" in all clinical field work (EDTP312, 314, 323, 236, 330, 346); EDTP 311, 313, 320, 322, & 324, with no more than one grade below B-; Satisfactory mid-point portfolio; Positive recommendation from the Elementary Program Committee.						
EDTP	450	Student Teaching - Elementary ¹	6			
EDTP	451	Student Teaching in Early Childhood Education ¹	6			
EDTP	477	Capstone Seminar ¹	3			
Minimum total hours			125			

¹ Program coursework.

Degree Assessment: C or better in EDTP 450 and 451; 2.75 overall GPA; All program course work¹ with 3.0 cumulative GPA; Satisfactory portfolio.

Certification Assessment: Satisfactory dispositions assessment; Satisfactory certification portfolio addressing both P-5 and IECE; passing scores on required PRAXIS exams (Elementary Education: content Knowledge; Principles of Learning and Teaching: Grades K-6); passing scores on the Kentucky Early Childhood Specialty Exam.

Praxis Disclaimer:

"Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board (EPSB) website at www.kyepsb.net for current requirements or contact Ms. Rice at 502-564-4606 or toll free 888-598-7667."

Program Sheet Addendum Y N

THIS PROGRAM SHEET MUST BE SIGNED BY THE ADVISOR AND THE STUDENT AND SUBMITTED TO THE EDUCATION ADVISING CENTER BEFORE THE STUDENT CAN BE ADMITTED TO THIS PROGRAM.

Student _____ Date _____ Student _____ Advisor _____ Date _____
 Copy to: EAC Student Advisor Dept.

IV. Appendix A

A. Professional Course Syllabi

EDTL 301-01/02 GENERAL METHODS
Fall, 2007

Instructor: Ann Logsdon
 Office: 265 College of Education & Human Development
 Phone: 852-2629; Office hours: TBA & by appointment
 E-mail: ann.logsdon@louisville.edu

Dr. E. Todd Brown, Office 246, 852-8978, etbrow01@louisville.edu

Course Description

Prepares pre-service teachers to: identify appropriate learning goals for students; design learning experiences that include a variety of developmentally appropriate instructional strategies; manage a range of students, materials, and classroom activities; and honor students' diversity with respect to learning style, motivation, race/ethnicity, gender, and language proficiency. Prerequisite: Admission to an MAT or undergraduate certification program.

Course Purpose

This course encourages teachers to challenge and support all students. This course will familiarize students with a variety of curricular and instructional strategies to meet the needs of a diverse group of students. It will also familiarize students with content enhancement strategies, models of teaching, Multiple Intelligences, learning styles, approaches to classroom management, lesson planning, and assessment and serve as a foundation for the content-specific methods courses.

Resources

Required Textbook: Orlich, D.C., Harder, R., Callahan, R., Trevisan, M. & Brown, A. (2007). *Teaching Strategies: A Guide to Effective Instruction (8th Ed.)* Boston. Houghton Mifflin. ISBN 0-618-66071-2

LIVETEXT account needed for course assignments

Relevant Kentucky New Teacher & ACEI Standards

The course will enable participants to address the KERA goals of appropriate curriculum, the program standard and the following New Teacher Standards

NTS Standard I ACEI 1, 2, 3, 4	Designs and Plans Instruction Curriculum, Instruction, Assessment	Class readings, 2 lesson plan assignments
Standard II ACEI 2.a, 2.i	Creates/Maintains a Learning Climate Curriculum	Class readings and Microteaching assignment
Standard III ACEI 3	Implements/Manages Instruction Instruction	Class readings and Microteaching assignment
Standard IV	Assesses and Communicates Learning	Class readings, Field work and

ACEI 4	Results Assessment	Microteaching lesson plan assessment
Standard V ACEI 5.a, 5.b	Reflects/Evaluates Teaching/Learning Professionalism	Class readings, Field work, Microteaching lesson plan reflection, weekly Metacog journal entry
Standard VI ACEI 5.c, 5.d	Collaborates with Colleagues/Parents/Others Professionalism	Class participation and field work
Standard VII ACEI 5	Engages in Professional Development Professionalism	Professional Growth Plan and Field work
Standard VIII	Demonstrates Knowledge of Content	2 lesson plan assignments
Standard IX	Demonstrates Implementation of Technology	Word processing assignments and implementing LiveText
U of L Standard XI	Understands the Complex Lives of Students and Adults in Schools and Society	Class readings and Field work

Course Objectives (Indicators assessed)

At the conclusion of this course, the student will be able to:

- Design, plan, organize, and teach learning activities that will address appropriate written learner outcomes, KERA academic expectations, Core Content for Assessment and Early Childhood standards in a positive and productive learning environment. NTS 1.1, 1.2, 1.4, 1.5, 1.10, 3.1, 3.7, 3.13
- Write learner outcomes that are observable, measurable, standards based, and design assessments that match. NTS 1.1, 1.5
- Identify and create learner outcomes, essential questions, and understandings with a focus on student thinking as the construction of ideas. NTS 1.2, 1.4, 8.1, 8.2, 8.5
- Create instructional activities that will improve learning opportunities for diverse students of race, gender, ethnicity, religious, socio-economic status or disability/ability. NTS 1.6, 1.7, 8.3, U of L 11.2, 11.3
- Develop collaborative relationships with colleagues. NTS 6.4, 6.5
- Read various sources on educational practice and reflect through discussion and writing. NTS 7.4, 8.5, 9.12
- Improve his/her ability to reflect and evaluate teaching and learning. NTS 5.1, 5.2
- Assess his/her dispositions to teach and plan for growth. NTS 5.2, 7.1, 7.2
- Introduce the use of technology into his/her instructional plans. NTS 9.2, 9.3,

Conceptual Framework Summary

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.

<i>Conceptual Framework Constructs</i>	Inquiry	Action	Advocacy
<i>Constructs as Learned and Applied</i>	Research	Practice	Service
<i>Constructs Reflected in Candidates</i>	Critical Thinkers	Problem Solvers	Professional Leaders
<i>Unit Dispositions Reflected in Candidates</i>	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

Relationship to Conceptual Framework

In this course, candidates will develop critical thinking skills regarding research based learning theories and teaching strategies as they develop learner-centered lessons and readings. They will exhibit critical thinking and inquiry dispositions through their classroom presentations and reflective writing. Through personal reflection and evaluation of their teaching and learning candidates will become problem solvers and improve their teaching and learning. Candidates will develop collaborative relationships through group work and class discussions of current classroom issues experienced in their field work.

Content

- Learner-centered planning,
- Constructing measurable learning objectives
- Designing instruction for varied learning styles
- Assessing student learning

Course Requirements

1. Attendance and punctuality at each class are absolutely necessary for your success in this course.
2. Class work: Students will be asked to complete weekly reflections, exit slips, construct materials, work collaboratively in class to produce a group project, or other activities. Points will be awarded for each completed activity or assignment.
3. Three professional readings, in which you record questions, reactions, reflections, and connections (to class discussions, personal experiences, other texts, and websites and to become a critical reader about issues that relate to education. with respect to your readings and classroom experiences.

4. Group presentation on an instructional approach and or theory.
5. Two lesson plans: one three phased lesson plan that you will design on a topic/skill in your certification area and a second lesson plan that will done in connection with your microteaching.
6. Microteaching a lesson using an “instructional strategy that works”. A complete lesson plan, including the reflection and analysis of participant work. **HALLMARK ASSESSMENT**
7. Final will be a take home exam relative to your developing teaching philosophy

Criteria for determination of Grade

COURSE REQUIREMENTS	CRITERIA FOR EVALUATION	PERCENT OF GRADE
1. Class participation including the weekly metacog writing activity	Attendance and participation	10%
2. Class work	Completion & Participation	10%
2. Professional Reaction (3)	Rubric on Livetext	15%
3. Three phased lesson plan	Rubric on Livetext	15%
4 Lesson plan for microteaching *Hallmark Assessment	Rubric on Livetext	10%
4. Instructional Strategies Expert Group Presentation	Rubric on Livetext	10%
4. Microteaching lesson utilizing and instructional strategy	Rubric on Livetext	15%
5. Final	Rubric to be handed out in class	15%
Total		100%

All assignments will be evaluated according to rubrics developed for each and are weighted equally in determining the course grade. Course grades may be indicated with + or -.

A+ 98-100% B+ 88-89% C+ 78-79% D+ 68-69% F below 60%
 A 92-97% B 82-87% C 72-77% D 62-67%
 A- 90-91% B- 80-81% C- 70-71% D- 60-61%

Class Participation

Your active participation in this class is crucial to its and your success.

Participation is **not** merely sitting in class. Participation involves a combination of attendance, appropriate discussion, evidence of readings in discussion, completion of assignments on time, active listening, working in collaboration with colleagues, active engagement with materials,

assessments of peer's work, contribution of materials to the class, and leadership behaviors.

Dispositional rating sheet items 1,4,5,6,8,9,10,11,13 and 14 relate to class participation.

Out of respect for all of our busy schedules, we will begin class promptly at 9:00. Please arrive on campus with enough time to take into account possible difficulty in parking or poor weather conditions. Frequent late arrivals will be considered absences (frequent is more than one). You must be present to establish a professional disposition.

I would also like for you to send me an **e-mail message prior to our second class** meeting telling me two things about yourself that I don't now know. In addition, I encourage you to communicate with me via email throughout the course. Minimally, I ask that you communicate about **professional matters with me twice** during the semester. The goal is that you become competent with using electronic mail for professional purposes, so I encourage you to raise any questions or issues about the course or other aspects of teaching and education that you may have.

Professional Reading Log (Two-topic of choice, one assigned)

The purpose of the Reading Log assignments are for you to record your questions, reactions, reflections, and connections to class discussions, personal teaching/learning experiences, other texts, websites and to become a critical reader about issues that relate to education. I would like you to write a one-page reaction paper and send through LIVETEXT. You may address any of the following concerns: something you found particularly interesting or provocative, something you disagree with, something that corroborates or contradicts your prior experiences, or something you wish to discuss in greater detail. Do not summarize. The points you make should reflect considerable thought, and should address your reaction, how this reading is relevant to you as a future teacher, and how the knowledge gained from this reading possibly will affect your professional life. **Rubric posted on Livetext.**

Lesson Plans

Plan two lessons for topics/skills in your certification area. Lesson plans will include powerful principles of instructions, multiple intelligences, authentic assessment, and appropriate diversification for a variety of students. A format for the lessons and the rubrics that will be used to evaluate them will be shared via LIVETEXT. Your focus should be on designing learning opportunities that have the students involved in genuine constructivist thinking.

Your first lesson plan will be submitted in three phases on LIVE TEXT®. Your lesson should clearly demonstrate the course purposes; identify appropriate learning goals for students; design learning experiences that include a variety of developmentally appropriate instructional strategies; manage a range of students, materials, and classroom activities; and honor students' diversity with respect to learning style, motivation, race/ethnicity, gender, and language proficiency. **Legibility, standard grammar, spelling and punctuation, logic and organization are expected for the lesson plans.**

Instructional Strategies Expert- Group Presentation

The class will be divided into groups (randomly drawn) to become experts in an instructional approach and or theory. The class group will be responsible for presenting; 1. Five to ten minute overview where each member of the group presents a portion of the instructional approach) 2. Facilitate a ten minute demonstration/model of the instructional strategy with the class. 3) Five minute question answer session about the approach. 4) Provide copies for class of a handout that answers the following questions:

- What are the essential principles of this approach?
- What are the underlying assumptions of this approach?
- What specific strategies are recommended for classroom practice?
- What are the possible benefits and limitations of the approach?
- What contradictions does this approach present in the context of society and schools?
- What challenges does this approach present in the contexts of society and schools?

Guidelines for instructional strategy presentation and scoring rubric will be discussed in class.

Micro-teaching lesson, analysis and reflection

Your second lesson plan will be an opportunity for you to teach a short lesson to demonstrate one of the “instructional strategies that work”. For this lesson plan you will also complete the reflection/analysis and extension/follow-up. The lesson plan must be submitted through LIVETEXT® no later than the dates indicated in the course outline. **Lesson plan format and scoring rubric will be discussed in class and are posted in Livetext.**

Note to students:

Lessons you do for these assignments may not be used for observations by the university liaison, your cooperating teacher, or other methods classes. Each of the lessons is a discrete entity.

Here are some suggestions for potential lessons:

1. Developmental lesson: a lesson that helps students understand a concept (idea) or process. This type of lesson usually involves students using materials that model the concepts and/or processes. NOTE: **practice/review lessons are not developmental and will not be accepted.**
2. Problem solving: a lesson that involves students in solving one or more problems. The problems may be “real-world problems” or applications.
3. Investigation: a lesson in which students investigate some idea or situation. They may not at first know exactly what they are trying to discover about the idea/situation.
4. Data analysis: a lesson in which students pose a question to investigate, plan their data collection, collect and organize their data, represent/display their data, and then draw conclusions.
5. Technology: a lesson in which students use calculators or computers as a tool for learning or solving problems.
6. Integrated: a lesson in which students integrate several content areas, in the context of another discipline, such as science or social studies, or learn mathematics through the use of another discipline, such as children’s literature or language arts.
7. Other: any other lesson that involves students doing genuine thinking AND IS NOT A PRACTICE OR REVIEW LESSON.

Teaching Methods

The goal of all teaching methods is active learning. To attain this goal students will be regularly involved in hands-on activities as they complete problem-based tasks. Students will work in collaborative groups and complete cooperative learning activities. In addition, there will be some lecturing. While taking this course, students will be placed in classroom for five full days.

Policy on Instructional Modifications

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

CEHD Diversity Statement

Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. Students will be encouraged to investigate and gain a current perspective of diversity of issues (race, ethnicity, language, religion, culture, SES, gender, sexual identity, disability, ability, age, national origin, geographic location, etc.) related to their chosen fields. Students will 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 will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

Technology Expectations

Assignments are to be word-processed. Continuing and regular use of e-mail is expected. Electronic submissions using Live Text for some assignments is required.

Plagiarism Statement

Representing the words or ideas of someone else as one's own in any academic exercise. An academic unit determines that a student is guilty of academic dishonesty may impose any academic punishment on the student that it sees fit, including suspension or expulsion from their academic unit.

Electronic equipment Policy

Students are asked to manage their electronic equipment so that they are not distracted during class. Answering, talking or text messaging on cell phones, pagers and PDAs during class is not tolerated.

Closing

I look forward to working with you throughout the semester. If you have any questions, comments, suggestions, or issues to raise, please do so at any appropriate time! Thanks! In addition to email communication, I also encourage phone calls and face-to-face communication and invite you to stop after class or call me. We can set up an appointment.

Revised by Ann Logsdon, June, 2007

***Hallmark Assessment Rubric**

	Target (5 pts)	Acceptable(3pts)	Unacceptable(1pt)
Objectives 1/12 (8%) KY-NTS-1.1 KY- NTS-8.1	Target is evidenced by: Objectives are clearly aligned with Ky Core	Acceptable performance is evidenced by: Objectives are aligned	Unacceptable performance is evidenced by: Objectives may not be aligned with appropriate

	Target (5 pts)	Acceptable(3pts)	Unacceptable(1pt)
Resources 1/12 (8%) KY-NTS-1.10	<p>Content for Assessment. Use of higher order cognitive and affective outcomes. Behavior, criteria, and conditions are clearly communicated and concisely written. Objectives clearly can be measured and assessed.</p> <p>Target is evidenced by providing a detailed list of relevant resources and materials, providing specific URLs, describing how to access or where to find the resources (easily accessible), and attaching all handouts.</p>	<p>with Ky Core Content for Assessment. Behavior, criteria, and conditions are clearly communicated and concisely written. Objectives are student focused and may be assessed.</p> <p>Acceptable is evidenced by providing a list of most resources, URLs, and materials, providing access to student handouts, and describing where resources might be found.</p>	<p>standards or no evidence of alignment. Objectives are missing key components (i.e. behavior, is vague, missing criteria, or conditions). Objectives may not be assessable.</p> <p>Unacceptable is evidenced by minimal or incomplete listing of resources, URLs, or materials need to teach the lesson. Some materials and resources are unavailable.</p>
Procedures 4/12 (33%) KY-NTS-1.1 KY-NTS-1.2 KY-NTS-1.6 KY-NTS-2.1 KY-NTS-3.2 KY-NTS-3.3 KY-NTS-3.7 KY-NTS-8.1 KY-NTS-8.5	<p>Target is evidenced by the following: Anticipatory set draws the student into the lesson by relating to learner's interests. Activities and instructional strategies are designed to support and scaffold student learning described in the lesson standards and objectives. Directions are clear and follow a logical sequence. Fits within a realistic time frame and moves easily from one method to the next. Activities are engaging, varied, and pertain to learning style and multiple intelligences. Descriptions are sufficiently clear to enable a third party to teach the lesson.</p>	<p>Acceptable is evidenced by the following: Anticipatory set relates somewhat to the learner's interests. Content and methods are scaffolded so students have some idea of what is expected. Methods show some variety and engage the students in some skill building as well as improving knowledge. Fits reasonably well within the time frame and keeps learners engaged.</p>	<p>Unacceptable is evidenced by the following: Anticipatory set has limited or no appeal to the learner. The content and methods are not clearly tied to the objectives for the lesson. Learners will move awkwardly from one activity to the next. Methods lack creativity or do not adequately engage the students. The lesson clearly overestimates or underestimates the time frame for the lesson.</p>
Student Assessment 1/12 (8%) KY-NTS-4.3 KY-NTS-4.5	<p>Target is evidenced by the following: The content and activities clearly match objectives and student products show that the objectives have been met. Expectations are shared with students in advance and if a rubric is used, the language is clear, positive, and articulates the level of quality. The behavior assessed clearly matches the behavior described in the objective and description (connections/context)of the lesson.</p>	<p>Acceptable is evidenced by stating a plan for assessment that addresses some of the objectives. Assessment instruments are provided by may not be clearly stated or differentiate among levels of quality. An attempt has been made to match objectives with student products.</p>	<p>Unacceptable is evidenced when objectives and student products are not clearly related. The assessment tools are not provided or lack levels of quality. Students will not understand the expectations of the instructor.</p>
Reflection/Analysis 3/12 (25%) KY-NTS-5.1 KY-NTS-5.2 KY-NTS-7.1	<p>Target is evidenced by an in depth discussion of student progress in relation to the stated objectives (i.e., what they learned with indicators of achievement). In depth</p>	<p>Acceptable performance is evidenced by a discussion of student progress in relation to the stated objectives (i.e., what they learned with indicators of achievement)</p>	<p>Unacceptable performance is evidenced by a description of what happened in the lesson with minimal discussion of student progress.</p>

	Target (5 pts)	Acceptable(3pts)	Unacceptable(1pt)
	discussion of the success of instruction as it relates to assessment of student progress. Include three student samples (high, average, low) and an analysis of their performance based on assessment results.	and mention of the instruction as it relates to assessment of student progress. Some student samples are included but limited analysis of their performance based on assessment results.	Instruction is mentioned but in no depth for the reader to determine level of success. Student samples were not included/ or were included with no mention in reflection.
Instructional Strategy 1/12 (8%) KY-NTS-1.2 KY-NTS-1.5 KY-NTS-1.6	Target is evidenced by the following: The instructional strategy is appropriate for the content. The knowledge, skills and thinking of the students is evidence in communication and student work samples.	Acceptable is evidenced by the following: The instructional strategy is somewhat appropriate for the content but not stated clearly. An attempt has been made to include knowledge, skills and thinking of the students, but not clearly evident in communication and student work samples.	Unacceptable is evidenced by the following: The instructional strategy is not appropriate for the content. The knowledge, skills and thinking of the students is not evident in the communication and or the student work samples.
Structure and proofreading 1/12 (8%) KY-NTS-3.1	Target is evidenced by the following: The lesson objectives, activity and assessment are aligned. The lesson contains 3 or fewer proofreading issues.	Acceptable is evidenced by the following: The lesson objectives, activity and assessment are somewhat aligned. The lesson contains proofreading issues that interfere with the understanding.	Unacceptable is evidenced by the following: The lesson objectives, activity and assessment do not appear connected. The lesson contains multiple proofreading issues that make it hard to understand.

UNIVERSITY of LOUISVILLE
College of Education and Human Development
Bibliography: General Teaching Methods
Dr. E. Todd Brown

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Journals and Websites:

<http://library.louisville.edu/>

The University of Louisville has electronic journals that you can select article to read and review. You will need to look for “full text” in the e-journal titles. The journals listed below do have current and interesting topics for you to read and reflect on.

Educational Leadership, Education Digest, Education Week, Educational Assessment, Teaching Children Mathematics, Teaching Exceptional Children, School Science and Mathematics

Web sites:

- http://www.newhorizons.org/art_Irnthrumi.html (Descriptions of MI theory)
- http://www.newhorizons.org/art_eightintel.html (Descriptions of Naturalist MI)
- http://www.newhorizons.org/art_miclsrm.html (Example of MI in a classroom)
- <http://www.zephyrpress.com/eight.htm> (Descriptions of MI theory)
- http://www.coedu.usf.edu/~morris/asci_1p2.html (MI lesson plans of varying quality)
- <http://www.edweb.gsn.org/edref.mi.intro.html> (Overview of MI theory)
- <http://www.ldpride.net/learningstyles.MI.htm> (Test your learning styles)
- <http://www.chaminade.org/inspire/learnstl.htm> (chart of learning styles)
- <http://www2.gsu.edu/~dschjb/wwwmbti.html> (teaching to varied learning styles)
- http://www.funderstanding.com/learning_styles.cfm (learning theories)
- <http://www.teachnet.com/how-to/manage/> (teacher resource for building school communities)
- <http://www.theteachersguide.com/ClassManagement.htm> (Teacher resource for classroom management)
- <http://ss.uno.edu/ss/homepages/cmanage.html> (site with links to other classroom management approaches)
- http://www.education-world.com/a_curr/archives/classmanagement.shtml (general site for teacher tips and ideas)
- <http://school.discovery.com/lessonplans/> (lesson planning)
- <http://www.edhelper.com/> (lesson planning)
- <http://www.eduref.org/> (lesson planning)
- <http://teacher.scholastic.com/> (lesson planning)
- <http://www.teachervision.fen.com/> (lesson planning)

Please review the syllabus before the second class and return this form to instructor.

Cut -----Cut

I have reviewed the syllabus for *EDTP General Methods 301*. The course requirements, class schedule, weightings of assignments and grading scale have been explained. I understand that I will demonstrate my learning through class participation, designing constructive lesson plans, active group participation and class presentations.

NAME _____

DATE _____

Tentative Course Schedule
EDTP 301 General Methods (Thursday)

Date	Topics/Readings	Due dates
August 23	The Teaching Profession Chapter 1	E-mail Ann to set up a Listserve- share something about your teaching experiences with elementary children
August 30	Instructional Perspectives Chapter 2	<i>Bookshare – Cultural Diversity</i>
September 6	Fundamental Tools for Instructional Planning Chapter 3-4	<i>CCG for one area of interest</i> First Professional Reaction due on LIVETEXT
September 13	Writing Measurable Objectives Chapter 3-4	<i>Bloom Activity</i>
September 20	<i>Project Wild</i>	Second Professional Reaction due on LIVETEXT
September 27	Instructional Strategies that Work Chapter 8-9 <i>Lesson Plan Conference</i>	First part of Lesson Plan 1 due on LIVETEXT
October 4	Sequencing and Organizing Instruction Chapter 5	<i>Curriculum Map – Grade of Choice</i>
October 11	Instructional Strategies Expert Group Presentations	Third Professional Reaction due on LIVETEXT
October 18	Instructional Strategies Expert Group Presentations	Second part of Lesson Plan 1 due on LIVETEXT
October 25	Process of Classroom questioning Chapter 7	<i>Subject area material for questioning & assessment</i>
November 1	Basic concepts and contexts of assessment Chapter 10	
November 8	Microteaching	
November 15	Microteaching	
November 22	Holiday- no class	

November 29	Microteaching	Microteaching lesson plan and reflection due on LIVETEXT
December 6	Final will be take home.	Final submitted on LIVETEXT no later than 10:30 AM

Tentative Course Schedule
EDTP 301 General Methods (Friday)

Date	Topics/Readings	Due dates
August 24	The Teaching Profession Chapter 1	E-mail Ann to set up a Listserve- share something about your teaching experiences with elementary children
August 31	Instructional Perspectives Chapter 2	<i>Bookshare – Cultural Diversity</i>
September 7	Fundamental Tools for Instructional Planning Chapter 3-4	<i>CCG for one area of interest</i> First Professional Reaction due on LIVETEXT
September 14	Writing Measurable Objectives Chapter 3-4	<i>Bloom Activity</i>
September 21	<i>Project Wild</i>	Second Professional Reaction due on LIVETEXT
September 28	Instructional Strategies that Work Chapter 8-9 <i>Lesson Plan Conference</i>	First part of Lesson Plan 1 due on LIVETEXT
October 5	Sequencing and Organizing Instruction Chapter 5	<i>Curriculum Map – Grade of Choice</i>
October 12	Instructional Strategies Expert Group Presentations	Third Professional Reaction due on LIVETEXT
October 19	Instructional Strategies Expert Group Presentations	Second part of Lesson Plan 1 due on LIVETEXT
October 26	Process of Classroom questioning Chapter 7	<i>Subject area material for questioning & assessment</i>
November 2	Basic concepts and contexts of assessment Chapter 10	

November 9	Microteaching	
November 16	Microteaching	
November 23	Holiday- no class	
November 30	Microteaching	Microteaching lesson plan and reflection due on LIVETEXT
December 7	Final will be take home.	Final submitted on LIVETEXT no later than 10:30 AM



College of Education
and Human Development

**EDTP 311: Introduction to Reading/Language Arts, P-5
Fall 2007**

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Catalog Description

EDTP 311 Introduction to Reading/Language Arts P-5: Examines specific strategies and practices for teaching children with and without disabilities, giftedness and other individual differences. Prerequisites: Admission to undergraduate teacher education program.

Course Purpose

This course, required for pre-service teachers, is designed to prepare beginning teachers to provide theoretically sound literacy instruction that supports readers and writers in grades P-5. EDTP 311 will prepare students to provide such instruction by helping them understand the literacy learning process, how to evaluate children's strengths and areas of need, and how to plan instruction that addresses the children's observed needs.

Required Reading/Text

Fountas, I. and Pinnell, G. (2002) *Reader's Notebook*. NH: Heinemann.

Kasten, W. Kristo, J., McClure, A. and Garthwait, A. (2005) *Living literature: Using children's literature to support reading and language arts*. Upper Saddle River, NJ: Prentice Hall.

Turnbill, J. and Bean, W. (2006). *Writing instruction K-6*. Richard C. Owen Publishers.

Kentucky Department of Education documents:

- o *Kentucky Writing Handbook* (KDE website)
- o *Kentucky Marker Papers, P-8* (can be found at any local school or JCPS Curriculum Resource Center)
- o *Kentucky Program of Studies for English/Language Arts, 2006* (KDE website)
- o *Kentucky Core Content 4.1 for Reading and Writing* (KDE website)

LiveText® Software: LiveText® may be purchased in the ERTC by cash or check or at the local bookstores or online. You should plan to attend a LiveText® training at the ERTC.

Relevant Professional Standards Met by This Course

The Kentucky New Teacher Standards addressed most fully by this course are:

- Standard 1: Designs and Plans Instruction
- Standard 2: Creates/Maintains Learning Climates
- Standard 3: Implements/Manages Instruction
- Standard 4: Assesses and Communicates Learning Results
- Standard 5: Reflects/Evaluates Teaching/Learning
- Standard 6: Collaborates with Colleagues/Parents/Others
- Standard 7: Engages in Professional Development
- Standard 8: Knowledge of Content
- Standard 9: Demonstrates Implementation of Technology
- Standard 11: Understands the Complex Lives of Students

	1	2	3	4	5	6	7	8	9	11
Reading Checks								x		
Spelling Inventory				x	x			x		
Handwriting Packet				x				x		
Kentucky Writing Portfolio Project	x			x				x		
Language Arts Lesson Plan	x		x	x	x	x	x	x	x	
Reader's Notebook				x	x	x		x		

At the end of this course, students will be able to:

1. Describe the language arts and how they are interrelated in the reading/writing classroom. In particular, students will be able to describe the “reading/writing connection”.(NTS 8.1,8.2)
2. Describe how learning occurs and understand the implications for supporting literacy learning. (NTS 8.1,8.2)
3. Demonstrate knowledge of the writing genres required in the Kentucky Writing Program. (NTS 8.1,8.2, 8.4, 8.5)
4. Plan for developmental spelling instruction. (NTS 8.1, 8.2, 8.5)
5. Model appropriate manuscript and cursive handwriting. (NTS 8.1, 8.2, 8.3)
6. Choose appropriate quality children’s literature and related activities to enhance literacy learning. (NTS 1.2, 2.5, 8.1)
7. Use the Kentucky Marker Papers to describe and evaluate children’s writing, and to plan appropriate instruction based on student need. (NTS 5.1, 5.2, 4.3, 4.5, 3.5, 3.10, 4.4)
8. Work supportively and in cooperation with a practicing classroom teacher and his/her students. (NTS 6.1, 6.2, 6.3)
9. Describe what is needed for a culturally responsive classroom. (NTS 2.3, 2.5)
10. Recognize ways to provide support and deepen children’s responses to books.(NTS 3.4, 3.6, 3.7, 3.13, 3.14)
11. Relate research on the teaching of language arts to current classroom practices. (NTS 8.1, 8.5)

12. Plan instruction that follows a balanced approach to literacy, including shared writing, guided writing, and writing activities and experiences. (NTS 1.1, 1.4, 1.5, 3.1, 3.4, 3.13, 3.14, 5.1, 8.1)
13. Identify, assess, and plan to use a variety of research-based teaching strategies for language arts. (NTS 1.1, 1.2, 1.3, 3.1, 3.4, 4.3, 4.5, 5.1)
14. Design a language arts lesson that aligns with Kentucky's reading and writing standards. (NTS 1.1, 1.2, 1.3, 3.1, 3.4)
15. Develop a personal writing portfolio and reflect on writing strengths and weakness by writing a reflection and plan for writing improvement (NTS 7.1, 7.2, 7.3)

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.

<i>Conceptual Framework Constructs</i>	<i>Inquiry</i>	<i>Action</i>	<i>Advocacy</i>
<i>Constructs as Learned and Applied</i>	Research	Practice	Service
<i>Constructs Reflected in Candidates</i>	Critical Thinkers	Problem Solvers	Professional Leaders
<i>Unit Dispositions Reflected in Candidates</i>	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 311 aligns with the conceptual framework in the following ways:

- Under the **construct of inquiry**, you will inform your practice in assignments and in your field placement by an emphasis on inquiry and reflection. Assignments will demonstrate critical thinking and an emphasis on current literacy research.

- Under the **construct of action**, you will consider and experience ways to develop a balanced literacy curriculum, engage in a variety of instructional strategies with the aim of promoting inquiry, plan teaching, relate instruction to multiple contexts and situations, and interact with others and receive feedback.
- Under the **construct of advocacy**, you will work collaboratively with a mentor teacher to affirm the principles of social justice in the elementary literacy classroom.

Course Content

Topics to be addressed include:

How Young Children Learn to Talk	Assessment Strategies
JCPS Five Block Model	Rigby Literacy
Vocabulary Development	Spelling Development
Writing Workshop	Meeting the Needs of ESL Children
Meeting the Needs of ECE Children	Kentucky Writing Handbook
Content Area Literacy	Culturally Responsive Classrooms
Literacy Classroom Management	Writing Process
Children’s Literature in Instruction	Kentucky Writing Portfolio
Manuscript and Cursive Writing	Kentucky Marker Papers

Course Assignments

Assignment 1: Participation/Professionalism (5% of total grade)

The underlying philosophy of this class is one of social interaction. The experiences each person brings to the class contribute to the body of knowledge learned. It is difficult, if not impossible, to make up experiences missed by not being 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 vital to success as a teacher. Therefore, at the end of class, you will self evaluate yourself on attendance, participation, and professionalism. You will need to justify your grade. (See the attached rubric.)

Assignment 2: Reader’s Notebook (15% of total grade)

In order to be an effective language arts teacher you must be familiar with a plethora of children’s books. You should read a minimum of 25 children’s books. Keep track of these books on your “Reading List” located in your Reader’s Notebook. Additionally, each week you should write one letter to a classmate regarding a book you have read this week. These letters are due at the beginning of each class. Specific examples will be discussed in class. (See attached rubric)

Assignment 3: Spelling Inventory (5% of total grade)

Based on information learned in class, you will administer a spelling inventory to a child in your field placement and analyze the inventory for next steps in spelling development. Directions will be given in class.

Assignment 4: Handwriting Packet (5% of total grade)

Based on information learned in class, you will complete a handwriting packet to ensure that you will be an appropriate model in manuscript and cursive writing. This assignment will be completed mostly in class.

Assignment 5: Kentucky Writing Portfolio Project--Hallmark Assessment (30% of total grade)

In Kentucky, elementary students are asked to create a portfolio that contains three pieces with the potential for publication: a reflective piece, a personal expressive or literary piece, and a transactive piece. This assignment will ask you to explore the writing process, discuss Kentucky's elementary writing portfolio requirements, write for publication (you can't teach writing well if you don't write yourself), and think deeply about the kind of instruction that would be needed for children to produce the required pieces. You will also "publish" your writing on the class Blackboard site. Discuss the Kentucky writing portfolio process for elementary students.

- ✓ Write a reflection of your personal expressive or literacy writing experience, focusing on what elementary students would need to be taught to produce the type of writing you chose.
- ✓ Write a reflection of your transactive writing experience, focusing on what elementary students would need to be taught to produce the type of writing you chose.
- ✓ Write a reflective piece that reflects on your growth as a teacher of writing for elementary students.
- ✓ Create a portfolio on Livetext consisting of your personal expressive or literary piece, your transactive piece, and your reflective piece.

Detailed instructions will be given. (See attached handout and rubric)

Assignment 6: Language Arts Lesson Plan Using Children's Literature (15% of total grade)

You will develop a language arts lesson plan that incorporates the following:

- Use a piece of children's literature to teach a specific reading skill.
- Provide a way to respond to the reading (see chapter 4 of *Living Literature* for ideas).
- Include a writing section to the lesson. This could be modeled, shared, guided, or independent writing (see page 86 of *Writing Instruction K-6*).

Follow the appropriate lesson plan template found on Live Text.

Assignment 7: Reading Checks (25% of grade)

It is important that you read all chapter readings so that you will have the appropriate background knowledge to fully participate in class. Therefore, there will periodically be unannounced reading checks that will be given at the beginning of class. If you have read the material you should be able to answer the questions easily. If you are late or absent, the reading check can not be made up.

Scoring Guides/Rubrics

A rubric will be provided for each of the other assignments above.

Criteria for Determination of Grades

Professionalism	5% of grade
Reader's Notebook	15% of grade
Spelling Inventory	5% of grade
Handwriting Packet	5% of grade
Kentucky Writing Portfolio Project	30% of grade
Language Arts Lesson Plan	15% of grade
Reading Checks	25% of grade

Criteria for Determination of Grades

Assignments will be weighed and a final percentage will be calculated. The following grading scale will then be used to determine your final grade.

100%-98%	A+	4.0
97%-95%	A	4.0
94%-90%	A-	3.7
89%-87%	B+	3.3
86%-84%	B	3.0
83%-80%	B-	2.7
79%-77%	C+	2.3
76%-74%	C	2.0
73%-70%	C-	1.7
69%-67%	D+	1.3
66%-64%	D	1.0
63%-60%	D-	0.7
59% and Below	Fail	0.0

Bibliography

Anderson, Carl (2000). *How's it going?: A Practical Guide to Confering With Student Writers*. Portsmouth, NH: Heinemann

Au, Kathryn H. et. al.(1997). *Balanced Literacy Instruction: A Teachers' Resource Book*. Norwood, MA: Christopher Gordon Publishers.

Avery, Carol (1993) *...And with a Light Touch: Learning about Reading, Writing and Teaching with First Graders*. Portsmouth, NH: Heinemann.

Calkins, Lucy M. (1994). *The Art of Teaching Writing: new edition*. Portsmouth, NH: Heinemann.

Carr, Janine Chappell (1999). *A Child Went Forth*. Portsmouth, NH. Heinemann

Chandler, Kelly and the Mapleton Teacher-Research Group (1999). *Spelling Inquiry: How One Elementary School Caught the Mnemonic Plague*. York, Maine: Stenhouse Publishers

Cooper, Patsy (1993). *When Stories Come to School: Telling, Writing, and Performing Stories in the Early Childhood Classroom*. New York: Teachers & Writers Collaborative.

Duthie, Christine (1996). *True Stories: Nonfiction Literacy in the Primary Classroom*. York, Maine: Stenhouse Publishers.

Edwards, Sharon A. and Robert W. Maloy (1992). *Kids Have All the Write Stuff: Inspiring Your Children to Put Pencil to Paper*. New York, NY: Penguin Books.

Fletcher, Ralph (1996). *A Writer's Notebook: Unlocking the Writer Within You*. New York: Avon Books, Inc.

Fletcher, Ralph and Joann Portalupi (1998). *Craft Lessons: Teaching Writing K-8*. York, Maine: Stenhouse Publishers.

Fountas, Irene C. and Gay Su Pinnell, eds. (1999). *Voices on Word Matter: Learning about Phonics and Spelling in the Literacy Classroom*. Portsmouth, NH: Heinemann.

Glover, Mary Kenner (1999). *A Garden of Poets: Poetry Writing in the Elementary Classroom*. Urbana, IL: NCTE.

Graves, Donald H. (1989) *Experiment with Fiction: The Reading/Writing Teacher's Companion*. Portsmouth, NH: Heinemann Educational Books.

Graves, Donald H. (1992). *Explore Poetry: The Reading Writing Teacher's Companion*. Portsmouth, NH: Heinemann Educational Books.

Graves, Donald H. (1989). *Investigate Nonfiction*. Portsmouth, NH: Heinemann.

Hall, Nigel and Anne Robinson, ed. (1994). *Keeping in Touch: Using Interactive Writing with Young Children*. Portsmouth, NH: Heinemann.

Harvey, Stephanie (1998). *Nonfiction Matters: Reading, Writing, and Research in Grades 3-8*. York, Maine: Stenhouse Publishers.

Heard, Georgia (1999). *Awakening the Heart: Exploring Poetry in Elementary and Middle School*. Portsmouth, NH: Heinemann.

Heard, Georgia (1989). *For the Good of the Earth and Sun: Teaching Poetry*. Portsmouth, NH: Heinemann.

Karelitz, Blackburn. (1993). *The Author's Chair and Beyond: Language and Literacy in a Primary Classroom*. Portsmouth, NH: Heinemann.

Laminack, Lester L. and Katie Wood (1996). *Spelling in Use: Looking Closely at Spelling in Whole Language Classrooms*. Urbana, IL: NCTE.

Lane, Barry. (1993). *After the End: Teaching and Learning Creative Revision*. Portsmouth, NH: Heinemann.

Miller, Susan and Donna Vincent (nd.) *Building the Foundation the Write Way: Mini-lessons with Practical Strategies for Teaching The Personal Narrative, Feature Article, "How-to"...Article, and Persuasive Letter*. Kentucky Dept of Education, Kentucky Writing Program.

Pinnell, Gay Su and Irene C. Fountas (1998). *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom* (a companion volume to *Guided Reading*). Portsmouth, NH: Heinemann.

Ross, Elinor Parry (1996). *The Workshop Approach: A Framework for Literacy*. Norwood, MA: Christopher-Gordon Publishers.

Routman, Regie (2,000). *Conversations: Strategies for Teaching, Learning, and Evaluating*. Portsmouth, NH: Heinemann.

Routman, Regie (1991). *Invitations: Changing as Teachers and Learners K-12*. Portsmouth, NH: Heinemann.

Routman, Regie (1988). *Transitions: From Literature to Literacy*. Portsmouth, NH: Heinemann.

Short, Kathy G., et al (1996). *Creating Classrooms for Authors and Inquiries (second edition)*. Portsmouth, NH: Heinemann.

Short, Kathy et. al. (1996). *Learning Together Through Inquiry: From Columbus to Integrated Curriculum*. York, ME: Stenhouse Publishers.

Thomason, Tommy (1998). *Writer to Writer: How to Conference Young Authors*. Norwood, MA: Christopher Gordon Publishers.

Wilde, Jack (1993). *A Door Opens: Writing in Fifth Grade*. Portsmouth, NH: Heinemann.

Winston, Linda (1997). *Keepsakes: Using Family Stories in Elementary Classrooms*. Portsmouth, NH: Heinemann.

Course Policies

1. All written work should be double-spaced and word-processed, with a 12-point font, 1" margins, and numbered pages. No plastic covers, please. ☺
2. Please turn off cell phones and other electronic devices before class begins. If you have a special circumstance and need to be able to be reached, please let me know in advance.
3. I love babies and pets, but they are distracting to all of us if you bring them to class. If you have a babysitting emergency at the last minute, I prefer that you miss that class. Please let me know if you miss class for this reason.
4. Missed reading checks cannot be made up unless there are highly unusual circumstances. Being late to class is not a valid excuse.
5. Course assignments will be penalized 5% for each day late. This penalty begins 24 hours after the class.
6. Changes in this syllabus may be made to meet the academic objectives or in the case on unanticipated events. Any changes made will be discussed in class.
7. Discussions about individual work should be conducted after class or during an office meeting rather than at the beginning of class or during class.

Policy on Instructional Modifications

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

CEHD Diversity Statement

Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors, and other professionals. Students will be 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 will 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 will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

Technology Expectations

Assignments are to be word-processed. Continuing and regular use of UofL email is expected. Students will use Blackboard interactively as an ongoing part of the class, and Hallmark assessments must be posted electronically on LiveText. Students may be expected to do web searches for this course.

Plagiarism Statement

Plagiarism is addressed by the Graduate School at the University of Louisville in two documents, both accessible online. One explanation is in the *Graduate Catalog* in the “Student Code of Conduct” category and the other is in the *Graduate Student Handbook*, “Student Code of Conduct” category, Section 5, Item 5.

University Writing Center

There are many different kinds of writing assignments in this course, including lesson plans, descriptions of field work, and reflections on learning. 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 on the 3rd floor of Ekstrom Library and is open Monday through Saturday.

Policy on Class Cancellation

If class is cancelled due to severe weather (or for any reason), keep to the schedule in the syllabus, preparing for the next week as planned. We will follow the University of Louisville procedures for inclement weather.

**Prepared by Brenda Overturf, Ed. D. and Christine Sherretz, Ed. D.
Fall 2007**

EDTP 311, Fall 2007 Course Sequence

Date	Class	Topic	Reading Due	Due
Aug. 20	1	Introduction to Class JCPS Five Block Model Kentucky Expectations		
Aug. 27	2	What are the language arts? KY E/LA Program of Studies and Core Content	Writing Instruction Chapters 1-3	Book for book talk & literacy letter
Sept. 3	NO CLASS – LABOR DAY			
Sept. 10	3	Writing Process	Writing Instruction Chapters 4-6	Book for book talk & literacy letter
Sept. 17	4	Writing Workshop	Writing Instruction Chapter 7	Book for book talk & literacy letter
Sept. 24	5	Kentucky Writing Program	Kentucky Writing Handbook	Book for book talk & literacy letter Portfolio Project, part 1
Oct. 1	6	Writing Assessment	Writing Instruction Chapter 8-9	Book for book talk & literacy letter
Oct. 8	NO CLASS – FALL BREAK			
Oct. 15	7	Spelling Development	Reutzel & Cooter, Ch. 6	Book for book talk & literacy letter
Oct. 22	8	Handwriting		Book for book talk & literacy letter Portfolio Project, part 2
Oct. 29	9	Organizing a Literacy Classroom	Living Literature Chapter 1	Book for book talk & literacy letter Spelling Inventory Handwriting Packet
Nov. 5	10	Cultural Diversity	Living Literature Chapter 2	Book for book talk & literacy letter
Nov. 12	11	Poetry	Living Literature Chapter 5	Book for book talk & literacy letter Kentucky Writing Portfolio Project
Nov. 19	12	Picture Books	Living Literature Chapters 7 and 10	Book for book talk & literacy letter Language Arts Lesson Plan
Nov. 26	13	Traditional Literature Fiction	Living Literature Chapters 6 and 8	Book for book talk & literacy letter
Dec. 3	14	Nonfiction	Living Literature Chapter 9	Book for book talk & literacy letter Reader's Notebook Due

Class Participation and Professionalism Rubric

	Exemplary Performance (3)	Meets Standard (2)	Unacceptable Performance (1)	Your Score
Attendance	Does not miss a class.	Possibly misses one class because of illness or emergency. Notifies professor ahead of class missed.	Misses two or more classes. Does not notify professor ahead of classes missed.	
Participation	Reads assigned text and can discuss thoroughly. Shares relevant experiences with others in class. Contributes to the overall quality of the learning environment by contributing thoughtful outside resources and information.	Reads assigned text and can discuss. Shares relevant experiences with others in class.	Does not read assigned text. Does not participate or participates minimally.	
Professionalism	Materials handed in on time and prepared with clarity, precision, and attention to detail. Team/group membership is positive and handled with a sense of responsibility. Exhibits professional deportment, dress, hygiene, and appearance.	Materials handed in on time. Team/group membership is positive. Exhibits professional deportment, dress, hygiene, and appearance.	Materials are not handed in on time and may or may not be clear. Team/group membership is confrontational or irresponsible. Deportment, dress, hygiene, and appearance are not professional and/or appropriate.	

Total ____ / 9

Reader's Notebook Rubric

	3	2	1	Your Score
Prepared	Comes prepared with weekly letter every class period.	Does not come to class with the letter already prepared one time.	Does not come prepared with weekly letter two or more times.	
Cooperative	Willingly works with partner. Listens effectively. Does not dominate conversation.	Sometimes willing to share with partner. Usually engages in conversations.	Does not work well with partner during shared reading. Dominates conversation or doesn't participate.	
Letter Format	Completely follows format for letter. Letter is neat and free from mechanical errors.	Completely follows format for letters. Some letters have mechanical errors.	Does not follow format for letters. Many letters have mechanical errors.	
Quantity	Has read at least 25 books that are all documented in Reader's Notebook.	Has read at least 25 books, but they are not all properly documented.	Has not read at least 25 books and does not properly document titles.	
				/12

Language Arts Lesson Plan Using Children's Literature--Rubric

Criteria	3	2	1	Your Score
Resources	Lesson includes a list of resources. (Community resources, web site documentation, children's literature used, journal articles etc. All resources are cited correctly and referenced.	The lesson lacks extensive resources or the resources listed are not cited correctly.	The lesson lacks extensive resources and the resources listed are not correctly cited.	
Writing Instruction	Lesson effectively uses an appropriate writing strategy (modeled, shared, guided, or independent).	Lesson includes a writing strategy but the strategy is not the best choice for the specific lesson.	Lesson does not clearly address a writing strategy.	
Reading Instruction	Lesson addresses a specific reading objective using an appropriate piece of children's literature.	Lesson addresses a specific reading objective but does not use appropriate children's literature.	Superficially addresses a reading objective. Does not use appropriate children's literature.	
Response to Reading	Lesson requires a rich response to the reading, such as writing, discussion, drama, art, music, or other hands-on experiences.	Lesson requires a superficial response to the reading, such as worksheet or literal level questions.	Lesson does not require a response to the reading.	
Content	All components are present and are exceptionally clear, thorough, and effective.	All components are present, but many components are unclear, incomplete, or lack clarity.	One or more of the following components are missing: lesson objectives, standards, materials, lesson presentation, and assessment.	
Standards	Key standards are referenced. Lesson is guided by standards.	Standards are alluded to in lesson, and lesson is related	No standards are mentioned in lesson. Lesson is not related to	

		to standards.	standards.	
Teacher-Created Supporting Materials	Supporting materials and student handouts are clear, complete, and appealing to students. Materials enhance lesson significantly.	Supporting materials and student handouts are messy, incomplete, and/or unappealing to students. Materials do not enhance lesson.	No supporting materials are included.	
Assessment	Assessment is directly related to objectives and standards. All assessment instruments accurately describe or document students' knowledge and understanding of objectives.	Assessment is somewhat related to objectives and standards. Assessment does not include a rubric or other assessment instrument that describes or documents students' knowledge and understanding of objectives.	Assessment is unrelated to objectives and standards. There is no evidence of evaluation.	
Mechanics	Spelling and grammar in unit plan are flawless.	The unit plan contains many spelling and grammar errors.	Spelling and grammar are unacceptable.	

GRADE _____ 27 Points

KENTUCKY WRITING PORTFOLIO PROJECT RUBRIC (HALLMARK ASSESSMENT)

This rubric uses the language of the analytic scoring guide for the Kentucky writing portfolio for content, organization, and conventions.

	Target	Acceptable	Unacceptable
Content	<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes and maintains an authentic and insightful focused purpose throughout <input type="checkbox"/> Indicates a strong awareness of audience's needs; communicates effectively with audience; sustains distinctive voice and/or appropriate tone <input type="checkbox"/> Demonstrates reflective, analytical and/or insightful idea development; provides specific, thorough support; skillfully applies characteristics of the genre 	<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attempts to establish and maintain a narrowed purpose; some lapses in focus <input type="checkbox"/> Indicates some awareness of audience's needs; makes some attempt to communicate with an audience; may demonstrate some voice and/or tone <input type="checkbox"/> Demonstrates some idea development with details/support; support may be unelaborated, irrelevant and/or repetitious; may apply some characteristics of the genre 	<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lacks purpose <input type="checkbox"/> Lacks awareness of audience <input type="checkbox"/> Lacks idea development; may provide random details
Organization	<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates careful and/or subtle organization that enhances the purpose <input type="checkbox"/> Demonstrates varied and subtle transitional elements throughout <input type="checkbox"/> Demonstrates control, variety and complexity in sentence structure to enhance meaning 	<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates logical organization with lapses in coherence <input type="checkbox"/> Demonstrates some effective transitional elements <input type="checkbox"/> Demonstrates simple sentences; may attempt more complex sentences but lacks control of sentence structure 	<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates random organization <input type="checkbox"/> Lacks transitional elements <input type="checkbox"/> Demonstrates incorrect sentence structure throughout
Conventions	<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates control of grammar and usage to enhance meaning <input type="checkbox"/> Demonstrates accurate, rich and/or precise word choice appropriate for audience and purpose <input type="checkbox"/> Demonstrates control of correctness to enhance communication 	<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates control of grammar and usage relative to length and complexity <input type="checkbox"/> Demonstrates acceptable word choice appropriate for audience and purpose <input type="checkbox"/> Demonstrates control of correctness relative to length and complexity 	<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates some control of grammar and usage with some errors that do not interfere with communication <input type="checkbox"/> Demonstrates simplistic and/or imprecise word choice <input type="checkbox"/> Demonstrates some control of correctness with some errors that do not interfere with communication
Self-Evaluation	Thoroughly describes what was learned from the writing portfolio experience, including the most appropriate lessons that would be needed to teach an elementary child how to write this genre.	Describes what was learned from the writing portfolio experience, including appropriate lessons that would be needed to teach an elementary child how to write this genre.	Minimally describes what was learned from the writing portfolio experience.

Course Description and Syllabus
EDTP 313: Introduction to Teaching Elementary School Mathematics (FW)

UNIVERSITY OF LOUISVILLE
The Department of Teaching and Learning

E. Todd Brown
Education Building – 246

Office - 852-8978
Email – etbrow01@louisville.edu
Home - (502) 244-6122 (only in case of emergency)

Office Hours:
M-W 10:00-12:00
Th 1:30-4:00

Or by appointment

Course Description

Prerequisites: Admission to Teacher Education. An investigation of trends, learning theories, instructional activities, and manipulative materials applicable to mathematics education in the elementary school with a focus on ways to improve teaching of mathematics for all elementary students.

Course Purpose

Particular attention will be given to the implementation of the National Council of Teachers of Mathematics' Principles and Standards for School Mathematics (2000) and the National Research Council, Adding it Up (2001) five strands for mathematical proficiency. In addition, there will be an emphasis on the developmental approach to mathematics learning, teaching, and assessment. Concurrently, students in this course will be in a field placement at least one half a day per week.

Required Readings

Required Materials:

Textbook: Van de Walle, John. (2007). Elementary and Middle School Mathematics: Teaching Developmentally. 6th Edition. NY: Pearson Education.

Textbook: Bay-Williams, J. M. (2007) Field Experience Guide: Resources for Teachers of Elementary and Middle School Mathematics. NY: Pearson Education.

LiveText is required for this course

Recommended Materials:

Subscription to Teaching Children Mathematics (See NCTM web site)

Cuisenaire Manipulative Kit (See description in the textbook)

Relevant Professional Standards Met By Course

Kentucky New Teacher Standards	Association for Childhood Educational International	Course Assignments
<p>NTS Standard 1 Designs and Plans Instruction</p> <p>1.1 Focuses instruction on one or more Kentucky's student academic expectations</p> <p>1.2 Develops the student's ability to apply knowledge, skills, and thinking processes</p> <p>1.3 Integrates skills, thinking processes and content across disciplines</p> <p>1.4 Proposes learning experiences that challenge, motivate, and actively involve the learner</p> <p>1.5 Proposes learning experiences that are developmentally appropriate for learners</p> <p>1.6 Describe experiences for multiple levels of complexity to accommodate students at different levels of performance</p>	<p>ACEI Standard 3 Instruction</p> <p>3.1 Candidates plan and implement instruction based on knowledge of students learning theory, subject matter, curricular goals, and community.</p> <p>3.2 Candidates understand how elementary students differ in their development and approach to learning, and create instructional opportunities that are adapted to diverse students.</p>	<p>a)One "tryout" and analysis of a mathematical teaching idea</p> <p>HALLMARK ASSESSMENT</p> <p>b)Two mathematic lessons (videotaped/or instructor observation) with reflection and analysis. (One lesson as primary instructor and one lesson as support/resource teacher).</p>
<p>NTS Standard 2 Creates/Maintains a Learning Climate</p> <p>2.1 Communicates with and challenges students in a positive and supportive manner</p> <p>2.2. Establishes and maintains standards of mutually respectful classroom interaction by establishing the importance of shared expectations during individual and group responsibilities.</p> <p>2.7 Uses classroom management techniques that foster self-control and self-discipline</p> <p>2.8 Encourages responsibility to self and to others.</p>	<p>ACEI Standard 3 Instruction</p> <p>3.5 Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.</p>	<p>a)One "tryout" and analysis of a mathematical teaching idea</p> <p>HALLMARK ASSESSMENT</p> <p>b)Two mathematic lessons (videotaped/or instructor observation) with reflection and analysis. (One lesson as primary instructor and one lesson as support/resource teacher).</p> <p>c)Attendance, punctuality (in class and at your field placement), class participation and interaction with colleagues.</p>
<p>NTS Standard 3 Implements/Manages Instruction</p> <p>3.2 Links learning with students' prior knowledge, experiences, and family and cultural backgrounds</p> <p>3.3 Models/demonstrates the skills, concepts, attributes, and/or thinking</p>	<p>ACEI Standard 3 Instruction</p> <p>3.1 Candidates plan and implement instruction based on knowledge of students learning theory, subject matter, curricular goals, and community.</p>	<p>a)One "tryout" and analysis of a mathematical teaching idea</p> <p>HALLMARK ASSESSMENT</p> <p>b)Two mathematic lessons</p>

<p>processes to be learned</p> <p>3.4 Uses multiple teaching/learning strategies that are appropriate to student development level and actively engages students in individual and cooperative learning experiences.</p> <p>3.7 Uses appropriate questioning strategies to engage students' cognitive processes and stimulate higher-order thinking.</p> <p>3.12 Makes efficient use of physical and human resources and time. Facilitates equitable engagement of students on productive tasks.</p> <p>3.13 Provides opportunities for students to use and practice what is learned</p>	<p>3.3 Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.</p> <p>3.4 Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.</p>	<p>(videotaped/or instructor observation) with reflection and analysis. (One lesson as primary instructor and one lesson as support/resource teacher).</p> <p>c) Attendance, punctuality (in class and at your field placement), class participation and interaction with colleagues.</p>
Kentucky New Teacher Standards	Association for Childhood Educational International	Course Assignments
<p>NTS Standard 4</p> <p>Assesses and Communicates Learning Results</p> <p>4.3 Accurately assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program and CATS</p> <p>4.5 Systematically collects and analyzes assessment data and maintains up-to-date records of student progress</p>	<p>ACEI Standard 4 Assessment</p> <p>4.0 Candidates know, understand, and use informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>	<p>a) One "tryout" and analysis of a mathematical teaching idea</p> <p>HALLMARK ASSESSMENT</p> <p>b) Two mathematic lessons (videotaped/or instructor observation) with reflection and analysis. (One lesson as primary instructor and one lesson as support/resource teacher).</p> <p>c) Diagnostic Assessment</p>
<p>NTS Standard 5</p> <p>Reflects/Evaluates Teaching/Learning</p> <p>5.1 Accurately assesses, analyzes, and communicates the effectiveness of instruction and makes appropriate changes to improve student learning</p> <p>5.2 Analyzes and evaluates the effects of learning experiences on individuals and on the class as a whole and makes appropriate changes to improve student learning</p>	<p>ACEI Standard 5 Professionalism</p> <p>5.2 Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.</p>	<p>a) One "tryout" and analysis of a mathematical teaching idea</p> <p>HALLMARK ASSESSMENT</p> <p>b) Two mathematic lessons (videotaped/or instructor observation) with reflection and analysis. (One lesson as primary instructor and one lesson as support/resource teacher).</p> <p>c) Diagnostic Assessment</p> <p>d) Three Professional Reactions- two articles and one videotaped lesson</p>
<p>NTS Standard 6</p> <p>Collaborates with Colleagues/Parents/Others</p>	<p>ACEI Standard 5 Professionalism</p> <p>5.4 Candidates foster relationships with school colleagues, and</p>	<p>a) Two mathematic lessons (videotaped/or instructor observation) with reflection</p>

6.1 Identifies or recognizes situations where and when collaboration with others will enhance learning for students 6.4 Demonstrates productive leadership or team membership skills that facilitate the development of mutually beneficial goals	agencies in the larger community to support students' learning and well-being.	and analysis. (One lesson as primary instructor and one lesson as support/resource teacher). b) Attendance, punctuality (in class and at your field placement), class participation and interaction with colleagues
Kentucky New Teacher Standards	Association for Childhood Educational International	Course Assignments
NTS Standard 7 Engages in Professional Development 7.4 Shows evidence of improvement in performance and evidence of an increased capacity to facilitate student learning.	ACEI Standard 1 Development, Learning and Motivation 1.0 Candidates know, understand, and use the major concepts, principles, theories, and research related to the development of children, young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation	a) Attendance, punctuality (in class and at your field placement), class participation and interaction with colleagues b) Final Exam
NTS Standard 8 Knowledge of Content 8.1 Accurately communicates the skills and core concepts related to certified academic areas 8.5 Connect knowledge of the certified academic areas to real life situations	ACEI Standard 2 Curriculum 2.3 Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics, and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.	a) Two mathematic lessons (videotaped/or instructor observation) with reflection and analysis. (One lesson as primary instructor and one lesson as support/resource teacher). b) Final Exam
NTS Standard 9 Demonstrates Implementation of Technology 9.5 Creates multimedia presentations using scanners, digital cameras, and video cameras 9.6 Use the computer to do word processing, create databases and spreadsheets, access electronic mail and the internet, make presentations, and uses other emerging technologies to enhance professional productivity and support instruction 9.10 Practices equitable and legal use of computers and technology in professional activities	ACEI Standard 5 Professionalism 5.1 Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.	a) One "tryout" and analysis of a mathematical teaching idea HALLMARK ASSESSMENT b) Two mathematic lessons (videotaped/or instructor observation) with reflection and analysis. (One lesson as primary instructor and one lesson as support/resource c) Diagnostic Assessment d) Three Professional Reactions- two articles and one videotaped lesson

<p>U of L Diversity Standard</p> <p>11.2 The teacher designs, plans and accommodates objectives, instructional strategies and learning materials that reflect the cultures, cognitive and physical special needs and styles of the various ethnic, cultural, linguistic, religious, gender and socioeconomic groups within the classroom.</p> <p>11.4 The teacher respects the dignity and worth of students as individuals and as members of racial, ethnic, cultural, linguistic, religious, gender and economic groups.</p> <p>11.8 The teacher creates and maintains a classroom atmosphere reflecting and an acceptance of and respect for differences and promotes values, attitudes, and behaviors that support diversity.</p>	<p>ACEI Standard 3 Instruction 3.2 Adaptation to diverse students- Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;</p>	<p>e) Final Exam</p> <p>a) One “tryout” and analysis of a mathematical teaching idea</p> <p>HALLMARK ASSESSMENT</p> <p>b) Two mathematics lessons (videotaped/or instructor observation) with reflection and analysis. (One lesson as primary instructor and one lesson as support/resource)</p> <p>c) Diagnostic Assessment</p> <p>d) Three Professional Reactions- two articles and one videotaped lesson</p>
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Course Objectives:

Students will be able know &/or be able to do:

- Design, plan, organize, and teach mathematics lessons in a positive and productive learning environment. NTS 1, ACEI 3
- Integrate mathematics with other academic disciplines. NTS 8, ACEI 2
- Develop and implement appropriate assessment processes. NTS 4, ACEI 4
- Focus on student mathematical thinking as the construction of ideas. NTS 3, ACEI 3
- Nurture positive attitudes toward mathematics. NTS 2, ACEI 3
- Create instructional activities that will improve learning opportunities for all students, regardless of race, gender, ethnicity, socio-economic status or handicapping conditions. U of L Standard 11, ACEI 3
- Develop collaborative relationships with colleagues. NTS 6, ACEI 5
- Improve his/her ability to reflect and evaluate teaching and learning. NTS 5.1, ACEI 5
- Integrate the use of technology into his/her mathematics instruction. NTS 9, ACEI 5

Conceptual Framework Summary

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.

<i>Conceptual Framework Constructs</i>	Inquiry	Action	Advocacy
<i>Constructs as Learned and Applied</i>	Research	Practice	Service
<i>Constructs Reflected in Candidates</i>	Critical Thinkers	Problem Solvers	Professional Leaders
<i>Unit Dispositions Reflected in Candidates</i>	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

Relationship to Conceptual Framework

In this course, candidates will develop critical thinking skills regarding research based learning theories and teaching strategies for teaching mathematics in an elementary classroom. They will use their inquiry, critical thinking and reflective skills through planning and implementing lessons and assessing elementary student growth in mathematics. Through personal reflection and evaluation of the classroom teaching and learning experiences candidates will become problem solvers and improve their knowledge and pedagogy of teaching mathematics. Candidates will develop collaborative relationships and demonstrate service through class group work, field work partnerships with local schools and communicating with U of L faculty. Advocacy and professional leadership will emerge as the candidates become more confident in their knowledge of teaching mathematics.

Content

1. Mathematical Content - Students will increase their knowledge of critical mathematical topics such as those identified in current literature and recent reform movements. Included will be such components as problem solving, data collection and interpretation, patterns and relationships, probability, and spatial sense.

2. **Mathematics Pedagogy** - Students will select and use effective teaching practices appropriate for elementary mathematics instruction in an effort to create a positive and productive learning environment. Highlighted strategies will include those that focus on students' mathematical thinking as the construction of ideas, the application of mathematics to students' lives and the integration of mathematics with other academic disciplines. Students will examine, explore and evaluate instructional materials and assessment models that are designed to strengthen elementary students' mathematical understandings. Every effort will be made to link instruction and assessment in a seamless enterprise.

3. **Curriculum** - Students will support the field placement mathematics program(s) and focus on incorporating the five strands of mathematical proficiency; understanding, computing, applying, reasoning, and engaging (UCARE) to optimize the opportunities for all elementary students to learn mathematics at a high level.

4. **Attitudes and Power** - Students will be able to improve their attitudes toward mathematics, build confidence, increase their interest in the subject matter and develop the ability to nurture mathematical power in themselves and their students.

5. **Collaboration** - Students will improve their ability to work in a collaborative relationship with their peers, the course instructor, local school personnel and others while learning how to develop the same behaviors in their students.

Course Requirements and Grading Standards

Course Requirement	Criteria	Number of Course Points
Attendance, punctuality (in class and at your field placement), class participation and interaction with colleagues	You must be present to win. Each class you will be actively engaged and when you are absent the learning you miss will affect your success in teaching mathematics effectively for this course.	200
Three Professional Reactions- two articles and one videotaped lesson	Effective oral and written communication skills, in which you record questions, reactions, reflections and connections (to class discussions, personal experiences, other texts, etc.) with respect to your readings and observations. Rubric-Blackboard	150- 50 points each
One "tryout" and analysis of a	Effective oral and written communication skills, in	125

mathematical teaching idea HALLMARK ASSESSMENT	which you describe what you did, why you did it and provide evidence of what and how the students learned mathematics. Rubric- end of syllabus and Blackboard	
Field Experience Activities	Field Experience activities from your guide book should be completed as assigned and placed in your class folder. See course schedule for pages and dates.	50- 10 points each
Diagnostic Assessment	Conduct a “mini” mathematics assessment with one of the students in your field placement classroom. Rubric- Blackboard	110
Two mathematic lessons (videotaped/or instructor observation) with reflection and analysis. (one lesson as primary instructor and one lesson as support/resource teacher).	Plan, teach and analyze two mathematics lessons for elementary level students. You will use the KTIP U of L lesson format on LiveText Rubric –Blackboard	250- 125 points each
Final Exam	This will be a written exam that will provide evidence of Professional Growth in the area of teaching mathematics in an elementary classroom.	115
Total Number of Points		1000

Grading Scale

950- 1000 A	749- 798 C
899- 949 A-	699- 748 C-
849- 898 B+	549- 698 D
799- 848 B-	499- 548 D-

Bibliography:

Andrews, Angela and Trafton, Paul. (2002). Little kids – powerful problem solvers: Stories from a kindergarten classroom. Portsmouth, NH: Heinemann.

- Ashlock, Robert. (2001). Error patterns in computation. New Jersey: Prentice Hall.
- Barratta-Lorton, Mary. (1976). Mathematics their way. Menlo Park, CA: Addison Wesley Publishing Co.
- Barton, Mary Lee & Heidema, Clare. (2000). Teaching reading in mathematics.
- Burns, Marilyn. (1995). Writing in math class. Sausalito, CA: Math Solutions Publications.
- Burns, Marilyn. (1992). About teaching mathematics: A K-8 resource. Math Solutions Publications.
- Carpenter, Thomas, Heibert, Jim, Fuson, Karen, Wearne, Diane and Murray, Hanlie. (1997). Teaching and learning mathematics with understanding. Portsmouth, NH: Heinemann.
- Copely, Juanita V. (1999). Mathematics in the early years. Reston, VA: National Council of Teachers of Mathematics.
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- Fosnot, Catherine & Dolk, M. (2001). Young mathematicians at work, constructing number sense, addition and subtraction. Portsmouth, NH: Heinemann.
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- Kamii, Constance. (1994). Young children reinvent arithmetic. New York- Teachers College Press.
- Ma, Liping. (1999). Knowing and teaching elementary mathematics. Hillsdale, NJ: Lawrence Erlbaum.
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- National Research Council. (2001). Adding it up: Helping children learn mathematics. Washington, D.C.: National Academy Press..
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- Whitin, David. (1992). Read any good math lately? Children's books for mathematical learning. K-6. Portsmouth, NH: Heinemann.
- Whitin, Phyllis. (2000). Math is language too. Reston, VA: NCTM.
- Zaslavsky, Claudia. (1996). The multicultural math classroom: Bringing in the world. Portsmouth, NH: Heinemann.

Journals of the National Council of Teachers of Mathematics:

In September 1994, Arithmetic Teacher was divided into two journals: Teaching Children Mathematics (Grades K-5) and

Mathematics Teaching in the Middle School (Grades 5-8)

Mathematics Teacher (Grades 9-12)

School Science and Mathematics - Journal of the School Science and Mathematics Association

Professional Organizations:

Greater Louisville Council of Teachers of Mathematics

(Food served). Membership \$10.00 teachers, \$5.00 students.

Kentucky Council of Teachers of Mathematics - \$10 for full-time students

To register for the Conference and Banquet, please visit the official 2007 Conference Website:

www.staff.fcps.net/bperry/t3conf2007, October 19-20, 2007

Henry Clay High School, 2100 Fontaine Road, Lexington, KY 40502

National Council of Teachers of Mathematics Annual Meetings

Salt Lake City, Utah April 9-12, 2008

National Council of Teachers of Mathematics Regional Meetings:

Richmond, Virginia — October 11-12, 2007

Kansas City, Missouri — October 25-26, 2007

Houston, Texas — November 29-30, 2007

Member Exclusive Online Resources For \$38 a year, you will receive one of the following journals in online format:

- ***Teaching Children Mathematics (Pre-K–6)***
Addresses the teaching and learning of mathematics in grades pre-K–6. Features the latest developments in curricula and teaching and offers ready-to-use tips for the classroom. Published August through May with a December/January double-issue.
- **Access to Members Only**
The Members Only area of the NCTM website allows members to access mathematics education activities and resources, including *Student Math Notes* and *ON-Math*. Members purchasing an additional print journal subscription can access articles online and view the article archives of that journal.
- **Journal Article Downloads**
Student Members can download up to 25 journal articles per membership year from any NCTM journal to which they do not already subscribe.
- **Subscription to ON-Math**
NCTM's online-only school journal uses the best of web-technology to present ideas for teaching and learning mathematics at all grade levels.
- **e-Standards**
e-Standards provides access to the full text of *Principles and Standards for School Mathematics*, with search capabilities. Electronic examples for each grade band bring the text of *Principles and Standards* to life with applets and videos.

More Online Resources

- **Reflections**
Reflections will provide the opportunity to view, analyze, and reflect on instructional practices in the teaching of mathematics through video examples. Questions will guide reflection and online discussion.
- **Illuminations**
Illuminations offers resources that illuminate the *Principles and Standards*, such as interactive applets that help students explore, learn, and apply mathematics; lesson plans; video vignettes of mathematics teaching and learning; categorized and reviewed mathematics Web resources; and more.
- **Figure This!**
Figure This! features mathematics challenges, hints, and solutions for middle-grades children and their families. Family support material includes information on the changes in mathematics education, ideas on how to help with homework, and more.

College of Education and Human Development Policies Pertinent to this Course

Policy on Instructional Modifications

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with me as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

CEHD Diversity Statement

Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. Students will be 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 will 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 will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

Plagiarism Statement

Representing the words or ideas of someone else as one's own in any academic exercise. An academic unit that determines that a student is guilty of academic dishonesty may impose any academic punishment on the that student that is sees fit, including suspension or expulsion from the academic unit.

Technology Expectations

Assignments are to be word-processed. Continuing and regular use of e-mail, Blackboard and LiveText is expected. Electronic submissions using LiveText for **all** course assignments is required.

Electronic equipment Policy

Students are asked to manage their electronic equipment responsibly so that it is not a distraction for anyone in the class. Answering, talking or text messaging on cell phones, pagers and PDAs during class is not tolerated.

Class Participation

Your active participation in this class is crucial to its and your success. Participation is **not** merely sitting in class. Participation involves a combination of attendance, appropriate discussion, evidence of readings in discussion, completion of assignments on time, active listening, working in collaboration with colleagues, active engagement with materials, assessments of peer's work, contribution of materials to the class, and leadership behaviors.

Out of respect for all of our busy schedules, we will **begin class promptly at 9:00 or 12:30**. Please arrive on campus with enough time to take into account possible difficulty in parking or poor weather conditions. Frequent late arrivals will be considered absences (frequent is more than one). You must be present to win. **200 points**

I would also like for you to send me an e-mail message prior to our second class meeting telling me two things about yourself that I don't now know. Thanks. In addition, I encourage you to communicate with me and send assignments (when possible) via email throughout the course. **Minimally, I ask that you communicate about professional matters with me twice during the semester.** The goal is that you become competent with using electronic mail for professional purposes, so I encourage you to raise any questions or issues about the course or other aspects of mathematics education that you may have.

Professional Reactions

Reactions to Professional Articles- 100 points

The purpose of this assignment is for you to become a critical reader of articles that relate to mathematics education. There are many such articles in the journal, Teaching Children Mathematics, published by the National Council of Teachers of Mathematics. I encourage each of you to sign up for a mini-subscription to this journal. Reading journal articles is one of many ways to keep up to date in each teaching field. The articles, *The Mathematical Miseducation of America's Youth* and *Never Say Anything a Kid can Say* will be on the class on Blackboard (access through ULink). I would like you to write a reaction paper and send it through LIVETEXT (rubric on class Blackboard site). You may address any of the following concerns: something you found particularly interesting or provocative, something you disagree with, something that corroborates or contradicts your prior experiences, or something you wish to discuss in greater detail. Do not

summarize the article. The points you make should reflect considerable thought, and should address your reaction, how this article is relevant to you as a future/current teacher of mathematics, and how the knowledge gained from this reading possibly will affect your professional life.

Reaction to a Video Lesson- 50 points

I would like for each of you to have the opportunity to view and react to some especially good mathematics teaching. To do this I would like for each of you to watch 2 short episodes of Annenberg video lessons, about 15 minutes each. Select videos which pertain to your current classroom placement (if possible). These video lessons are on reserve in the ERTC and the list of lessons you may choose from is posted to the left of the door as you exit 272 and on the outside of the door.

As you watch the videos take notes about them, discuss them with the other classmates if you wish, but then write your reactions independently. Write a short reaction that is a maximum of 1/2 page in length (for each video vignette) and submit it in LIVETEXT. Again relate what you have observed to your role as a future/current teacher of mathematics, and how the knowledge gained from this video will affect your classroom placement this semester (and beyond). The rubric will be the same as the professional reaction.

Mathematics Teaching

New Idea Tryout- 125 points

The purpose of this activity is for you to try out and evaluate a new teaching idea or activity with children—that is described in the Van de Walle textbook. Please choose an idea or activity that address important mathematics content. Our textbook and field experience guides are gold mines of ideas and activities for use in teaching mathematics and I'm sure that you'll want to keep them as resources for your teaching. They provide a great source of lesson ideas for any mathematics concepts.

The ideas or activity from the book should be thought of as the core of a mathematics lesson. Thus the tryout that you complete with the idea or activity should last 15-30 minutes. Write up a description and analysis (page 44 of Field Experience Guide has excellent guiding questions) that is a maximum of 2 pages in length (please indicate where in the book the lesson was found (page number and activity number). Approximately the first half of the paper should be a description of what you and the students did. The second half should be an analysis of what occurred during the lesson, and an assessment of why the lesson went as it did. Submit your try-out on LIVETEXT (you can take photos of student work to provide more conclusive evidence). Rubric posted on Blackboard.

Diagnostic Assessment- 110 points

Conduct a "mini" mathematics assessment with one of the students in your class. Select an assessment tool from the choices presented in class. A rubric will be posted on Blackboard. Prepare a write-up of the event including the following criteria:

- Correct core content

- Background information is complete and thorough including the setting, materials, grade and age of student.
- Analysis of the student responses to each task is complete and insightful including similarities/differences, interesting/unexpected responses, and possible explanations for students' responses.
- Assessment with student answers and field notes attached.
- Summary of students' understanding is complete and thoughtful. Conclusions are backed up with specific examples. Implications for teaching are insightful and directly related to the analysis of student work.
- Paper is well written with appropriate vocabulary and minimal surface errors.

Two Detailed Mathematic Lessons- 125 points each = 250

Lesson Plan 1- Plan, teach (to be observed by liaison and or videotaped) and analyze one mathematics lesson for elementary level students. You will use the KTIP U of L lesson format on LIVETEXT. The focus and what I am looking is your ability to have the students involved in *genuine mathematical thinking*. The observation should show your ability to effectively *introduce* the lesson, make *transitions* and *closure* that involves all of the students. Your completed lesson plan and analysis should include student work and your analysis of how the students' work demonstrates how you met the lesson objectives. (You do not need to submit your full written lesson plans to me in advance. If you are being observed (versus videotaping) prepare a brief overview of your goal and objectives of the lesson to present to the liaison. After the lesson is complete, take the time to think about your teaching and discuss the lesson with your resource/support partner. You will write and submit **your own** results, analysis, and reflection sections. Submit the lesson plan, with reflections, materials, student work, no later than the dates indicated in the course outline. Rubric on Blackboard.

Lesson Plan 2 You will be the resource/support teacher in this lesson. You must identify the lesson objectives and the Kentucky Core Content addressed by the presenting teacher. After the lesson is complete, take the time to think about your role as a support person and discuss the lesson with your teaching partner. You will write and submit **your own** results, analysis, and reflection sections including **different** student work than the presenting teacher, no later than the dates indicated in the course outline. Rubric on Blackboard.

Lessons you do for this assignment may not be used for observations by principal, or your peers. Each of the lessons is a discrete entity.

Here are some suggestions for potential lessons:

8. Developmental lesson: a lesson that helps students understand some mathematical concept (idea) or process. This type of lesson usually involves students using materials that model mathematical concepts and/or processes. **NOTE: practice/review lessons are not developmental and will not be accepted.**
9. Problem solving: a lesson that involves students in solving one or more problems. The problems may be "real-world problems" or applications.

10. Investigation: a lesson in which students investigate some mathematical idea or situation. They may not at first know exactly what they are trying to discover about the idea/situation.
11. Data analysis: a lesson in which students pose a question to investigate, plan their data collection, collect and organize their data, represent/display their data, and then draw conclusions.
12. Technology: a lesson in which students use calculators or computers as a tool for learning mathematics or solving mathematics problems.
13. Integrated: a lesson in which students either learn or use mathematics in the context of another discipline, such as science or social studies, or learn mathematics through the use of another discipline, such as children's literature or language arts.
14. Other: any other mathematics lesson that involves students doing genuine thinking AND IS NOT A PRACTICE OR REVIEW LESSON.

Closing

I look forward to working with you throughout the semester. If you have any questions, comments, suggestions, or issues to raise, please do so at any appropriate time! Thanks! In addition to email communication, I also encourage phone calls and face-to-face communication and invite you to stop after class or call me. We can set up an appointment.

Prepared by E. Todd Brown August 2007

Please review the syllabus before the second class and return this form to instructor.

Cut -----Cut

I have reviewed the syllabus for *EDTP 313 Introduction to Teaching Elementary Mathematics*. The course requirements, class schedule, points for each assignment and grading scale have been explained. I understand that I will demonstrate my learning through class participation, field work observations and by planning and implementing mathematics lessons and assessments with students in my field placement classroom.

NAME _____

DATE _____

HALLMARK

EDTP313 HAT-Try Out Rubric

Context

Please choose an idea or activity that address important mathematics content. The Van de Walle textbook is a gold mine of ideas and activities for use in teaching mathematics. The idea or activity should be thought of as the core of a mathematics lesson. You will present the Tryout idea in your field placement with students.

Teaching

You will use the Tryout idea with your students. Please review the rubric before teaching so you know what type of evidence you will need to provide in you final product write up.

Evidence

1. The first portion of the paper (at least one page) should be a description of the idea or activity with specific details about your role and how you introduced, engaged students and provided scaffolding for their mathematical thinking. Provide details about what the students did and said and the questions and cues you used as the tryout lesson progressed.
2. The second portion of the paper (at least one page) should be an analysis of what happened, what expectations you set, what the students learned and why you believe the tryout progressed as it did. Be sure to provide evidence of what the students learned (i.e. student work samples or student quotes). * Page 44 in Field Experience Guide has excellent questions to guide your analysis and discussion.

Rubric for Written portion of the Try Out Assignment

	Target (25 pts)	Acceptable (20 pts)	Unacceptable (15 pt)
Describes idea or activity (1, 20%) KY-NTS-1.4 KY-NTS-1.6 KY-NTS-3	Targeted performance is evidenced by considerable details about the idea and activity. i.e Clear reasoning why selected this idea.	Acceptable performance is evidenced by some details about the idea and activity. i.e Not clear why this was appropriate for this audience.	Unacceptable performance is evidenced by few details about the idea and activity. i.e Provides that page number in the book.

KY-NTS-3.7 standards

<p>Provides details about their role and student engagement (1, 20%) KY-NTS-2.1 KY-NTS-2.2 KY-NTS-2.6</p>	<p>Targeted performance is evidenced by considerable details about the role of the teacher and how you introduced and engaged students in the activity. Details of questions and answers are included.</p>	<p>Acceptable performance is evidenced by some details about the role of the teacher and how you introduced and engaged students in the activity. Questions are included but limited evidence of answers.</p>	<p>Unacceptable performance is evidenced by few details about the role of the teacher and how you introduced and engaged students in the activity. Questions are limited and no evidence of answers.</p>
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<p>Provides details of the activity (1, 20%) KY-NTS-2.2 KY-NTS-3.3 KY-NTS-3.7</p>	<p>Targeted performance is evidenced by considerable details about how the teacher and students interacted in this shared experience.i.e student comments included</p>	<p>Acceptable performance is evidenced by some details about how the teacher and students interacted in this shared experience.i.e limited evidence of student input.</p>	<p>Unacceptable performance is evidenced by few details about how the teacher and students interacted in this shared experience.i.e no evidence of student input.</p>
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<p>Provides analysis of the student learning from (1, 20%) KY-NTS-2.1 KY-NTS-3.14 KY-NTS-5.2</p>	<p>Targeted performance is evidenced by considerable in depth analysis of the student learning from the try out. Student work is provided with teacher's anecdotal notes about the performance and learning.</p>	<p>Acceptable performance is evidenced by some analysis of the student learning from the try out. Student work is provided.</p>	<p>Unacceptable performance is evidenced by minimal analysis of the student learning from the try out. Reader is not clear from viewing student work what was learned as a result of the try out.</p>
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<p>the try out (1, 20%) KY-NTS-2.4 KY-NTS-5.2 KY-NTS-8</p>	<p>Targeted performance is evidenced by author expressing belief about why the try out was successful/unsuccessful. Author makes two or more modifications for the next time try out is used.</p>	<p>Acceptable performance is evidenced by author expressing belief about why the try out was successful/unsuccessful. Author makes one modification for the next time try out is used.</p>	<p>Unacceptable performance is evidenced no clear statement of a belief about why the try out was successful/unsuccessful. Reader is given a list or classroom management issues.</p>
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Course Schedule EDTP 313

Essential Topic: Teaching mathematics equitably to all children.

Date of Class	Topic/Reading	Course Requirements Due Dates
August 21	The Big Ideas of Teaching Mathematics today	e-mail the instructor: 1) the name of your field work partner 2) day(s) & time(s) you both can be present at the assigned field placement
August 28	Teaching Mathematics in a Standards Based Environment- Chapter 1-2	
September 4	Developing Early Number Concepts – Chapter 3, 9	First Professional Reaction due on LIVETEXT
September 11	Developing Meanings of Operations and Master the Facts – Chapter 10- 11	<i>FW 1.6 Project: Assessing School Environment (p. 11)</i>
September 18	Place Value and Strategies for Computation- Chapter 12-13	Video Reactions due on LIVETEXT
September 25	Place Value and Strategies for Computation- cont. Chapter 12-13	<i>FW: 2.3 Mathematical Task Analysis (p. 15) Getting ready for your Try Out</i>
October 2	Assessing mathematics – Chapter 6	<i>FW: 4.6 Teaching: Teaching a Small Group (p.41) Planning for your Try Out</i>
October 9	U of L Fall Break	
October 16	Geometric Thinking- Chapter 21	Third Professional Reaction due on LIVETEXT
October 23	Geometric Thinking cont.- Chapter 4-5	Hallmark Try out lesson due on LIVETEXT
October 30	TBA	<i>FW: 3.7 Teaching: Design (and Teach) a Lesson (p. 31) Planning for your mathematics lesson</i>
November 6	Developing Fraction Concepts- Chapter 16	Diagnostic Assessment due on LIVETEXT
November 13	Developing Decimal and Percent Concepts- Chapter 18	First Lesson Plan due on LIVETEXT <i>FW 4.10 4.9 Feedback on Teaching (p.45)</i>
November 20	Algebraic Thinking- Chapter 15	
November 27	Exploring Concepts of Data analysis and probability- Chapter 22-23	Second Lesson Plan due on LIVETEXT* <i>FW 4.10 4.9 Feedback on Teaching (p.45)</i>
Final Fri., Dec. 7, 8:00AM -10:30AM AM class Fri., Dec. 7, 11:30AM - 2:00PM PM class	Take home final exam will be discussed in November 27 th class	Final must be posted on LIVETEXT on or before 2:00 PM December 7. Late finals will not be graded.

The instructor recognizes and understands that the assigned due dates may be affected by your ability to coordinate classroom time to teach. COMMUNICATE and work with your mentor to be able to meet the deadlines.

EDTP 314: Elementary Mathematics Methods Field Experience

(1 credit hour)

E. Todd Brown
Education Building – 246

Office - 852-8978
Email – etbrow01@louisville.edu
Home - (502) 244-6122 (only in case of emergency)

Office Hours:
M-W 10:00-12:00
Th 1:30-4:00

Or by appointment

Catalog Description

Weekly field experience observing, analyzing, and participating in mathematics instruction in schools. Students will connect and apply coursework, theory, and practice.

Prerequisite: EDTP 201

Co-requisite: Concurrent enrollment in EDTP 313.

Course Purpose

This field experience provides the setting and support for students to observe, apply, analyze, synthesize, and reflect upon theories, concepts, and practices presented in university coursework. Through active participation, students will make connections between theory and practice.

Required Readings

Textbook: Bay-Williams, J. M. (2007) Field Experience Guide: Resources for Teachers of Elementary and Middle School Mathematics. NY: Pearson Education.

LiveText is required for this course

Professional Standards Met By Course

The course will enable participants to address the KERA goals of appropriate curricula, the University of Louisville Diversity Standard, Kentucky New Teacher Standards and Association for Childhood Educational International Goals.

Kentucky New Teacher Standards	Association for Childhood Educational International	Course Assignments
NTS Standard 2 Creates/Maintains a Learning Climate 2.1 Communicates with and challenges students in a positive and supportive manner 2.2. Establishes and maintains	ACEI Standard 3 Instruction 3.5 Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive	a)One “tryout” and analysis of a mathematical teaching idea HALLMARK ASSESSMENT b)Two mathematic lessons (videotaped/or instructor observation)

standards of mutually respectful classroom interaction by establishing the importance of shared expectations during individual and group responsibilities. 2.7 Uses classroom management techniques that foster self-control and self-discipline 2.8 Encourages responsibility to self and to others.	interaction in the elementary classroom.	with reflection and analysis. (One lesson as primary instructor and one lesson as support/resource teacher). c)Attendance, punctuality (in class and at your field placement), class participation and interaction with colleagues.
Kentucky New Teacher Standards	Association for Childhood Educational International	Course Assignments
NTS Standard 3 Implements/Manages Instruction 3.2 Links learning with students' prior knowledge, experiences, and family and cultural backgrounds 3.3 Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned 3.4 Uses multiple teaching/learning strategies that are appropriate to student development level and actively engages students in individual and cooperative learning experiences. 3.7 Uses appropriate questioning strategies to engage students' cognitive processes and stimulate higher-order thinking. 3.12 Makes efficient use of physical and human resources and time. Facilitates equitable engagement of students on productive tasks. 3.13 Provides opportunities for students to use and practice what is learned	ACEI Standard 3 Instruction 3.1 Candidates plan and implement instruction based on knowledge of students learning theory, subject matter, curricular goals, and community. 3.3 Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills. 3.4 Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.	a)One "tryout" and analysis of a mathematical teaching idea HALLMARK ASSESSMENT b)Two mathematic lessons (videotaped/or instructor observation) with reflection and analysis. (One lesson as primary instructor and one lesson as support/resource teacher). c)Attendance, punctuality (in class and at your field placement), class participation and interaction with colleagues.
NTS Standard 6 Collaborates with Colleagues/Parents/Others 6.1 Identifies or recognizes situations where and when collaboration with others will enhance learning for students 6.4 Demonstrates productive leadership or team membership skills that facilitate the development of mutually beneficial goals	ACEI Standard 5 Professionalism 5.4 Candidates foster relationships with school colleagues, and agencies in the larger community to support students' learning and well-being.	a)Two mathematic lessons (videotaped/or instructor observation) with reflection and analysis. (One lesson as primary instructor and one lesson as support/resource teacher). b) Attendance, punctuality (in class and at your field placement), class participation and interaction with colleagues

<p>NTS Standard 8 Knowledge of Content 8.1 Accurately communicates the skills and core concepts related to certified academic areas 8.5 Connect knowledge of the certified academic areas to real life situations</p>	<p>ACEI Standard 2 Curriculum 2.3 Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics, and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.</p>	<p>a) Two mathematic lessons (videotaped/or instructor observation) with reflection and analysis. (One lesson as primary instructor and one lesson as support/resource teacher).</p>
<p>U of L Diversity Standard 11.2 The teacher designs, plans and accommodates objectives, instructional strategies and learning materials that reflect the cultures, cognitive and physical special needs and styles of the various ethnic, cultural, linguistic, religious, gender and socioeconomic groups within the classroom. 11.4 The teacher respects the dignity and worth of students as individuals and as members of racial, ethnic, cultural, linguistic, religious, gender and economic groups. 11.8 The teacher creates and maintains a classroom atmosphere reflecting and an acceptance of and respect for differences and promotes values, attitudes, and behaviors that support diversity.</p>	<p>ACEI Standard 3 Instruction 3.2 Adaptation to diverse students-Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;</p>	<p>a) One “tryout” and analysis of a mathematical teaching idea HALLMARK ASSESSMENT b) Two mathematic lessons (videotaped/or instructor observation) with reflection and analysis. (One lesson as primary instructor and one lesson as support/resource c) Diagnostic Assessment d) Three Professional Reactions- two articles and one videotaped lesson</p>

Course Objectives:

Students will:

<p>1. analyze and describe the daily experiences of teachers in general and the teaching of mathematics in particular;</p>	<p>NTS 5.1 & 5.2</p>
<p>2. articulate a more complex and sophisticated understanding of classrooms, schools, teaching, diversity, and students;</p>	<p>NTS 8.3, U of L Standard XI</p>

3. Improve his/her ability to reflect and evaluate teaching and learning.	NTS 5.1, ACEI 5
4. develop collegial relationships with teachers in the school as well as UofL class peers	NTS 6.1, ACEI 5
5. Nurture positive attitudes toward mathematics.	NTS 2, ACEI 3

Conceptual Framework Summary

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.

<i>Conceptual Framework Constructs</i>	Inquiry	Action	Advocacy
<i>Constructs as Learned and Applied</i>	Research	Practice	Service
<i>Constructs Reflected in Candidates</i>	Critical Thinkers	Problem Solvers	Professional Leaders
<i>Unit Dispositions Reflected in Candidates</i>	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

Relationship to Conceptual Framework

In this course, candidates will use their inquiry, critical thinking and reflective skills through planning and implementing lessons and assessing elementary student growth in mathematics. Through personal reflection and evaluation of the classroom teaching and learning experiences candidates will become problem solvers and improve their knowledge and pedagogy of teaching mathematics. Candidates will develop collaborative relationships and demonstrate service through class group work, field work

partnerships with local schools and communicating with U of L faculty. Advocacy and professional leadership will emerge as the candidates become more confident in their knowledge of teaching mathematics.

Course Content

1. observations and instructional practice in context of classroom and school
2. curriculum, instruction, assessment, resources
3. classroom management and community
4. teaching and assessment strategies
5. diversity
6. collegiality

Course Requirements

1. Minimum of **one half day** of field experience per week per content methods course in assigned setting (during teachers' contractual hours)
2. Active participation in field experience site class activities
3. Teach lessons designed by self/cooperating teacher
4. Satisfactory communication with cooperating teacher
5. Satisfactory attempts to respond to supervisory feedback
6. Satisfactory interaction with students, teachers, and others
7. Satisfactory professionalism and dispositions, e.g. attendance, punctuality, appearance, professional demeanor

Criteria for Determination of Grade: Pass or Fail

Student attendance, participation, interaction, professionalism and initiative will be documented by the cooperating field site teacher, school administrator and U of L Liaison via attendance and participation logs and communication with the university instructor. These will be assessed and a collaborative decision will be made regarding pass or fail.

Grading Scale

Pass= acceptable attendance, participation, interaction, professionalism, and initiative are documented by cooperating field site teacher, school administration and U of L Liaison.

Fail= unacceptable performance in field experience participation, interaction, professionalism, and/or initiative as documented by cooperating field site teacher, school administration and U of L Liaison

Bibliography

See bibliography of related methods and other education courses taken concurrently.

College of Education and Human Development Policies Pertinent to this Course

Policy on Instructional Modifications

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with me as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

CEHD Diversity Statement

Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. Students will be 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 will 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 will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

Plagiarism Statement

Representing the words or ideas of someone else as one's own in any academic exercise. An academic unit that determines that a student is guilty of academic dishonesty may impose any academic punishment on the that student that is sees fit, including suspension or expulsion from the academic unit.

Technology Expectations

Assignments are to be word-processed. Continuing and regular use of e-mail, Blackboard and LiveText is expected. Electronic submissions using LiveText for **all** course assignments is required.

Electronic equipment Policy

Students are asked to manage their electronic equipment responsibly so that it is not a distraction for anyone in the field work classroom. Answering, talking or text messaging on cell phones, pagers and PDAs during field work is unacceptable.

Prepared by E. Todd Brown August 2007



**EDTP 320: Methods for Teaching Reading/Language Arts, P-5
Fall 2007**

Instructor: Dr. Brenda Overturf
Email: Brenda.overturf@louisville.edu
Phone: 502-852-3976
Office: CEHD 154
Office Hours: Monday 1:00-3:00
Tuesday 2:30-4:30
Additional hours by appointment

Catalog Description

EDEM 320 Methods for Teaching Reading/Language Arts P-5: Advanced study of specific strategies and practices for teaching children with and without disabilities, giftedness and other individual differences. Prerequisite: Admission to undergraduate teacher education program; EDEM 311 Introduction to Reading/Language Arts, P-5.

Course Purpose

EDTP 320 Methods for Teaching Reading/Language Arts, P-5 will build upon the student's understanding of literacy learning from two perspectives---their own processes and development as well as the development of school age children. Specific research-based strategies and practices for teaching children will be explored related to reading and writing processes.

Required Readings

Reutzel, D. and Cooter, R. (2007) Teaching children to read: Putting the pieces together. Prentice-Hall.

LiveText® Software: LiveText® may be purchased in the ERTC by cash or check or at the local bookstores or online at www.livetext.com. You should plan to attend a LiveText® training at the ERTC.

Kentucky Department of Education documents:

- *Kentucky Marker Papers, P-8* (can be found at any local school or JCPS Curriculum Resource Center)
- *Kentucky Program of Studies for English/Language Arts 2006* (KDE website)
- *Kentucky Core Content for Reading and Writing 4.1* (KDE website)

Other readings from the suggested bibliography as appropriate for planning and implementing interesting and effective reading instruction in your assigned classroom will also be required.

Relevant Professional Standards Met by This Course

The Kentucky New Teacher Standards addressed most fully by this course are:

- Standard 1: Designs and Plans Instruction
- Standard 2: Creates/Maintains Learning Climates
- Standard 3: Implements/Manages Instruction
- Standard 4: Assesses and Communicates Learning Results
- Standard 5: Reflects/Evaluates Teaching/Learning
- Standard 6: Collaborates with Colleagues/Parents/Others
- Standard 7: Engages in Professional Development
- Standard 8: Knowledge of Content
- Standard 9: Demonstrates Implementation of Technology
- Standard 11: Understands the Complex Lives of Students

	1	2	3	4	5	6	7	8	9	11
Weekly Reading Check								x		
Reading Reflections					X			x		
Shared Reading Lesson	X	x	x	x	X	x		x		x
Guided Reading Lesson	X	x	x	x	X	x		x		x
Word Work Lesson	X	x	x	x	X	x		x		x
Literacy Center Activity	X		x			x		x		x
Phonics Study Packet						x		x		
Child Literacy Study Project (Hallmark)	X		x	x	X	x		x	x	x

Course Objectives

Teacher candidates are expected to develop a sophisticated understanding of the following concepts and be able to:

1. Construct a literacy environment where children feel free to take risks and literacy learning can thrive. (NTS 1.8, 2.2, 2.4, 3.12, 8.1, 8.5, 11)
2. Demonstrate knowledge of state and national standards for elementary literacy teaching and learning. (NTS 8.1)
3. Demonstrate a thorough knowledge of formative and summative reading assessment. (NTS 1.10, 4.1, 4.2, 4.3, 4.4, 4.5, 11)
4. Demonstrate knowledge of how reading develops from preschool through fifth grade. (NTS 8.1)
5. Plan instruction that follows a balanced approach to literacy, including shared reading, guided reading, self-selected reading, word work, and writing activities and experiences. (NTS 1.1, 1.4, 1.5, 3.1, 3.4, 3.7, 3.13, 3.14, 5.1, 8.1, 11)
6. Provide explicit instruction in research-based components of literacy development, including phonemic awareness, phonics, fluency, vocabulary, comprehension, writing for various purposes, student discussion, and motivation. (NTS 1.1, 1.4, 1.5, 3.1, 3.4, 3.7, 3.13, 3.14, 5.1, 8.1, 11)

7. Demonstrate knowledge of a variety of intervention strategies to use with students who are struggling with the reading process. (NTS 1.5, 1.6, 1.11, 2.3, 2.4, 3.2, 3.5, 4.3, 4.5, 8.1)
8. Articulate the basic research that underlies all reading and writing activities and experiences in the classroom, In other words, teacher candidates should be able to explain why each instructional decision has been made. (NTS 8.1)
9. Choose appropriate quality children’s literature and related activities to enhance literacy learning. (NTS 1.2, 2.5, 8.1, 11)
10. Be culturally responsive and attuned to a sense of social justice in the classroom so they can help children make connections between what they know and what they are learning. (NTS 11)
11. Collaborate with parents and caregivers and others to ensure each child’s literacy development. (NTS 6.1, 6.4, 6.5)

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.

<i>Conceptual Framework Constructs</i>	<i>Inquiry</i>	<i>Action</i>	<i>Advocacy</i>
<i>Constructs as Learned and Applied</i>	Research	Practice	Service
<i>Constructs Reflected in Candidates</i>	Critical Thinkers	Problem Solvers	Professional Leaders
<i>Unit Dispositions Reflected in Candidates</i>	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 320 aligns with the conceptual framework in the following ways:

- Under the **construct of inquiry**, you will inform your practice in assignments and in your field placement through inquiry and reflection. Assignments will demonstrate critical thinking and an emphasis on current literacy research.
- Under the **construct of action**, you will consider and experience ways to develop a balanced literacy curriculum, engage in a variety of instructional strategies with the aim of promoting inquiry, plan teaching, relate instruction to multiple contexts and situations, and interact with others and receive feedback.
- Under the **construct of advocacy**, you will work collaboratively with a mentor teacher to affirm the principles of social justice in the classroom.

Course Content

Topics to be addressed include:

How Young Children Learn to Talk	Assessment Strategies
JCPS Five Block Model	Rigby Literacy
Phonemic Awareness Strategies	Alphabetic Principle
Phonics Strategies	Vocabulary Strategies
Fluency Strategies	Comprehension Strategies
Literacy Centers	Shared Reading
Guided Reading	Self-Selected Reading
Word Work and Spelling	Community Reading and Conversation
Reading/Writing Workshop	Meeting the Needs of ESL Children
Meeting the Needs of ECE Children	Multicultural and Gender Issues
Content Area Literacy	Interventions
Literacy Classroom Management	Literacy Discussions
Children's Literature in Instruction	

Course Requirements

Assignment 1: Class Professionalism/Participation (5% of total grade)

The underlying philosophy of this class is one of social interaction. The experiences each person brings to the class contribute to the body of knowledge learned. It is difficult, if not impossible, to make up experiences missed by not being 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 vital to success as a teacher. Therefore, at the end of class, you will self evaluate yourself on attendance, participation, and professionalism. You will need to justify your grade. (See the attached rubric.)

Assignment 2: Reflective Journal (15%)

You will write a reflective response to every chapter in the text. The reflective journal serves several purposes, including, within the context of this class, a place to record one's thoughts and reactions to the text you are reading. In addition, it can provide guided practice in the development of reflective skills. The mature reflective teacher views situations from multiple perspectives, searches for alternative explanations of events, and uses evidence to support or evaluate a decision or position. Some of the items which may be included in your reflective journal for this class are the following:

- Critique of a practice/strategy from multiple perspectives (e.g., teacher, student, administrator, parent).
- Detailed analysis of literacy practices and strategies regarding what seems to work and in what context(s) it might not work.

- Statement of agreement or disagreement with a position taken in the text, offering own reasons, and not merely repeating what someone else has stated.
- Discussion of how a strategy relates to specific educational/ learning theories or theorists.
- Evaluation of strategies in terms of the intended objectives and other criteria.
- Personal, affective reactions to using the strategies in instructional settings.
- Speculations about alternatives for using a strategy.
- Possible plans for future action or direction based on readings, discussions, or classroom events.
- Examination of the relationships between and among different strategies.

Journals should total between 1-2 pages. Please do not exceed two pages. I'm looking for quality entries that show a reflection of the text, not just a summary of the material you read. Refer to course sequence reflection dates. (See the attached rubric I will use to grade this assignment.)

Assignment 3: Reading Lesson Reflections (15%)

During your field placement, you will collaborate with your cooperating teacher to teach three different types of reading lessons. Each lesson will be a lesson your teacher would have taught within the regular classroom schedule. For each lesson, you will do a teaching reflection using a template that will be provided. The three lessons are:

- Shared Reading (5%)
- Guided Reading (5%)
- Word Work (5%)

The purpose of this assignment is to make sure you have had teaching experience in the major reading components of a balanced literacy classroom.

Assignment 4: Phonics Study Packet (5%)

To ensure that you understand basic phonemic awareness and phonics concepts you need to teach children to read, you will work with a small group to complete a phonics study packet. (No rubric needed.)

Assignment 5: Literacy Center Activity (10%)

You will create a literacy center activity to contribute to a class day on literacy centers. All materials needed to do the activity should be included. You will also post a written description of your literacy center activity to Blackboard to create a classroom collection.

Assignment 6: Reading Checks (10%)

It is important that you read all chapter readings so that you will have the appropriate background knowledge to fully participate in class. Therefore, there will periodically be unannounced reading checks that will be given at the beginning of class. If you have read the material you should be able to answer the questions easily. If you are late or absent, the reading check can not be made up.

Assignment 7: Child Literacy Study Project (Hallmark Assessment) (40% of grade)

You will complete a Child Literacy Study Project across the semester as you learn about child literacy development and elementary school literacy practice. This project will provide you with an opportunity to really get to know a child in your field placement, and to analyze his/her

literacy development. Based on your literacy teaching knowledge, you will then provide recommendations for further instruction to help this child succeed. The final project will be a paper that includes these sections:

- A. An introduction that provides an overview of the project.
- B. A description of what you learned from the child and family conversations.
Anecdotal notes/artifacts will be attached.
- C. A section for each of seven instructional settings you observe that includes your description of the experience (including hypotheses, pluses, wishes, and next steps). See rubric for specific information needed in each section. *Anecdotal notes/artifacts will be attached at the end of each section.*
- D. A self-evaluation that includes what you feel you learned from this experience...
 - o ...about the impact of taking time to really know a child.
 - o ...the uses, challenges, and value of anecdotal notes.
 - o ...the impact of hypothesizing in effective teaching.
 - o ...using observations to plan instruction.
 - o ...the reading process.
 - o ...writing and spelling development.
 - o ...learning by teaching.
 - o ...yourself.

You will receive more detailed instructions for this assignment.

Criteria for Determination of Grades

Professionalism	5% of grade
Reflective Journal	15% of Grade
Reading Lesson Reflections (total 3)	15% of Grade
Phonics Study Packet	5% of Grade
Literacy Center Activity	10% of Grade
Child Literacy Study Project	40% of Grade
Reading Checks	10% of Grade

Criteria for Determination of Grades

Assignments will be weighed and a final percentage will be calculated. The following grading scale will then be used to determine your final grade.

100%-98%	A+	4.0
97%-95%	A	4.0
94%-90%	A-	3.7
89%-87%	B+	3.3
86%-84%	B	3.0
83%-80%	B-	2.7
79%-77%	C+	2.3
76%-74%	C	2.0
73%-70%	C-	1.7
69%-67%	D+	1.3
66%-64%	D	1.0
63%-60%	D-	0.7
59% and Below	Fail	0.0

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Course Policies

8. All written work should be double-spaced and word-processed, with a 12-point font, 1" margins, and numbered pages. No plastic covers, please. ☺
9. Please turn off cell phones and other electronic devices before class begins. If you have a special circumstance and need to be able to be reached, please let me know in advance.
10. I love babies and pets, but they are distracting to all of us if you bring them to class. If you have a babysitting emergency at the last minute, I prefer that you miss that class. Please let me know if you miss class for this reason.
11. Course assignments will be penalized 5% for each day late. This penalty begins 24 hours after the class.
12. Changes in this syllabus may be made to meet the academic objectives or in the case on unanticipated events. Any changes made will be discussed in class.
13. Discussions about individual work should be conducted after class or during an office meeting rather than at the beginning of class or during class.

Policy on Instructional Modifications

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

CEHD Diversity Statement

Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors, and other professionals. Students will be 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 will 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 will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

Technology Expectations

Assignments are to be word-processed. Continuing and regular use of U of L email is expected. Students will use Blackboard interactively as an ongoing part of the class, and Hallmark assessments must be posted electronically on LiveText. Students may be expected to do web searches for this course.

Plagiarism Statement

Plagiarism is addressed by the Graduate School at the University of Louisville in two documents, both accessible online. One explanation is the in the *Graduate Catalog* in the “Student Code of Conduct” category and the other is in the *Graduate Student Handbook*, “Student Code of Conduct” category, Section 5, Item 5.

University Writing Center

There are many different kinds of writing assignments in this course, including lesson plans, descriptions of field work, and reflections on learning. 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 on the 3rd floor of Ekstrom Library and is open Monday through Saturday.

Policy on Class Cancellation If class is cancelled due to severe weather (or for any reason), keep to the schedule in the syllabus, preparing for the next week as planned. We will follow the University of Louisville procedures for inclement weather.

**Prepared by Brenda Overturf, Ed. D. and Christine E. Sherretz, Ed. D
Fall 2007**

**EDTP 320, Fall 2007
Course Sequence**

Date	Class	Topic	Reading Due	Due
Aug. 21	1	Introduction to Class What is Reading? Why is learning to read so important?		
Aug. 28	2	National and State Literacy Standards Types of Reading Instruction JCPS Five Block Model	Reutzel & Cooter, Ch. 1 KY E/LA Program of Studies and Core Content	<i>Reflective Journal</i> Ch. 1
Sept. 4	3	Developing Children's Oral Language	Reutzel & Cooter, Ch. 2	<i>Reflective Journal</i> Ch. 2 Shoebbox Autobiography
Sept. 11	4	Emergent Literacy Shared Reading Instruction	Reutzel & Cooter, Ch. 3 Living Literature Ch. 11	<i>Reflective Journal</i> Ch. 3
Sept. 18	5	Phonics and Word Identification Word Work Instruction	Reutzel & Cooter, Ch. 4	<i>Reflective Journal</i> Ch. 4
Sept. 25	6	Developing Children's Reading Fluency	Reutzel & Cooter, Ch. 5	<i>Reflective Journal</i> Ch. 5 Shared Reading Lesson Due
Oct. 2	7	Teaching Reading Comprehension	Reutzel & Cooter, Ch. 7	<i>Reflective Journal</i> Ch. 7 Phonics Packet
Oct. 9	NO CLASS – FALL BREAK			
Oct. 16	8	Guided Reading Instruction	JCPS Guided Reading Protocol Available on Blackboard	Word Work Lesson Due
Oct. 23	9	Assessment KY Reading Assessment Running Records	Reutzel & Cooter, Ch. 9 KDE Reading Open Response Released Items	<i>Reflective Journal</i> ch. 9
Oct. 30	10	What are Literacy Centers?		Guided Reading Lesson Due
Nov. 6	11	Running Records Analysis Book Leveling		Literacy Center Project Due
Nov. 13	12	Programs and Standards for Reading Instruction and Intervention	Reutzel & Cooter, Ch. 10	<i>Reflective Journal</i> Ch. 10
Nov. 20	13	Effective Reading Instruction and Organization in Grades K-3	Reutzel & Cooter, Ch. 11	<i>Reflective Journal</i> Ch. 11 Child Literacy Study Project Due
Nov. 27	14	Effective Reading Instruction and Organization in Grades 4-8	Reutzel & Cooter, Ch. 12	<i>Reflective Journal</i> Ch. 12

ASSIGNMENT 1: Class Participation and Professionalism Rubric

	Exemplary Performance (3)	Meets Standard (2)	Unacceptable Performance (1)	Your Score
Attendance	Does not miss a class.	Possibly misses one class because of illness or emergency. Notifies professor ahead of class missed.	Misses two or more classes. Does not notify professor ahead of classes missed.	
Participation	Reads assigned text and can discuss thoroughly. Shares relevant experiences with others in class. Contributes to the overall quality of the learning environment by contributing thoughtful outside resources and information.	Reads assigned text and can discuss. Shares relevant experiences with others in class.	Does not read assigned text. Does not participate or participates minimally.	
Professionalism	Materials handed in on time and prepared with clarity, precision, and attention to detail. Team/group membership is positive and handled with a sense of responsibility. Exhibits professional deportment, dress, hygiene, and appearance.	Materials handed in on time. Team/group membership is positive. Exhibits professional deportment, dress, hygiene, and appearance.	Materials are not handed in on time and may or may not be clear. Team/group membership is confrontational or irresponsible. Deportment, dress, hygiene, and appearance are not professional and/or appropriate.	

Total ____ / 9

ASSIGNMENT 2: REFLECTIVE JOURNALS

	3	2	1	Your Score
Depth of Thought	Shows novel insight.	Shows appropriate analysis, but lacks insight.	Analysis incorrect or missing; no insight.	
Understanding of Material Read	Demonstrates understanding of material including hidden or subtle issues.	Demonstrates general understanding; logic needs expanding.	Fails to demonstrate understanding of material.	
Supporting Evidence	Connects ideas and thoughts to personal life. Supports or evaluates opinions.	Connections need further explanation or justification.	Lack of connection to personal life. Does not support or evaluate material read with examples.	
Grammar, punctuation, spelling	Proper grammar, punctuation, spelling.	Noticeable errors in grammar punctuation, spelling.	Major errors in grammar, punctuation, spelling.	
				/12

ASSIGNMENT 3: READING LESSON REFLECTION RUBRIC

	3	2	1	Your Score
Context of Classroom	Introduces the lesson, thoroughly describes the group of students, gives a detailed physical description of the classroom, and explains how the lesson fits in the daily schedule.	Introduces the lesson, gives a partial description of the group of students, gives a partial description of the physical classroom, and	Overview introduces the school and class, and minimally describes how the child was chosen, and how the candidate set up the project.	
Lesson Preparation	Explains why the lesson was taught, justifies the appropriateness of the lesson for this group of students, thoroughly explains how the lesson meets Kentucky standards, and gives a details explanation of how the students prepared for the lesson.	Explains why the lesson was taught, does not justify why the lesson is appropriate but just states that the lesson is a part of the grade curriculum, gives an explanation of how the lesson meets Kentucky standards, describes how the student prepared for the lesson.	Minimally describes why the lesson was taught, does not justify why the lesson is appropriate for this group of students, does not or partially explains how the lesson aligns with Kentucky Standards, only minimally describes how the student prepared for the lesson.	
Teaching the Lesson	Thoroughly describes in detail the steps used to teach the lesson.	Only partially describes the sequential steps of the lesson.	Does not describe the sequential steps in teaching the lesson.	
Reflection	Student reflected on the lesson and explained if the students learned what was being taught. The student explains by noting specific observable examples that demonstrate understanding of the material. Student evaluated the effectiveness of the lesson and discussed what could be done differently. Dept and complexity of though supported by rich, pertinent details.	Student reflected on the lesson and explained if the students learned what was being taught. No specific observable examples are noted. Student evaluated the effectiveness of the lesson. Some ideas are unelaborated or supported.	Student reflected on the lesson however ideas are unclear and/ or not well developed.	
	TOTAL			____/15

ASSIGNMENT 5: Literacy Center Project

	3	2	1	Your Score
Activities	Exceptional originality. Activity is motivating and engaging.	Some apparent originality displayed through creative use of materials. Activities are some what engaging.	Project has little originality or creative thought. Not engaging.	
Preparation of Materials	All materials needed for project are included. All materials are in good condition.	All materials needed for project are included, but materials are not in the best condition.	All materials are not included in the literacy center.	
Organization/ Effective Communication	Project is exceptionally organized and directions are explained well. Nearly error-free of mechanical, spelling, and grammatical errors.	Project is organized. Directions are not fully complete. Students may have difficulty completing independently. Minimal mechanical, spelling, and grammatical errors.	Project is unorganized. Directions are confusing and incomplete. There are numerous mechanical, spelling, and grammatical errors.	
Addresses ELA Standards	Activities in learning center fully align with Kentucky Reading Standards and support the reading program.	Activities partially align with Kentucky Reading Standards.	Activities show little alignment with Kentucky Reading Standards. The activity may keep the student busy but does not address reading standards.	
Description	Student provides a detailed description of the learning center on BlackBoard.	Provides a limited description of the learning center.	Does not provide a description of the learning center.	
Aesthetic Appeal	Learning center is exceptionally aesthetically appealing. (Colorful, durable, neat lettering, etc.)	Learning center is aesthetically appealing.	Learning center is not aesthetically appealing. Appears that student did not invest time in preparation of the center.	
	TOTAL			<u> </u> / 18

ASSIGNMENT 6: Child Literacy Study Project Rubric (Hallmark Assessment)

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
Overview of Project	Overview introduces the school and class, thoroughly describes how the child was chosen, and how the candidate set up the project.	Overview introduces the school and class, describes how the child was chosen, and how the candidate set up the project.	Overview introduces the school and class, and minimally describes how the child was chosen, and how the candidate set up the project.
Getting to Know the Child	Candidate has clearly described the child and his/her context. The description shows clear sensitivity to child's cultural and linguistic background. All artifacts are attached.	Candidate has adequately described the child and his/her context. The description shows some sensitivity to child's cultural and linguistic background. Most artifacts are attached.	Candidate has vaguely described the child and his/her context. The description shows little sensitivity to child's cultural and linguistic background. Few or no artifacts are attached.
Anecdotal Notes	Notes are detailed and comprehensive, focusing primarily on literacy-specific observations (as opposed to references about emotions or conventions). Demonstrates sophisticated skill in observing and analyzing the child's processes and products.	Notes are detailed, focusing primarily on literacy-specific observations (as opposed to references about emotions or conventions). Demonstrates skill in observing and analyzing the child's processes and products.	Notes are not detailed. Focused primarily on emotions or conventions. Demonstrates little skill in observing and analyzing the child's processes and products.
Shared Reading or Read Aloud Observation	Candidate includes thorough description of the shared reading observation, including hypotheses, pluses, wishes, and next steps. Complete anecdotal notes/artifacts are attached at the end of each section.	Candidate includes adequate description of the shared reading observation, including hypotheses, pluses, wishes, and next steps. Anecdotal notes/artifacts are attached at the end of each section.	Candidate includes minimal description of the shared reading observation. Anecdotal notes/artifacts are not attached at the end of each section.
Guided Reading Observation	Candidate includes thorough description of the guided reading observation, including hypotheses, pluses, wishes, and next steps. Observed reading processes are thoroughly described. Complete anecdotal notes/artifacts are attached at the end of each section.	Candidate includes adequate description of the guided reading observation, including hypotheses, pluses, wishes, and next steps. Observed reading processes are described. Anecdotal notes/artifacts are attached at the end of each section.	Candidate includes minimal description of the guided reading observation. Little description of observed reading processes. Anecdotal notes/artifacts are not attached at the end of each section.

Writing Observation	Candidate includes thorough description of the writing observation, including hypotheses, pluses, wishes, and next steps. Writing piece is compared with appropriate KY Marker Paper and thoroughly analyzed. Complete anecdotal notes/artifacts are attached at the end of each section.	Candidate includes adequate description of the writing observation, including hypotheses, pluses, wishes, and next steps. Writing piece is compared with appropriate KY Marker Paper. Anecdotal notes/artifacts are attached at the end of each section.	Candidate includes minimal description of the writing observation. Anecdotal notes/artifacts are not attached at the end of each section.
Spelling Observation	Candidate includes thorough description of the spelling observation, including hypotheses, pluses, wishes, and next steps. Developmental spelling stage is thoroughly described with rationale. Complete anecdotal notes/artifacts are attached at the end of each section.	Candidate includes adequate description of the spelling observation, including hypotheses, pluses, wishes, and next steps. Developmental spelling stage is described. Anecdotal notes/artifacts are attached at the end of each section.	Candidate includes minimal description of the spelling observation. Anecdotal notes/artifacts are not attached at the end of each section.
Reading Conference	Candidate includes thorough description of the reading conference observation, including hypotheses, pluses, wishes, and next steps. Student's independent reading choice and reading behaviors are thoroughly described. Complete anecdotal notes/artifacts are attached at the end of each section.	Candidate includes adequate description of the reading conference observation, including hypotheses, pluses, wishes, and next steps. Student's independent reading choice is described. Anecdotal notes/artifacts are attached at the end of each section.	Candidate includes minimal description of the reading conference observation. Anecdotal notes/artifacts are not attached at the end of each section.
Running Record (formative assessment)	Candidate includes thorough description of the running record experience, including hypotheses, pluses, wishes, and next steps. Running record is analyzed for structure, visual, and meaning cues. Complete anecdotal notes/artifacts are attached at the end of each section.	Candidate includes adequate description of the running record experience, including hypotheses, pluses, wishes, and next steps. Running record is analyzed. Anecdotal notes/artifacts are attached at the end of each section.	Candidate includes minimal description of the running record experience. Anecdotal notes/artifacts are not attached at the end of each section.

Assessment Record Review (summative assessment)	Candidate includes thorough description of the assessment record review, including hypotheses, pluses, wishes, and next steps. Assessments are analyzed for student's strengths and areas of need. Complete anecdotal notes/artifacts are attached at the end of each section.	Candidate includes adequate description of the assessment record review, including hypotheses, pluses, wishes, and next steps. Assessments are analyzed. Anecdotal notes/artifacts are attached at the end of each section.	Candidate includes minimal description of the assessment record review. Anecdotal notes/artifacts are not attached at the end of each section.
Self-Evaluation	Thoroughly describes what was learned from the child literacy study experience, including the impact of taking time to really <u>know</u> a child, the uses, challenges, and value of anecdotal notes, the impact of hypothesizing in effective teaching, using observations to plan instruction, the reading process, writing and spelling development, learning by teaching, and self.	Describes what was learned from the child literacy study experience, including the impact of taking time to really <u>know</u> a child, the uses, challenges, and value of anecdotal notes, the impact of hypothesizing in effective teaching, using observations to plan instruction, the reading process, writing and spelling development, learning by teaching, and self.	Minimally describes what was learned from the child literacy study experience.
Effective Communication	Project displays awareness of audience and purpose, logical organization, and use of standard conventions in spelling, usage, grammar, and sentence structure.	Project displays logical organization, and use of standard conventions in spelling, usage, grammar, and sentence structure.	Project displays minimal organization, and includes some lapses in use of standard conventions in spelling, usage, grammar, and sentence structure.

Total: _____ / 36

EDTP 322: P-5 Social Studies Methods

Marcia Lile, Instructor

Office – Education Building, Room 247, 852-0575

E-mail: malile01@louisville.edu

Office Hours: Tuesday, 1:00 – 4:30 p.m.

Wednesday, 1:00 – 4:00 p.m.

Catalogue Description, Including Prerequisites: Admission to Teacher Education. Designed to promote critical approaches to social studies, students will learn theoretically sound and research-based strategies for promoting the goals of social studies.

Course Purpose: This course is intended to introduce the goals, issues and trends in teaching social studies. We will examine best practices in designing curriculum, making instructional decisions, and developing assessments that promote powerful learning in P – 5 students. This work will take place within the context of educational reform at the state and national levels, active learning, and reflective practice.

Required Readings

Texts: *Social Studies in Elementary Education, Twelfth Edition* by Walter C. Parker

You Can't Say You Can't Play by Vivian Paley

Selected articles from *Social Education* or *Social Studies and the Young Learner*

Student-selected children's books

Kentucky Curriculum Documents

- Six Goals of KERA
- Academic Expectations
- Program of Studies in Primary and Intermediate Social Studies
- Core Content for Assessment in Elementary Social Studies

Relevant Professional Standards Met by Course

Kentucky New Teacher Standards

Standard 1: Designs/Plans Instruction – Candidates will develop lesson plans and a standards-based unit of study

Standard 2: Creates/Maintains Learning Climates – Candidates will read and discuss how the implementation of democratic principles is related to classroom climate and deliberations.

Standard 3: Implements/Manages Instruction – Candidates, through a field work assignment, will use questioning strategies in an interview context to engage students in cognitive processes that stimulate higher order thinking.

Standard 4: Assesses and Communicates Learning Results – Candidates will develop an assessment plan aligned with Kentucky content standards.

Standard 5: Reflects/Evaluates Teaching/Learning – Candidates will analyze and reflect on field work experience.

Standard 6: Collaborates with Colleagues/Parents/Others – Candidates will collaborate with other candidates in the analysis of field work experience and will the opportunity to collaborate to develop a standards-based unit of study.

Standard 8: Knowledge of Content – Candidates will demonstrate knowledge of the core concepts and skills of social studies and connect it to classroom situations in a KCCT-like assessment.

Standard 9: Demonstrates Implementation of Technology – Candidates will use and integrate technology into assessment plans and standards-based units of study.

Standard 11: U of L – Understands Complex Lives of Students – Candidates will demonstrate an understanding of the complex lives of students by the work they do in the following projects: field work, assessment plan, unit of study and discussion groups (*You Can't Say You Can't Play.*)

Association of Childhood Education International Standards

Curriculum Standard 2.4: Social Studies Curriculum – Candidates will demonstrate that they know, understand and can use the major concepts and modes of inquiry from the social studies in homework assignments, fieldwork project, assessment plan and unit of study.

Instruction Standards 3.1, 3.2, 3.3: Candidates will meet these standards through the development of a standards-based unit of study and the accompanying lessons.

Assessment Standard 4: Candidates will develop formal and informal assessments to plan and evaluate instruction in the assessment plan project and the standards-based unit of study project.

EPSB Themes

- Diversity (University of Louisville Standard, 11) – Candidates will develop a standards-based unit of study in which they will be expected to address the needs of diverse learners
- Literacy Education– Candidates will participate in a variety of reading and writing strategies that are appropriate for integrating and using literacy in the teaching of social studies.
- Assessment – All candidates will complete a standards-based assessment plan consistent with the Kentucky Assessment and Accountability system as well as address formative assessment. All candidates will also take an assessment that is modeled on the KCCT, including open response items and multiple choice items.
- Achievement Gap – All candidates will read and discuss issues related to the achievement gap (i.e, special education, race, gender, limited English proficiency, socio-economic status)

Course Objectives

Students will:

- Develop an understanding of the importance of social studies as it promotes the possibilities of participatory citizenship in a democratic society
- Acquire and communicate knowledge of the content, skills and processes of social studies
- Examine the relationship between social studies and literacy
- Engage in a field work project that will involve them in assessing student knowledge of critical concepts in social studies and evaluate that knowledge in various contexts.
- Engage in the development of a standards-based unit of study and the supporting lessons
- Engage in the development of multiple forms of assessment to plan and evaluate instruction
- Consider how to address the diverse needs, abilities and interests of students in the study of social studies
- Make a substantive contribution to class discussions and activities
- Provide written evidence of both critical and reflective thinking

Conceptual Framework Summary

Shaping Tomorrow: Ideas to Action

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.

<i>Conceptual Framework Constructs</i>	Inquiry	Action	Advocacy
<i>Constructs as Learned and Applied</i>	Research	Practice	Service
<i>Constructs Reflected in Candidates</i>	Critical Thinkers	Problem Solvers	Professional Leaders
<i>Unit Dispositions Reflected in Candidates</i>	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

Content

In each class session, we will engage in whole group discussion, small group or partner work and individual reading, writing and/or reflection time.

Topics about which students will read and discuss include, but are not limited to, the following:

- What social studies includes and what its purpose is
- What state standards and assessments address in social studies
- Best practices in social studies instruction
- What are the important concepts and generalizations beyond social studies facts
- How to develop reading, writing, speaking and listening skills in social studies
- How to assess what students know and are able to do in social studies
- The relationship between assessment and instruction
- What materials are necessary to support powerful teaching and learning in social studies

- How to engage students in meaningful tasks
- How to develop rubrics and scoring guides that assess and improve student performance
- How to begin to differentiate instruction in social studies

Course Requirements

Attendance and promptness to each class are essential to success in this course. Much of the learning will take place through your interactions with the instructor, your colleagues and the materials used in class. *Assignments completed in class cannot be made up.*

Assignment	Description and points for each	Standards
Class and homework assignments	Throughout the course, candidates will have assignments that will be completed in class or as homework. These assignments are typically related to readings in the texts or the content of social studies.	NTS 1.1, 1.4 8.1, 8.4, 8.5 9.1, 9.4, 9.6, 11.3, ACEI 2.4
Curriculum Assessment	KCCT-like test (multiple choice items and open response questions) that assesses candidate's knowledge of the various disciplines of social studies	NTS 8.1, 8.2, 8.5 ACEI 2.4
Field Work Project	Candidates will interview students in field placement site using questions from the research of Alleman & Brophy on cultural universals. Candidates will analyze results of interviews relative to the ages, academic experiences and personal experiences of students, and reflect on the experience.	NTS 2.1 3.5, 3.6, 3.7 4.1 5.2 6.4 8.1, 8.5 ACEI 2.4 4
Assessment Plan	Candidates will develop diagnostic, formative and summative assessments related to sequence of standards-based instruction	NTS 4.1, 4.3, 4.4 ACEI 4
Reads and participates in a literature circle with colleagues to discuss Paley text.	Candidates will take roles in the Literature Circle strategy as they read <i>You Can't Say You Can't Play</i>	NTS 2.3, 2.6, 2.9 6.4, 6.5 ACEI 2.1, 2.4, 5.1, 5.2
Creates standards-based unit of study	Candidates will work individually or with a partner to create a standards-based unit of study	NTS 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 1.10 UofL 11.2 ACEI 3.1, 3.2, 3.3

Criteria for Determination of Grade

Each unit of study in this course will include a variety of opportunities for students to demonstrate learning. The points in the class will be distributed as follows:

Curriculum Unit - 30% (150 pts.)

- Exit / Entry Activities
- Class work (including reading and discussion of Paley)
- Homework
- Double entry journals
- Formal Content Assessment (Hallmark Assessment)

Assessment Unit - 25% (125 pts.)

- Assessment Plan
- Double entry journals on textbook & journal readings
- Entry / Exit Activities
- Class work

Field Work Project - 15% (75 pts.)

- Raw notes from student interviews
- Analysis of student knowledge of cultural universals
- Reflection

Instruction Unit - 30% (150 pts.)

- Unit of Study
- Entry/ Exit Activities
- Class work

Grading Scale:

Typically, the total of points for the semester will be at or near 500 points. The candidate's grade will be established by the percentage of the total possible points he or she earned in the semester. Points for each assignment will be posted in a Blackboard gradebook.

94 – 100%	A
93	A-
86 – 92	B
78 – 85	C

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- Tomlinson, C. A. (1999). How to differentiate instruction in mixed-ability classrooms (2nd Ed.). Alexandria, VA: Assoc. for Supervision and Curriculum Development.
- Wiggins, G., McTighe, J. (1998). Understanding by Design. Alexandria, VA: Association for Supervision and Curriculum Development.
- Zimelman, S., Daniels, H., Hyde, A. (1998). Best Practice: New Standards for Teaching and Learning in America's Schools. Portsmouth, NH: Heinemann.

Policy on Instructional Modifications

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

CEHD Diversity Statement

Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. Students will be 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 will 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 will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

Technology Expectations

Assignments are to be word-processed. Continuing and regular use of e-mail is expected. Hallmark assessments & others submitted electronically must be posted to LiveText..

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/>

Date Prepared and by Marcia Lile, January 2, 2007

Hallmark Assessment: Social Studies Curriculum Content Assessment

Directions

Complete your answers to 4 of the 5 open response questions in a Word document. Be sure to label each answer with the name of the question. Also, answer the multiple choice questions by labeling the section MC, and writing the letter of the correct response next to the appropriate number of the questions.

Attach your word document here.

Assessor - the assessor is the course instructor.

Performance Assessment

	Performance Assessment		
	Exceeds Expectations	Meets Standard	Little Evidence of Meeting Standards
Knowledge 30/80 points KY-NTS-1.1 KY-NTS-1.5 KY-NTS-8.1 KY-NTS-8.2 Map here related standards	The candidate accurately and completely answers all open response questions and multiple choice questions.	The candidate mostly answers the open response questions accurately and completely. Missing elements do not detract from the overall correctness or completeness.	Some important element required to make the answers to open response questions correct and complete is missing.
Critical Thinking 10/80 points KY-NTS-1.2 KY-NTS-8.2 KY-UL-11.4 Map here related standards	The responses indicate that the candidate has made important distinctions and demonstrated insight into the content and its application.	The responses indicate that the candidate has used good critical thinking skills in constructing the answer.	The responses indicate a weak or inconsistent ability to construct answers that ask for distinctions and knowledge of the content.
Applications 10/80 points KY-NTS-8.5 Map here related standards	The candidate provides excellent examples of applications of important skills and content in the elementary classroom.	The candidate provided applications and examples of content or skills that are suitable to elementary social studies.	The candidate fails to make applications that are appropriate to the skills and content of elementary social studies.
Content Knowledge ACEI 2.4 10/80	The candidate's responses and foldable provide evidence of understanding of major concepts	The candidate's responses and foldable provide evidence of some	The candidate's foldable and responses indicated limited understanding of the major

	of social studies.	understanding of most of the major concepts of social studies.	concepts of social studies.
Foldable 20/80 points ACEI 2.4 UL-11.4 Map here related standards	The candidate's foldable is visually appealing and demonstrates understanding of the 5 strands of social studies in Kentucky,	The candidate's foldable includes all the strands of social studies in Kentucky and includes appropriate pictures.	The foldable is incomplete or demonstrates a lack of understanding of the five strands of social studies.

Standards

- KY-NTS.1.1 > Focuses instruction on one or more of Kentucky's student academic expectations.
 - KY-NTS.1.2 > Develops the student's ability to apply knowledge, skills, and thinking processes.
 - KY-NTS.1.5 > Proposes learning experiences that are developmentally appropriate for learners.
 - KY-NTS.8.1 > Accurately communicates the skills and core concepts related to certified academic areas.
 - KY-NTS.8.2 > Effectively applies the methods of inquiry related to the certified academic areas.
 - KY-NTS.8.5 > Connects knowledge of the certified academic areas to real life situations.
 - KY-UL.11.4 > The teacher respects the dignity and worth of students as individuals and as members of racial, ethnic, cultural, linguistic, religious, gender and economic groups.
- ACEI 2.4 Social Studies – Candidates know, understand, and use major concepts and modes of inquiry from the social studies – the integrated study of history, geography, the social sciences, and other related areas – to promote elementary students abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

Course Description and Syllabus
Science Methods P-5 – EDTP 324 - 01
(Field Work - EDAP 597-96)
The Department of Teaching and Learning
Spring 2007

Instructor: Sherri L. Brown, Ph.D.
Office: Room 279 CEHD
Phone: 502-852-0599
Email: s.brown@louisville.edu
Course Web Page: <http://leader.louisville.edu/edtl/brown/EDTL%20605.html>
Office Hours: Monday 10:00 a.m. – 12:00 p.m.
Tuesday 1:00 p.m. - 3:00 p.m.
(or by appointment)

EDTP 324-01

Date: Monday (01/08/07 – 04/23/07)

Time: 12:30 p.m. – 3:00 p.m.

Room: 272 CEHD

Catalogue Description

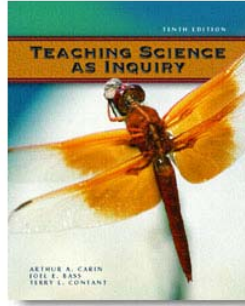
Examines the instructional methods and curricular materials appropriate for teaching the concepts and skills of science in grades P-5.

Course Purpose

The purpose of the course is to provide students with the instructional methods and materials appropriate for teaching science concepts, processes and skills in grades P-5. The course is based on the Best Practices in the Teaching of science as outlined in the *National Science Education Standards*, the *Kentucky New Teacher Standards* and the *Kentucky Core Content for Assessment*.

Required Readings, Text and Course Materials

Text:

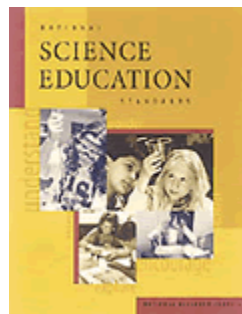


Carin, A.A., Bass, J.E., & Contant, T.L. (2005). *Teaching Science as Inquiry*. (10th ed.).
New Jersey: Merrill Prentice-Hall.

Course Materials:

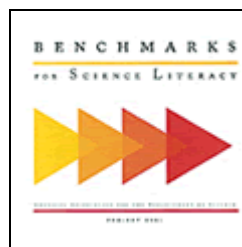
1. Mead® Composition Notebook
2. LiveText® – CD may be purchased in Campus Bookstore
3. Journal accessible from Ekstrom library - *Science & Children* (xLB1585.S34)

Optional Textbooks for Purchase or Available Free as Full-Version Online



National Research Council (1995). *National Science Education Standards*. ISBN:
0309053269. To order and purchase, use the following url:
[http://store.nsta.org/showItem.asp?product=OP468X&session=163BAE774F9C4B44BD
1BC863012EA8AF](http://store.nsta.org/showItem.asp?product=OP468X&session=163BAE774F9C4B44BD1BC863012EA8AF)

To view FREE online full version of standards, use the following url:
<http://books.nap.edu/readingroom/books/nses/html/>



American Association for the Advancement of Science. (1993). *Benchmarks for Science Literacy*. ISBN: 0195089863. To purchase, use the following url:
<http://store.nsta.org/showItem.asp?product=OP313X&session=163BAE774F9C4B44BD1BC863012EA8AF>

To view FREE online full version of standards, use the following url:
<http://www.project2061.org/tools/benchol/bolframe.htm>

Relevant Professional Standards Met by Course

Source: National Council for Accreditation of Teacher Education & National Science Teachers Association, 2003, *Standards for Science Teacher Preparation*

NSTA, ACEI, KY NTS Stds. & EPSB Themes	<i>NSTA Standard Descriptor ACEI, EPSB Themes, and NTS are listed below table.</i>	<i>Course Activities, Assignments or Readings</i>
Standard 1: Content & ACEI 2.2 & NTS VIII	Teachers of science understand and can articulate the knowledge and practices of contemporary science. They can interrelate and interpret important concepts, ideas, and applications in their fields of licensure; and can conduct scientific investigations.	Moon Patterns Project, Classification Activity, Rauch Planetarium Visit, Seed Germination, Module Activities & Presentations; In-Class Reflections; Class Work/Participation
Standard 2: Nature of Science & ACEI 2.2 & NTS VIII	Teachers of science engage students effectively in studies of the history, philosophy, and practice of science. They enable students to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science.	Science Notebooks, Thinking Like a Scientist, Observation vs. Inference, Inquiry Wheel, Exploratorium Activities; Class Work/Participation
Standard 3: Inquiry & ACEI 2.2, 2.8 & NTS VIII	Teachers of science engage students both in studies of various methods of scientific inquiry and in active learning through scientific inquiry. They encourage students, individually and collaboratively, to observe, ask questions, design inquiries, and collect and interpret data in order to develop concepts and relationships from empirical experiences.	Students maintain Science Notebooks throughout class beginning first day; Overcoming Fears of Drawing; Observation vs. Inference; Assessment of Notebooks Inquiry Process Skills (Exploratorium Activity); Class Work/Participation
Standard 4: Issues ACEI 2.2,	Teachers of science recognize that informed citizens must be prepared to make decisions and take action on	Current News - Select and report verbally on a current event online resources: NSTA

2.8, 3.5 & NTS IX	contemporary science- and technology-related issues of interest to the general society. They require students to conduct inquiries into the factual basis of such issues and to assess possible actions and outcomes based upon their goals and values.	Web News Digest, New York Times, CNN.com science and space section, ABC Science-Tech. news, or CBS or NBC, etc.;; Class Work/Participation
Standard 5: General Skills of Teaching & ACEI 2.8, 3.4, 3.5 & NTS III, X	Teachers of science create a community of diverse learners who construct meaning from their science experiences and possess a disposition for further exploration and learning. They use, and can justify, a variety of classroom arrangements, groupings, actions, strategies, and methodologies.	Lesson Plan and Reflection-Hallmark Assessment Constructivist Teaching Piaget Vygotsky/ZPD Diversity PBS Video Race The Power of an Illusion– (Science Focus – Heredity) Class Work/Participation
Standard 6: Curriculum, ACEI 2.8, 3.1-3.5, NTS I & EPSB Literacy Theme	Teachers of science plan and implement an active, coherent, and effective curriculum that is consistent with the goals and recommendations of the National Science Education Standards. They begin with the end in mind and effectively incorporate contemporary practices and resources into their planning and teaching. Teachers of science incorporate t Literacy/Reading strategies in science.	Lesson Plan and Reflection-Hallmark Assessment Writing a Lesson Plan Writing Objectives KY Core Content 4.1 Bybee 5E Learning Cycle model of Instruction Science and Literacy Integration (Their) - Reading and Writing in Science Module Presentations; In-Class Reflections
Standard 7: Science in the Community & ACEI 5.4	Teachers of science relate their discipline to their local and regional communities, involving stakeholders and using the individual, institutional, and natural resources of the community in their teaching. They actively engage students in science-related studies or activities related to locally important issues.	History of Elem. School Science No Child Left Behind (NCLB) & Science Reform; Current News Activity Class Work/Participation
Standard 8: Assessment & ACEI 4, NTS IV &	Teachers of science construct and use effective assessment strategies to determine the backgrounds and achievements of learners and facilitate their intellectual, social, and personal development. They assess students fairly and equitably, and require that	Lesson Plan and Reflection-Hallmark Assessment Checklist, Science Notebook Assessment

EPSB Assessment Theme	students engage in ongoing self-assessment. Teachers of science develop skills to assess student learning.	
Standard 9: Safety and Welfare & ACEI 3.4 & NTS II	Teachers of science organize safe and effective learning environments that promote the success of students and the welfare of all living things. They require and promote knowledge and respect for safety, and oversee the welfare of all living things used in the classroom or found in the field.	Class Work/Participation
Standard 10: Professional Growth & ACEI 5.1, 5.2, 5.4 & NTS V, VI, VII	Teachers of science strive continuously to grow and change, personally and professionally, to meet the diverse needs of their students, school, community, and profession. They have a desire and disposition for growth and betterment.	Journal Article Reflection (Science & Children), In-Class Reflections; Class Work/Participation
U of L Program Standard 11-Diversity EPSB Standard 4 Diversity Theme	Teachers of science demonstrate understanding of the complex lives of students and adults in schools and society Teachers of science acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.	Diversity PBS Video Race The Power of an Illusion– (Science Focus – Heredity)

Association for Childhood Education International (ACEI)
Elementary Education Standards (1999 ed.-rev. 2003) - Summary
Curriculum

2.2. Science—Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.

2.8. Connections across the curriculum—Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.

Instruction

3.1. Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

3.2. Adaptation to diverse students--Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

3.3. Development of critical thinking, problem solving, performance skills--Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.

3.4. Active engagement in learning--Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.

3.5. Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

Assessment

4. Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

Professionalism

5.1. Practices and behaviors of developing career teachers—Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.

5.2. Reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.3. Collaboration with families—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children.

5.4. Collaboration with colleagues and the community—Candidates foster relationships with school colleagues and agencies in the larger community to support students’ learning and well-being.

Kentucky New Teacher Standards (NTS) for Preparation & Certification

- Standard I Designs/Plans Instruction

- Standard II Creates/Maintains Learning Climates

- Standard III Implements/Manages Instruction
- Standard IV Assesses and Communicates Learning Results
- Standard V Reflects/Evaluates Teaching/Learning
- Standard VI Collaborates with Colleagues/Parents/Others
- Standard VII Engages in Professional Development
- Standard VIII Displays Knowledge of Content
- Standard IX Demonstrates Implementation of Technology
- Standard X University of Louisville Program Diversity Standard

Course Objectives

At the conclusion of the course, the teacher candidate will be able to:

1. Engage and practice in experimental process skills and strategies, which include observing phenomena, asking questions, designing experiments, scripting observations, analyzing data, reporting results, and writing reports. (ACEI 2.2; NTS 8.2)
2. Plan student-centered instructional activities/lessons that support science learning for all students regardless of race, gender, socio-economic status. (ACEI 3.2-3.4; U of L Standard 10; NTS 1.7, 2.3, 3.2, 3.5 & 4.2)
3. Enhance science instruction with integrated technology. (ACEI 3.5; NTS 9.6, 9.14, 1.9, 2.5, 3.11, & 8.4)
4. Evaluate and reflect upon instructional choices, classroom management techniques, and diverse student needs. (ACEI 5.2; NTS 5.1-5.2)
5. Integrate physical, earth/space, and life science with other academic disciplines. (ACEI 2.8; ETS 1.3 & 3.10)
6. Utilize authentic assessment measures that correspond to the chosen instructional method. (ACEI 4; NTS 1.10 & 4.1-4.5)
7. Nurture positive attitudes toward science learning. (ACEI 3.4; NTS 2.1-2.9)
8. Research and identify current science educational reform efforts. (ACEI 5.2; NTS 8.1-8.5)
9. Gather and utilize common everyday science resources to provide familiar contexts for student learning. (ACEI 3.1-3.3; NTS 1.11, 2.5, 3.12 & 8.5)
10. Foster collaborative relationships with colleagues. (ACEI 5.4; NTS 6.1-6.5)

Conceptual Framework

Shaping Tomorrow: Ideas to Action

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.

<i>Conceptual Framework Constructs</i>	Inquiry	Action	Advocacy
<i>Constructs as Learned and Applied</i>	Research	Practice	Service
<i>Constructs Reflected in Candidates</i>	Critical Thinkers	Problem Solvers	Professional Leaders
<i>Unit Dispositions Reflected in Candidates</i>	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

Content

1. Life, Physical, & Earth Science Content for P-5 Levels
2. 5E Instructional Lesson Plan Design
3. Science Notebook Use and Assessment
4. Inquiry Process and Questioning Skills - Constructivist Teaching
5. Science and Literacy Integration - Reading and Writing in Science
6. Science Reform and No Child Left Behind (Educating All – Diversity)
7. Authentic Science (Current News)

Tentative Class Schedule

This class schedule is a guide to the class readings, activities, and assignments. This schedule is subject to change if student learning and completion of course objectives would be enhanced. Any alterations to the schedule will be announced in class.

Date	Topic	Readings (All pages refer to Carin, Bass, Contant)	Assignment Due
01/08	Introductions Course Overview/Syllabus Brief Science Autobiography Authentic Science/Developing Your Science Background New York Times/CNN.com Drawing (Shells) Overcoming Fears of Drawing (Leslie/Roth, Campbell/Fulton) Introduction of Science Notebook/Journal	 p. 213, 216 p. 173-175	Provide contact information
01/15	Martin Luther King - NO CLASS		
01/22	History of Elem. School Science No Child Left Behind (NCLB) Reform Nature of Science(NOS) Journal Reflection Assignment	AP 2-3 p. 14 p. 15 p. 16-20 Ch.1 p. 173-175	Typed questions from syllabus or typed statement that you have read the syllabus and have no questions at this time. Current News Description - p. 10 of syllabus
01/29	Inquiry/Process Skills		Reflection (in

	(Exploratorium Exercises) Processes of Science Life Science – Classification	Ch. 2 p. 194 p. 37-51 p. A18-19	Class)
02/05	Writing a Lesson Plan Writing Objectives Review Core Content 4.1 Puzzle Bybee 5E Learning Cycle model of Instruction	p. 212-230 p. 221-223 p. 110-114 Ch. 5 p. 129	
02/12	Physical Science Investigations Magnetism & Electricity Constructivist Teaching Piaget Vygotsky/ZPD Moon Observation	p. A111-136 p. 169-170 Ch.4 p. 82-95 p. 114-117	Provide a written journal reflection to 2 professional articles from <i>Science and Children</i> Begin Moon Patterns Project
02/19	Physical Science Investigations Motion & Forces <i>Sheep in a Jeep</i> Science and Literacy Integration Reading and Writing in Science (Thier, Marlene) (A River Ran Wild, Cherry)	p. 62-65 Motion & Design p.258-273	Reflection (in Class)

02/26	Life Science Investigations Seed Germination	p. 55-62 FOSS New Plants Module STC Food Chains and Webs	Reflection (in Class)
03/05	Diversity <i>Race: The Power of an Illusion</i> Classroom Environment	Ch. 9 p. 230-242	
03/12	Physical Science - Sound Content Science Notebooks and Assessment	Chapter 3 p. 70-73 Chapter 6 p.171-192	Reflection (in Class)
03/19	Visit Rauch Planetarium Earth Science Investigation	A-274-A79	Moon Pattern Project Due Reflection (in Class)
03/26	Life Science - Air & Weather	FOSS Air & Weather Module A250, A253	Lesson Plan /Reflection Due- Hallmark Assessment
04/02	Visit to Blackacre Project Wild		
04/09	JCPS Spring Break – No Class		

04/16	KET Representative – Larry Moore		
04/23	Module Presentations		Module Lesson Plan & Presentation

Directions to Blackacre:

<http://www.blackacrefoundation.org/directions.html>

Blackacre State Nature Preserve is located at 3200 Tucker Station Road, near Louisville, in Jefferson County, Kentucky.

From I-265

Exit Gene Snyder Freeway (I-265) at Taylorsville Road, and head west on Taylorsville Road. Travel one mile, and turn right onto Tucker Station Road. Travel 0.3 miles on Tucker Station Road to the Blackacre entrance on your left-hand side. Watch for the Blackacre sign.

From Jeffersontown

Take Taylorsville Road heading east from Jeffersontown to reach Tucker Station Road. Turn left on Tucker Station Road. Travel 0.3 miles on Tucker Station Road to the Blackacre entrance on your left-hand side. Watch for the Blackacre sign.

Blackacre History

<http://www.blackacrefoundation.org/history.html>

Project Wild Curriculum Guide

<http://www.projectwild.org/ProjectWILDK-12CurriculumandActivityGuide.htm>



Course Requirements

All assignments are linked to professional standards within table on pp. 3 & 4.

Class Work/Participation (20 points)

Your active participation in this class is crucial for success in this course. Participation is not merely sitting in class. Participation involves a combination of the following behaviors: prompt attendance, appropriate discussion, assignment completion, science notebooks, resource file, reflective writing, active listening, use of technology, collaborative work, evidence of preparedness, and engagement with materials.

Out of respect for our busy schedules, the class will promptly begin at 12:30 p.m. Please arrive on campus with enough time to take into account possible poor parking or weather conditions. Frequent late arrivals will be considered absences and points will be deducted from your participations grade (frequent is more than one).

In addition, communication via email will occur throughout the course. I will establish a class distribution list; therefore, it is imperative that I receive the information sheet from you on the first day. The goal is that you become competent with using electronic mail for professional purposes, so I encourage you to raise any questions or issues about the course or other aspects of science education that you may have.

Current News Story

Select a current event from your perusal of the free online resources

- NSTA WebNews Digest <http://www.nsta.org/sciencenews>
- New York Times <http://www.nytimes.com/pages/science/index.html>
- CNN.com science & space <http://www.cnn.com/TECH/space/>
- ABC Science-Tech. news <http://www.abc.net.au/news/scitech/default.htm>
- CBS <http://www.cbsnews.com/sections/tech/main205.shtml>
- or NBC, etc.

Journal Reflections (10 points.) – 5 points per reflection

The purpose of this assignment is for you to become a critical reader of journal articles that relate to science education. There are many such articles in the National Science Teachers Association published journal *Science and Children* (<http://www.nsta.org/elementaryschool>). This journal's target audience is elementary school science teachers. Reading journal articles is one of many ways to stay current within the science-teaching field. There will be **two** article reflection assignments from *Science and Children Journal*. Please select articles starting from January 2001.

Article Title and Author

Noteworthy learnings: (What did I find in this reading that I may use in my classroom or refer back to for later use?) *Describe in depth three or more noteworthy learnings discovered in each reading assignment.*

Implications: (How will I use this information in my classroom or as a teaching resource?) *Describe the actual/probable use for this noteworthy learning related to your classroom or your more global teacher purposes.*

Moon Patterns Project (10 points)

For a total of 27 days, you will observe and document daily the appearance/shape of the moon from the same location at approximately the same time. PLEASE NOTE A.M. or P.M. as this is important. Draw in your laboratory notebook the background and the moon's appearance. If nights are cloudy and the moon is not visible, document the date and time only. Also include any of the following about what you observe 1) patterns, 2) predictions, 3) questions, 4) viewing location/ position of moon in sky , and 4) and tentative explanations. You may elect to include weather conditions.

Lesson Plan & Reflection - Hallmark Assessment (30 points)

Plan, teach, and analyze a science lesson for elementary (P-5) level students. A format for the lesson plan and the rubric that will be used to evaluate it is available through LiveText®. I will be focusing on your ability to have the students involved in genuine scientific reasoning.

By using LiveText® software, submit your word-processed lesson plan and include any materials you incorporated (handouts, posters, student work, etc.). You may need to scan or take digital photos of items that are not in an electronic format. **I encourage you to write your plan in a word-processing program and save as TEXT only (.txt file)**. You can then copy and paste your plan into LiveText®. This prevents you from losing any typed material due to a power surge or “lost link” problem. When entering your lesson into LiveText®, select the template titled *UL-Lesson Plan Format (Adopted from KTIP)*.

You do not need to submit your full written lesson plan to me *in advance*, but you do need to review your lesson plan with your cooperating teacher in advance. Check with your cooperating teacher to determine if he/she would like a full copy prior to presentation. You may print your plan from LiveText® or you may provide the teacher a visitor password. The lesson topic should fit into the regular sequence of classroom instruction. A *stand alone* lesson is not recommended.

After the lesson is completed, reflect on your teaching and write the *Description of What Happened* and the *Analysis/Reflection*. The plan including the reflections and electronic materials should be shared to Sherri Brown <slbrow15> no later than the date indicated on the course calendar. Please submit a hard copy of this plan to me as well.

Suggestions for potential lesson

Developmental lesson: a lesson that helps students understand scientific concepts (idea) or processes. This type of lesson usually involves students using materials that model scientific concepts and/or processes. NOTE: A practice/review lesson is not developmental and will not be accepted.

Investigation: a lesson in which students investigate scientific phenomena. They may not even know exactly what they are trying to discover about the phenomena.

Data analysis: a lesson in which students pose a question to investigate, plan their data collection, collect and organize their data, represent/display their data, and then draw conclusions.

Technology: a lesson in which students use calculators, computers, or scientific instruments to gather data, search background information, or analyze data.

Integrated: a lesson in which students either learn or use science in the context of another discipline, such as math or social studies, or learn science through the use of another discipline, such as children's literature or language arts.

Other: any other science lesson that involves students doing genuine authentic thinking.

In-Class Reflections (10 points)

Kentucky New Teacher Standard V calls for a reflective teacher who evaluates and assesses progress through the teacher/learner relationship. Reflection takes time. Reflection moves beyond the acquisition of knowledge to allow you to focus on learning that occurs through the interaction of self and experience. Writing for thinking, not for creating a polished product, is the essential goal of our class reflections. A total of 5 reflections (2 points each) will be collected throughout the semester from activities conducted in or outside of class (i.e. the planetarium).

Noteworthy learnings:

What did I find in this activity/experience that I may use in my classroom or refer back to for later use? *Describe in depth three or more noteworthy learnings discovered in each activity/experience.*

Module Lesson Plan & Presentation (20 points)

You will review an entire science module (e.g., *FOSS*TM, *STC*TM or *DELTA*TM). Please note that some modules include two boxes. If there are multiple enclosed packets of identical materials, please only open ONE of the packets to view as a sample. Each kit contains a 3-ring binder or student workbook; the *FOSS*TM modules contain a video as well. The manuals provide written instructions, while the videos show actual implementation in classes.

As a team of two, you are to write a modified lesson plan activity using the *FOSS*TM, *STC*TM or *DELTA*TM materials. Additional materials and resources may also be included. Again as a team, you will model this modified lesson activity on the last day of class and share the written activity plan via LiveText® with the instructor. Your lesson activity plan should align with the *5E Learning Cycle model*.

Criteria for Determination of Grade

1. Attendance and punctuality to all class sessions are required for success in this course.
2. Class participation, congenial collaboration, and effective communication skills are expected.
3. All assignments are to be completed on or before the due date. A 20% penalty for each late day will accrue for late assignments.

TOTAL	100
Class Work/Participation	20
Journal Reflections Professional Reactions to Journal Articles (2)	10
Moon Patterns Project	10
Lesson Plan and Reflection-Hallmark Assessment*	30
In-Class Reflections	10
Module Lesson Plan & Presentation	20

Grading Scale:

A	90-100
B	80-89
C	70-79
D	60-69
F	<60

Bibliography

Standards and Inquiry

- American Association for the Advancement of Science. (1993). *Benchmarks for Science Literacy*. ISBN: 0195089863. To view FREE online full version of standards, use the following url: <http://www.project2061.org/tools/benchol/bolframe.htm>
- Lowry, L.F. (Ed.). (2000). *NSTA Pathways to the Science Standards Elementary School Edition* (2nd ed.). Arlington, VA: National Science Teachers Association Press
ISBN: 0-87355-161-3
- National Research Council (1995). *National Science Education Standards*. ISBN: 0309053269. To view FREE online full version of standards, use the following url: <http://books.nap.edu/readingroom/books/nses/html/>
- Pearce, C.R. (1999). *Nurturing Inquiry: Real Science for the Elementary Classroom*. Portsmouth, NH: Heinemann. ISBN: 0-325-00135-9
- Saul, W., & Reardon, J. (1996). *Beyond the Science Kit: Inquiry in Action*. Portsmouth, NH: Heinemann. ISBN: 0-435-07102-5

Nature and Notebook Resources

- Arnosky, J. (2002). *Field Trips: Bug Hunting, Animal Tracking, Bird-watching, Shore Walking*. ISBN: 0-688-15172-8
- Bourne, B. (2000). *Taking Inquiry Outdoor: Reading, Writing, and Science Beyond the Classroom Walls*. Portland, ME: Stenhouse. ISBN: 1-57110-302-3
- Campbell, B., & Fulton, L. (2003). *Science Notebooks, Writing About Inquiry*.

ISBN: 0-325-00568-0

Cornnell, J. (1998). *Sharing Nature with Children* ISBN: 1-883220-73-4

Leslie, C. W., & Roth, C. E. (2000). *Keeping a Nature Journal: Discover a Whole New Way of Seeing the World Around You*. ISBN: 1-58017-306-3

Milord, S. (1996). *The Kids' Nature Book*. ISBN: 0-88593-07-4 Grade Level: K-12

Science Literacy Resources

Barton, M. L., & Jordan, D. L. (2001). *Teaching reading in science: A supplement to the Second Edition of Teaching Reading in the Content Areas Teacher's Manual*. Aurora, CO: Mid-continent Research for Education and Learning. ISBN: 1-893476-03-0

Butzow, C.M., & Butzow, J.W. (2000). *Science Through Children's Literature: An Integrated Approach*. Englewood, CO: Teachers Idea Press. ISBN: 1-56308-651-4

Butzow, C.M., & Butzow, J.W. (1998). *More Science Through Children's Literature: An Integrated Approach*. Englewood, CO: Teachers Idea Press. ISBN: 1-56308-266-7

Staton, H.N., & McCarthy, T. (1994). *Science & Stories: Integrating Science and Literature*. Parsippany, New Jersey: Good Year Books. ISBN 0-673-36084-9

Thier, M. (2002). *The New Science Literacy*. ISBN: 0-325-00459-5

Teaching Evolution Resources

Bybee, R. (2003). *Evolution in Perspective: The Science Teacher's Compendium*. NSTA Press. Grades: 5 – 12 ISBN: 0873552342

Lawson, K. (2003). *Darwin and Evolution for Kids*. Chicago, IL: Chicago Review Press. Ages: 9 and up. ISBN 1-55652-502-8

National Academy of Sciences. (1998). *Teaching About Evolution and the Nature of Science*. ISBN: 0-309-06364-7 Activities available at the following url:
<http://www.nap.edu/readingroom/books/evolution98/>

Policy on Instructional Modifications

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

CEHD Diversity Statement

Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. Students will be 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 will 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 will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

Technology Expectations

Assignments are to be word-processed. Continuing and regular use of email is expected. Electronic submissions using LiveText for some assignments are required.

Plagiarism Statement

Plagiarism is defined as representing the words or ideas of someone else as one’s own in any academic exercise. An academic unit that determines that a student is guilty of academic dishonesty may impose any academic punishment on the student that it sees fit, including suspension or expulsion from the academic unit.

Prepared by Sherri Brown, December 2006

Hallmark Assessment Description: Lesson Plan & Reflection – refer to description on pp. 11-12.

Hallmark Assessment Rubric:

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
Objectives (11%)	Objectives are written as learning outcomes identifying specific measurable behaviors.	Objectives are student-focused and may be assessed.	Objectives are written as learning activities or are not measurable.
Connections (7%) KY-NTS-1.1	Clear explanation of how the objectives are clearly aligned to KY Core Content, Program of Studies, and/or Academic Expectations.	General explanation of how the objectives are aligned with KY Core Content, Program of Studies, and/or Academic Expectations.	Vague explanation of how the objectives align with KY Core Content, Program of Studies, &/or Academic Expectations, or objectives are not aligned with any of those standards.
Context (7%)	Clear explanation of the major focus of this lesson. Detailed description of how this lesson relates to previous lesson(s) and future lesson(s). Personal, social, cultural, and global concerns are clearly addressed if relevant.	Adequate explanation of the major focus of this lesson. Adequate description of how this lesson relates to previous lesson(s) and future lesson(s). Personal, social, cultural, and global concerns are generally addressed if relevant.	Vague or missing explanation of the major focus of this lesson. Vague or missing description of how this lesson relates to pervious lesson(s) and future lesson(s). Personal, social, cultural, and global concerns are not addressed.
Resources (7%) KY-NTS-1.11	Detailed list of relevant resources and materials. All print materials used with students are included.	List of most resources and materials. Most print materials used with students are included.	Incomplete list of resources and materials. Print materials used with students are not included.
Procedures (19%) KY-NTS-1.2 KY-NTS-1.4 KY-NTS-1.5 KY-NTS-1.6 KY-NTS-1.7 KY-NTS-3.4 KY-NTS-	Introduction: Builds interest, clearly connects to students' lives and previous learning. Provides a clear overview of the lesson.	Introduction: Builds interest, generally connects to students' lives and previous learning. Provides an adequate overview of the	Introduction: Builds minimal interest, does not connect to students' lives and previous learning. Vague or missing overview of the lesson.

8.1 KY-NTS-8.3 KY-NTS-8.5 & ACEI 3.1-3.5	<p>Activities: Thoughtfully sequenced and developmentally appropriate. Actively engage the students. Sufficient details would allow a third party to teach the lesson. Closure: Clearly highlights and reinforces the lesson objective. Actively involves all students.</p> <p>MI and Adaptations: Appropriately addresses at least 3 multiple intelligences. Appropriate adaptations to challenge and support students with special learning needs.</p>	<p>lesson.</p> <p>Activities: Generally well-sequenced and developmentally appropriate. Adequately engages the students. Details would allow a third party to teach the lesson.</p> <p>Closure: Satisfactorily highlights and reinforces the lesson objective. Actively involves most students.</p> <p>MI and Adaptations: Addresses at least 3 multiple intelligences. Adequate adaptations to support students with special learning needs.</p>	<p>Activities: Illogical sequence and/OR not developmentally appropriate. Fails to actively engage the students.</p> <p>Insufficient details to allow a third party to teach the lesson. Closure: Does not reinforce the lesson objective. Involves few if any students.</p> <p>MI and Adaptations: Fewer than three multiple intelligences are addressed or at least 3 vaguely, incorrectly, or artificially addressed or missing. Adaptations to challenge and support students with special learning needs are inappropriate or missing.</p>
<p>Student Assessment (15%) KY-NTS-1.10 KY-NTS-4.1 KY-NTS-4.2 KY-NTS-4.3 ACEI 4.0</p>	<p>Clearly aligns with the lesson objective. Specific questions, tasks, and behaviors are clearly described.</p>	<p>Generally aligns with the lesson objective. Specific questions, tasks, and behaviors are adequately described.</p>	<p>Lacks alignment with the lesson objective. Specific questions, tasks, and behaviors are vaguely described or missing.</p>
<p>Reflection/Analysis (15%) KY-NTS-5.1 ACEI 5.2</p>	<p>Specific, objective look at the lesson focusing on student progress. Strengths and needs of instruction specifically stated and focused on student learning. Three student work samples included with specific analysis of performance.</p>	<p>General, objective look at the lesson with some focus on student progress. Strengths and needs of instruction adequately stated and focused on student learning. Three student work samples included with general analysis of performance.</p>	<p>Minimal or missing analysis of the lesson. Strengths and needs of instruction are vague and not focused on student learning. Three student work samples are included but with no analysis of performance or are not included.</p>
<p>Extension/Follow-up (11%) KY-NTS-5.2</p> <p>Surface Features (3%) KY-NTS-9.6</p>	<p>Clear, specific suggestions and justifications for follow-up lessons.</p> <p>All sections of the lesson plan are included. Plan is well written with appropriate vocabulary and minimal surface errors, and is submitted via LiveText.</p>	<p>General suggestions and justifications for follow-up lessons.</p> <p>All sections of the lesson plan are included. Plan is written with appropriate vocabulary and few surface errors, and is submitted via LiveText.</p>	<p>Inappropriate or missing suggestions and justifications for follow-up lessons.</p> <p>Most sections of the lesson plan are included. Plan is written with some inappropriate vocabulary and several surface errors. Plan is not submitted via LiveText.</p>

Standards

- KY-NTS.1.1 Focuses instruction on one or more of Kentucky's student academic expectations.
- KY-NTS.1.2 Develops the student's ability to apply knowledge, skills, and thinking processes.
- KY-NTS.1.4 Proposes learning experiences that challenge, motivate, and actively involve the learner.

KY-NTS.1.5	Proposes learning experiences that are developmentally appropriate for learners.
KY-NTS.1.6	Describes experiences for multiple levels of complexity to accommodate students at different levels of performance.
KY-NTS.1.7	Incorporates strategies that address physical, social, and cultural diversity and shows sensitivity to differences.
KY-NTS.1.10	Includes appropriate assessment strategies and processes.
KY-NTS.1.11	Includes comprehensive and appropriate school and community resources that support learning.
KY-NTS.3.2	Links learning with students' prior knowledge, experiences, and family and cultural backgrounds.
KY-NTS.3.4	Uses multiple teaching/learning strategies that are appropriate to student development level and actively engages students in individual and cooperative learning experiences.
KY-NTS.4.1	Uses multiple assessments and sources of data.
KY-NTS.4.2	Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.
KY-NTS.4.3	Accurately assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program and the CATS.
KY-NTS.5.1	Accurately assesses, analyzes, and communicates the effectiveness of instruction and makes appropriate changes to improve student learning.
KY-NTS.5.2	Analyzes and evaluates the effects of learning experiences on individuals and on the class as a whole and makes appropriate changes to improve student learning.
KY-NTS.8.1	Accurately communicates the skills and core concepts related to certified academic areas.
KY-NTS.8.3	Incorporates a multicultural/global perspective in content presentations.
KY-NTS.8.5	Connects knowledge of the certified academic areas to real life situations.
KY-NTS.9.6	Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and uses other emerging technologies to enhance professional productivity and support instruction.

Association for Childhood Education International (ACEI)
Elementary Education Standards (1999 ed.-rev. 2003) - Summary

Curriculum

2.2. Science—Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.

Instruction

3.1. Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

3.2. Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

3.3. Development of critical thinking, problem solving, performance skills—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.

3.4. Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.

3.5. Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

Assessment

4. Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

Professionalism

5.2. Reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.

Building Learning Communities

EDTP 328

(3 Credit hours)

Instructor: Ann Logsdon

Office: 265 CEHD; Office Hours: Before or after class and by appointment

Phone: 852-2629

Email: ann.logson@louisville.edu

Support Instructors: Jenny Bay-Williams, jmbayw01@louisville.edu, 852-0561

Nikki Votaw, nlvota01@louisville.edu

Catalog Description

Philosophies and methods for creating and managing learning communities supportive of the intellectual, academic, social-emotional, and physical needs of diverse students in classroom settings.

Prerequisites: EDTP 301 (or concurrent)

Co-requisite: EDTP 330

Course Purpose

Understand the importance and inter-relatedness of classroom community, norms, appropriate curriculum and instruction, respect, and use and teaching of interpersonal and social skills in creating and maintaining a supportive and orderly classroom for all participants; develop proactive methods for helping students meet their needs in the classroom without disrupting others; know how to assess the duration and frequency of behaviors in order to decide whether to intervene &/or assess the effectiveness of an intervention; understand the range of classroom management and discipline systems available and make informed decisions about their use.

Required Readings, Texts

Manning, M. Lee & Bucher, K. T. (2007). *Classroom Management: Models, Applications, and Cases*. (2nd Ed.) Upper Saddle River, NJ: Pearson Prentice Hall. ISBN: 0131707507

Payne, R. (2006). *Discipline strategies for the classroom: Working with students*. Aha! Process, Inc. ISBN: 1929229682

Payne, R. (2005). *Working with parents: Building relationships for student success*. Aha! Process, Inc. ISBN: 1929229623

Professional Standards Met (Kentucky New Teacher Standards)

The course will enable participants to address the KERA goals of appropriate curriculum, the program standard and the following New Teacher Standards

NTS Standard I	Designs and Plans Instruction	Class readings, First Days of School Plan assignment
ACEI 1, 2, 3, 4	Curriculum, Instruction, Assessment	

Standard II ACEI 2.a, 2.i	Creates/Maintains a Learning Climate Curriculum	Class readings, Classwork/Homework, Notebook, First Days of School Plan, and Final
Standard III ACEI 3	Implements/Manages Instruction Instruction	Class readings, Field work, Classroom Management Plan (Hallmark)
Standard IV ACEI 4	Assesses and Communicates Learning Results Assessment	Class readings and Field work assignments (328)
Standard V ACEI 5.a, 5.b	Reflects/Evaluates Teaching/Learning Professionalism	Class readings, Classwork/Homework, Field work, Classroom Management Plan reflection, weekly Metacog journal entry
Standard VI ACEI 5.c, 5.d	Collaborates with Colleagues/Parents/Others Professionalism	Class participation and field work assignments
Standard VII ACEI 5	Engages in Professional Development Professionalism	Field work
Standard VIII	Demonstrates Knowledge of Content	First Days of School Plan
Standard IX	Demonstrates Implementation of Technology	Word processing assignments and implementing LiveText
U of L Standard XI	Understands the Complex Lives of Students and Adults in Schools and Society	Class readings, Classwork/Homework and Field work

Course Objectives:

Students will:

- a) Identify instances of respect, support, self-control, cooperation, and classroom management techniques that foster responsibility, self-management, and cooperation in various classroom communities;
- b) Identify norms and beliefs of a variety of cultures and explain the implications of these for setting up and managing diverse classrooms;
- c) Create a classroom management plan that supports the physical, social, and cultural diversity of a variety of students, shows sensitivity to difference, includes how the plan will be introduced to students, and strategies for responding to students who act in ways counter to the plan;
- d) Describe how they would create a welcoming environment for parents of diverse cultures, socio-economic status, and education level during formal parent-teacher conferences, informal parent communication, back-to-school-night, and other school programs;
- e) Describe how they would effectively engage parents and guardians as partners in their children's learning, respecting cultural and individual differences and their knowledge about their children;

- f) Explain theoretical models of behavior (behaviorism, humanism, social learning theory, medical model, bio-physical model), analyze management situations for their underlying model, and apply various models to classroom situations;
- g) Explain the theoretical basis and evaluate the plusses, minuses, and interesting points of a variety of classroom management programs, e.g. CHAMPS, Cooperative Discipline, Assertive Discipline, Responsive Classroom, class meetings, Fred Jones.

Conceptual Framework Summary

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.

<i>Conceptual Framework Constructs</i>	Inquiry	Action	Advocacy
<i>Constructs as Learned and Applied</i>	Research	Practice	Service
<i>Constructs Reflected in Candidates</i>	Critical Thinkers	Problem Solvers	Professional Leaders
<i>Unit Dispositions Reflected in Candidates</i>	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

Relationship to Conceptual Framework

In this course, candidates will develop critical thinking skills regarding research based management theories, learning theories, teaching strategies, and classroom management theories as they develop learner-centered classroom settings, activities, lessons and readings. They will exhibit critical thinking and inquiry dispositions through their classroom presentations and reflective writing. Through personal reflection and evaluation of their management and learning philosophies, candidates will become problem solvers and improve their teaching and learning. Candidates will develop collaborative relationships through group work and class discussions of current classroom issues experienced in their field work.

Course Content

1. Classrooms as communities
2. Classroom management

- a. physical environment
 - b. role of curriculum and instruction
 - c. procedures, rules, norms
 - d. self-management
 - e. learning activities
 - f. preventing misbehavior
 - g. reacting to misbehavior
 - h. behavior analysis
3. Multiple Intelligences and learning styles
 4. Social and interpersonal skills
 5. Working effectively with parents/guardians

Course Requirements

1. Class Participation/Classwork & Homework (15%) Your active participation in this class is crucial to its and your success. Participation is **not** merely sitting in class. Participation involves a combination of attendance, appropriate discussion, evidence of readings in discussion, completion of assignments on time, active listening, working in collaboration with colleagues, active engagement with materials, assessments of peer's work, contribution of materials to the class, and leadership behaviors.

Out of respect for all of our busy schedules, we will begin class promptly. Please arrive on campus with enough time to take into account possible difficulty in parking or poor weather conditions. Frequent late arrivals will be considered absences (frequent is more than one). You must be present to establish a professional disposition.

Your active participation in class activities will contribute to the production of materials for your professional growth and learning. Many of the activities will be completed in small groups and may require completion on your own at home. The majority of these activities will help meet the requirements for your notebook.

2. First Days of School Plan (25%) Candidates will prepare an outline detailing their preparation and teaching plans for the first days of school. The product will contain a checklist of things to complete prior to the first day of school, how you will develop rules and procedures, outline of materials/supplies, outline of daily schedule, outline of activities for the first two days of school, and completed lesson plans for 2 planned instructional activities. Further details and explanations will be given in class- assignment checklists and rubric will be available on Blackboard.

3. Notebook (25%) Candidates will compile a reference notebook throughout the course related to course topics. Categories include: Classroom Management Theories, Building Community, Working with Parents, Environment, Professional Growth Plan, and Planning the First Days of School (see above). Handout with rubric will be available on Blackboard.

4. Classroom Management Plan (25%) Create a written plan for how you will build classroom community, e.g., what you'd do before school starts, the first few days of school, how you'd build consensus around norms, what those norms would be, how you'll help each child feel welcome and important, how you'll maintain the norms and supportive learning

community, how you would decide whether to target particular behaviors and how you would intervene. (25%) HALLMARK ASSESSMENT to be submitted on LiveText–detailed description of product with rubric below

- Final (10%)** Create a Back to School Night Presentation which includes a personal introduction, classroom policies and procedures, and information parents would find helpful in getting to know you and your class expectations. Template will be available on Blackboard. Presentations will be shared in class with small or whole groups.

Criteria for Determination of Grade

Participation/Class work and homework	15%
First Days of School Plan	25%
Notebook	25%
Plan for building classroom community *	25%
Final	10%
Total	100%

* Hallmark Assessment

All assignments will be evaluated according to rubrics developed for each and are weighted equally in determining the course grade. Course grades may be indicated with + or -.

A+ 98-100% B+ 88-89% C+ 78-79% D+ 68-69% F below 60%
 A 92-97% B 82-87% C 72-77% D 62-67%
 A- 90-91% B- 80-81% C- 70-71% D- 60-61%

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Technology Expectations

Assignments are to be word-processed except drawings or if the instructor specifically tells you that a particular assignment can be hand-written. Continuing and regular use of your Uof L e-mail account is expected. The Hallmark Assessment and possible other assignments must be submitted on LIVETEXT. You may be expected to access and download information from various websites.

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Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. Students will be 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 will 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 will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

Plagiarism

Plagiarism is not acceptable in a University community. You need to familiarize yourself with the university's policies regarding plagiarism, which are located in several places, including the *Undergraduate Catalog*, Code of Students Rights and Responsibilities category, Section 5, and the *Student Handbook*. The entries are very similar, but they are housed at different web sites:

Graduate Catalog

http://graduate.louisville.edu/catalog_2003/university_policy.shtml

Undergraduate Student Handbook,

<http://campuslife.louisville.edu/cloffice/handbook/pages/studentrights>

Late Assignments

Your work must be turned in on or before the assigned deadline in order to be eligible for full credit. I request that you contact me via telephone or e-mail if you are to be absent from class. If you know you won't be in class and have informed me ahead of time, you may e-mail me your work, or ask another student to submit it for you. Work turned in after a class session may only receive partial credit. Even if you tell me ahead of time that you will be absent or late, you will not be able to receive credit for participation for the class you missed.

Cell Phone Policy

Students are not to have cell phones on "ring" during class. Text-messaging, answering or talking on cell phones is not allowed.

Prepared by the Core Courses Committee, May, 2006 adapted by Ann Logsdon, July 2007

EDTP 328 - HAT - Classroom Management Plan

Purpose: Candidates have been learning about ways to create, structure, and maintain classroom learning communities in ways that promote student success while also working in a field experience classroom setting at the grade level they seek to teach. Successful completion of this assessment will demonstrate that the candidate understands the course material and can evaluate various theoretical frameworks of human behavior, analyze the field setting, and synthesize and apply course concepts in the development of a classroom management plan that supports the creation of an equitable and high-level learning community for all students.

Process: The candidate will use course lectures, readings, discussions, activities, and field placements to develop a paper describing his/her Classroom Management Plan, described in more detail below.

Product:

A written description of your plan for creating and maintaining a positive learning environment, with the teaching and learning context of your field site as your referent. Include all of the following:

1. Describe your field experience classroom context, including all of the following:
 - a) School factors, e.g. percentage of students on free/reduced lunch, racial demographics, student mobility, school-wide discipline plan, overall culture and climate, etc.
 - b) Classroom factors, e.g. physical features of the room, technology, and its contents, extent of parent involvement, types and frequency of grouping patterns, schedule, pull-outs, other adults in the room, etc.
 - c) Student characteristics, e.g., ages, gender, race/ethnicity, disabilities &/or other special needs, developmental levels, academic readiness, percentage of students on free/reduced lunch, etc.
2. Explain ways that at least three of the above factors might impact the management of instruction, why, and how.
3. In light of your contextual description above, explain how you would start the school year in this same classroom with these same students in order to successfully:
 - a) develop positive and supportive relationships among students
 - b) have students take responsibility for their own learning and behavior
 - c) efficiently manage time, space, transitions, movement, materials, and activities
 - d) provide physical and psychological safety for all students
 - e) use a variety of grouping patterns
 - f) involve parents/guardians
4. Your classroom management plan was implemented and it is now a month into the new school year. You have become aware that one or more students are not responding to your expectations.
 - a) Identify a targeted behavior from your field setting that interferes with one or more of your goals in #3. Explain why this behavior is detrimental to a learning community.
 - b) How will you decide if you should try to increase or decrease that behavior? What data collection methods will provide evidence of the intensity or duration of the behavior(s)?
 - c) Once you have identified a target behavior you wish to change, which of the theoretical frameworks (Behaviorism, Humanism, Social Learning Theory, Medical Model, Bio-

Physical Model) will you use to guide your planning for behavior change? Explain why you chose that framework.

- d) Explain specifically what steps you'll take to address and support the desired behavior change. Be sure they are consistent with the theoretical framework you chose.
- e) How will you assess the success of your intervention?

Standards: NTS: 1.8, 2.2, 2.3, 2.4, 2.7, 2.8, 2.9, 3.5, 3.12, 3.14, 4.2, 4.4, 4.5, 5.1; UL: 11.4, 11.8, 11.11

Rubric Draft

Classroom Management Plan (CMP)	Target	Acceptable	Not acceptable
1. Context description			
<i>School factors: % of students on free/reduced lunch, racial demographics, student mobility, school-wide discipline plan, school culture & climate</i>	Includes all factors; insightful description of school culture and climate, with evidence on which description is based &/or additional relevant school factors	Includes all factors; brief description of school culture and climate	Missing one or more factors &/or incorrect information for any factors
<i>Classroom factors: physical features of the room and its contents, extent of parent involvement, frequency and types of grouping patterns, schedule, pull-outs, other adults in the room</i>	Detailed description of all factors; may include description of classroom culture and climate &/or other relevant classroom factors	Brief, accurate description of all factors	Missing one or more factors &/or incorrect information for any factors
<i>Student characteristics: age & gender (# of each), ethnic/ racial demographics, disabilities &/or special needs, developmental levels, academic readiness, % free/reduced lunch students</i>	Detailed description of all factors for students in this classroom; may include other factors about students that you feel are relevant (and why)	Brief, accurate description of all factors for students in this classroom	Missing one or more factors &/or incorrect information for any factors
2. Possible impact of contextual factors			
<i>Possible impact of contextual factors</i>	Addresses at least four contextual factors; clear explanation of more than one possible impact each factor might have; includes some positive & some negative impacts; all are consistent with course content.	Addresses three contextual factors; explains how and why they might impact instructional management; reasons consistent w/course content.	Includes fewer than 3 ways OR reasons are inconsistent with course content OR reasons are not explained clearly enough to see connection to factors.
3. Plan for building learning community NTS 1.8, 2.3, 2.7, 2.9, 3.12			
<i>Develop positive &</i>	CMP clearly explains how the	CMP explains ways that	Not addressed OR not

<i>supportive relationships among students</i> NTS 2.2, 2.8, 11.8	candidate will help all students develop and maintain positive and supportive relationships.	are likely to lead to this outcome; consistent w/course content.	clear how CMP might lead to this &/OR inconsistent w/course content.
<i>Students take responsibility for their own learning and behavior</i> NTS 2.7	CMP clearly explains how the candidate will help all students take responsibility for their own learning and behavior.	CMP explains ways that are likely to lead to this outcome; consistent w/course content.	Not addressed OR not clear how CMP might lead to this &/OR inconsistent w/course content.
<i>Efficiently manage time, space, transitions, movement, materials, and activities</i> NTS 1.8, 3.12	CMP clearly explains how the candidate will manage named elements as well as additional ones.	CMP explains ways that are likely to lead to this outcome; consistent w/course content.	Not addressed OR not clear how CMP might lead to this &/OR inconsistent w/course content.
<i>Physical and psychological safety for all students</i> NTS 2.2, 2.3, 11.4, 11.8	CMP clearly explains how the candidate will assure that <u>all</u> students are safe & feel comfortable in the classroom.	CMP explains ways that are likely to lead to this outcome; consistent w/course content.	Not addressed OR not clear how CMP might lead to this &/OR inconsistent w/course content.
<i>Use a variety of grouping patterns</i> NTS 3.5	CMP clearly explains how the candidate will prepare students to successfully transition to & participate in at least 3 developmentally appropriate grouping patterns, names them.	CMP explains ways that are likely to lead to this outcome; consistent w/course content.	Not addressed OR not clear how CMP might lead to this &/OR inconsistent w/course content.
<i>Involve parents/guardians</i> UL 11.11	CMP clearly explains ways that are likely to lead to meaningful involvement of <u>all</u> students' parents/guardians	CMP explains ways that are likely to involve many parents/guardians; consistent w/course content.	Not addressed OR not clear how CMP might lead to this &/OR inconsistent w/course content.
4. Behavior intervention			
<i>Data collection system</i> NTS 4.2, 4.4, 4.5, 5.1	The data collection system is appropriate for measuring the target behavior; includes a description of how the progress monitoring data is reported, how instructional decisions will be made, and a rationale for the decision points.	The data collection system is appropriate for measuring the target behavior.	The data collection system is incomplete and/or is not appropriate for measuring the target behavior.
<i>How decisions will be made</i>	Criteria and rationale for decision to intervene re: a target behavior and for ending an intervention are clearly explained and consistent with course content.	Criteria for decision to intervene re: a target behavior and for ending an intervention are explained and do not contradict course content.	Criteria not given for decision to intervene &/or end intervention &/or criteria contradict course content.
<i>Reasons for chosen framework</i>	Reasons are clearly explained; explanation is consistent with framework	Reasons are explained; explanation does not contradict framework	Reasons are not clearly explained &/or reasons are inconsistent with framework
<i>Intervention</i> NTS 2.3, 2.4, 2.7, 2.9, 3.14, 11.4, 11.8	CMP includes clear explanation of steps to address and support desired behavior change. These include	CMP includes explanation of steps related to desired behavior change. Steps include appropriate	CMP includes unclear explanation of steps OR inappropriate or limited intervention strategies

	appropriate and varied intervention strategies and processes consistent with chosen theoretical framework and course content.	intervention strategies and processes, consistent with course content.	and processes OR strategies that are inconsistent with course content.
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Bibliography

Multiple Intelligences

- Armstrong, T. (2000). *Multiple intelligences in the classroom (2nd Ed.)*. Alexandria, VA: Association for Supervision and Curriculum Development.
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Web sites:

- http://www.newhorizons.org/art_Irnthrumi.html (Descriptions of MI theory)
- http://www.newhorizons.org/art_eightintel.html (Descriptions of Naturalist MI)
- http://www.newhorizons.org/art_miclsrm.html (Example of MI in a classroom)
- <http://www.zephyrpress.com/eight.htm> (Descriptions of MI theory)
- http://www.coedu.usf.edu/~morris/asci_1p2.html (MI lesson plans of varying quality)
- <http://www.edweb.gsn.org/edref.mi.intro.html> (Overview of MI theory)

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- Bellanca, J. & Fogarty, R. (1991). *Blueprints for thinking in the cooperative classroom (2nd Ed.)* Arlington Heights: Skylight Publishing, Inc.
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Building Learning Communities

EDTP 330

(1 Credit hour)

Instructor: Ann Logsdon

Office: 265 CEHD; Office Hours: Before or after class and by appointment

Phone: 852-2629

Email: ann.logson@louisville.edu

Catalog Description

Philosophies and methods for creating and managing learning communities supportive of the intellectual, academic, social-emotional, and physical needs of diverse students in classroom settings.

Prerequisites: EDTP 301 (or concurrent)

Co-requisite: EDTP 328

Course Purpose

Understand the importance and inter-relatedness of classroom community, norms, appropriate curriculum and instruction, respect, and use and teaching of interpersonal and social skills in creating and maintaining a supportive and orderly classroom for all participants; develop proactive methods for helping students meet their needs in the classroom without disrupting others; know how to assess the duration and frequency of behaviors in order to decide whether to intervene &/or assess the effectiveness of an intervention; understand the range of classroom management and discipline systems available and make informed decisions about their use.

Required Readings, Texts

Manning, M. Lee & Bucher, K. T. (2007). *Classroom Management: Models, Applications, and Cases*. (2nd Ed.) Upper Saddle River, NJ: Pearson Prentice Hall. ISBN: 0131707507

Payne, R. (2006). *Discipline strategies for the classroom: Working with students*. Aha! Process, Inc. ISBN: 1929229682

Payne, R. (2005). *Working with parents: Building relationships for student success*. Aha! Process, Inc. ISBN: 1929229623

Professional Standards Met (Kentucky New Teacher Standards)

The course will enable participants to address the KERA goals of appropriate curriculum, the program standard and the following New Teacher Standards

NTS Standard I ACEI 1, 2, 3, 4	Designs and Plans Instruction Curriculum, Instruction, Assessment	Class readings, First Days of School Plan assignment
Standard II ACEI 2.a, 2.i	Creates/Maintains a Learning Climate	Class readings, Classwork/Homework, Notebook,

	Curriculum	First Days of School Plan, and Final
Standard III ACEI 3	Implements/Manages Instruction Instruction	Class readings, Field work, Classroom Management Plan (Hallmark)
Standard IV ACEI 4	Assesses and Communicates Learning Results Assessment	Class readings and Field work assignments (328)
Standard V ACEI 5.a, 5.b	Reflects/Evaluates Teaching/Learning Professionalism	Class readings, Classwork/Homework, Field work, Classroom Management Plan reflection, weekly Metacog journal entry
Standard VI ACEI 5.c, 5.d	Collaborates with Colleagues/Parents/Others Professionalism	Class participation and field work assignments
Standard VII ACEI 5	Engages in Professional Development Professionalism	Field work
Standard VIII	Demonstrates Knowledge of Content	First Days of School Plan
Standard IX	Demonstrates Implementation of Technology	Word processing assignments and implementing LiveText
U of L Standard XI	Understands the Complex Lives of Students and Adults in Schools and Society	Class readings, Classwork/Homework and Field work

Course Objectives:

Students will:

- h) Observe, analyze, and reflect about classroom climate, management strategies, student interactions, and other aspects of classroom climate;
- i) Apply information from student and parent/guardian interviews to recommend ways to improve learning opportunities for the students in the class;
- j) Manage a variety of instructional strategies, e.g., group work, cooperative learning, learning buddies, simulation activities, experiments, games, audio-visual media, in ways that maximize safety and productive learning;
- k) Cooperate with colleagues to sustain an effective learning climate within the school;
- l) Identify strengths and areas for growth with respect to building effective learning communities and create and implement a professional development plan in this area.

Conceptual Framework Summary

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.

<i>Conceptual Framework Constructs</i>	Inquiry	Action	Advocacy
<i>Constructs as Learned and Applied</i>	Research	Practice	Service
<i>Constructs Reflected in Candidates</i>	Critical Thinkers	Problem Solvers	Professional Leaders
<i>Unit Dispositions Reflected in Candidates</i>	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

Relationship to Conceptual Framework

In this course, candidates will develop critical thinking skills regarding research based management theories, learning theories, teaching strategies, and classroom management theories as they develop learner-centered classroom settings, activities, lessons and readings. They will exhibit critical thinking and inquiry dispositions through their classroom presentations and reflective writing. Through personal reflection and evaluation of their management and learning philosophies, candidates will become problem solvers and improve their teaching and learning. Candidates will develop collaborative relationships through group work and class discussions of current classroom issues experienced in their field work.

Course Content

6. Classrooms as communities
7. Classroom management
 - a. physical environment
 - b. role of curriculum and instruction
 - c. procedures, rules, norms
 - d. self-management
 - e. learning activities
 - f. preventing misbehavior
 - g. reacting to misbehavior
 - h. behavior analysis
8. Multiple Intelligences and learning styles
9. Social and interpersonal skills
10. Working effectively with parents/guardians

Course Requirements:

1. **Quality of your participation** in the field experience (responsibility, growth, initiative, etc.) (25%)
2. **Classroom Observation Journal:** Analyze the strengths, challenges, resources, and opportunities within your field experience setting with respect to building a supportive learning community. The journal should be kept throughout the semester and should contain multiple entries – entries may be done by weekly updates of observances or by topics (environment, students, teachers, subjects, management). Entries will vary in length but should average one – two pages per week – no more. Entries should be word processed and submitted through email attachment. Template of things to look for will be available on Blackboard. (25%)
3. **Parent Teacher Conference or Back to School Night:** Observe (sit in on) a parent teacher conference or attend a Back to School night. Analyze the interactions between parents/guardians and your field placement teacher. How did the interaction begin? What did you learn about their children’s strengths, interests, learning styles, feelings about school, and other information that will help teachers better teach th at child? What questions did the parents have? Were there any issues of concern? Do you feel both sides learned valuable information? Summarize the information you learned from and about the child, along with your observations of the children, and write about how you would use that information to better teach those children in that same classroom setting. Summary should be between one and two pages.(20%)
4. **Lead an activity or lead a class meeting** (for a minimum of 15 minutes) designed to build community with the group you are working. Before teaching, write a mini-lesson plan in which you indicate who (both you and students) will do what, when, where, how, and why for all aspects of the activity. Explain how materials will be distributed and collected, how you’ll monitor student participation and learning during the activity, interact with students, etc. After teaching, respond to the reflection questions given out by your course instructor (the degree to which students met the learner outcomes, your effectiveness in managing the activity and students, and modifications you would make). After receiving feedback from your cooperating teacher and course instructor, identify with your cooperating teacher a second activity or portion of a lesson you will teach to the whole class, also for a minimum of 15 minutes. Create a mini-plan, as above, teach it, and respond to the reflect questions afterward. (mini-lesson plans, 5% each; teaching reflections and lesson modifications, with rationale, 5% each; 10% for each activity/mini-lesson; organization, 5%; 25% for both)

Criteria for Determination of Grade

Quality of your participation	25%
Classroom Observation Journal	25%
Parent Teacher Conference or Back to School Night	25%
Lead an activity or lead a class meeting	25%
Total	100%

All assignments will be evaluated according to rubrics developed for each and are weighted equally in determining the course grade. Course grades may be indicated with + or -.

A+ 98-100% B+ 88-89% C+ 78-79% D+ 68-69% F below 60%
A 92-97% B 82-87% C 72-77% D 62-67%
A- 90-91% B- 80-81% C- 70-71% D- 60-61%

Policy on Instructional Modifications

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

Technology Expectations

Assignments are to be word-processed except drawings or if the instructor specifically tells you that a particular assignment can be hand-written. Continuing and regular use of your UofL e-mail account is expected. The Hallmark Assessment and possible other assignments must be submitted on LIVETEXT. You may be expected to access and download information from various websites.

CEHD Diversity Statement

Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. Students will be 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 will 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 will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

Plagiarism

Plagiarism is not acceptable in a University community. You need to familiarize yourself with the university's policies regarding plagiarism, which are located in several places, including the *Undergraduate Catalog*, Code of Students Rights and Responsibilities category, Section 5, and the *Student Handbook*. The entries are very similar, but they are housed at different web sites:

Graduate Catalog

http://graduate.louisville.edu/catalog_2003/university_policy.shtml

Undergraduate Student Handbook,

<http://campuslife.louisville.edu/cloffice/handbook/pages/studentrights>

Late Assignments

Your work must be turned in on or before the assigned deadline in order to be eligible for full credit. I request that you contact me via telephone or e-mail if you are to be absent from class. If you know you won't be in class and have informed me ahead of time, you may e-mail me your work, or ask another student to submit it for you. Work turned in after a class session may only receive partial credit. Even if you tell me ahead of time that you will be absent or late, you will not be able to receive credit for participation for the class you missed.

Cell Phone Policy

Students are not to have cell phones on “ring” during class. Text-messaging, answering or talking on cell phones is not allowed.

Prepared by the Core Courses Committee, May, 2006 adapted by Ann Logsdon, July 2007

Bibliography

Multiple Intelligences

- Armstrong, T. (2000). *Multiple intelligences in the classroom (2nd Ed.)*. Alexandria, VA: Association for Supervision and Curriculum Development.
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University of Louisville
Department of Teaching and Learning
EDTP 345: Special Populations in Schools (3 credit hours)
EDTP 346: Field Placement (1 credit hour)

Instructor: Latricia Posey Bronger
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Catalog Description

Characteristics and needs of, students with disabilities, gifted/talented students, English language learners, and students from diverse backgrounds; curricular and instructional approaches to challenge and support them in the regular classroom.

Field Work

Teacher candidates participate in a total of 50 hours of supervised fieldwork in the P-12 classroom.

Requirement include simultaneous enrollment in EDTP 346. See Field Protocol for field requirements based on topic and experiences of EDTP 345 and 346.

Complete intake form: <http://college.livetext.com/misk5/formz/public/9595/hunVtQEWxY>

Course Purpose

The purpose of this course is to prepare general education teachers to appropriately challenge, support and include students from diverse backgrounds and with various abilities in general education classes. This course will assist teacher candidates in understanding dynamics of including students with exceptional learning needs (e.g., students with disabilities, English Language Learners, students at – risk, gifted and talented) and other populations; curricular and instructional approaches to challenge and support students in the regular classroom with a focus on research based techniques.

Required Readings

Allen, J. (2004) *Tools for Teaching Content Literacy*. Cortland Enterprises, LLC.

Ladson-Billings, G. (1995). But that's good teaching! The case of culturally relevant pedagogy. *Theory into practice*, 34 (3), 159-165.

Lewis, R.B., & Doorlag, D.H. (2006) 7th edition. *Teaching Special Students in General Education Classrooms*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall

Noguera, P. (2002) Hoquin's dilemma. Available at <http://www.inmotionmagazine.com/er/pnjoaq1.html>

Live Text is required for the submission of class assignments (e.g., CBM/Lesson Plan/Strategy Notebook and Reflective Logs)

- *Individuals with Disabilities Education Act of 2004*
- *Title III, No Child Left Behind Act of 2001*
- Kentucky's laws and regulations (KRS) & (KAR) applicable to content of course
- Kentucky Department of Education Forms for IEP.
<http://www.education.ky.gov/KDE/Instructional+Resources/Student+and+Family+Support/Exceptional+Children/Forms+and+Documents/State+Approved+Special+Education+Forms.htm>
- Individual selection for book study and research (book/journal) of your individual interest

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.

<i>Conceptual Framework Constructs</i>	Inquiry	Action	Advocacy
<i>Constructs as Learned and Applied</i>	Research	Practice	Service
<i>Constructs Reflected in Candidates</i>	Critical Thinkers	Problem Solvers	Professional Leaders
<i>Unit Dispositions Reflected in Candidates</i>	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

Course Objectives:

Students will:

1. Describe the roles and responsibilities of all teachers (e.g., general ed., special education, gifted, and ESL) in the planning and delivery of curriculum, instruction, assessment and monitoring student process.
2. Describe the concept of inclusion and collaboration with all stakeholders and explain why this process can be beneficial for all students.
3. Describe the range of service delivery options available in special education, gifted education, and limited English proficiency education.
4. Describe learning and behavioral characteristics and needs of students from diverse background and with various abilities.
5. Design and use methods of planning instructional materials and strategies appropriate to the learning and behavioral characteristics and needs of students from diverse background and with various abilities.
6. Develop strategies to promote social acceptance for all students, including those from diverse background and with various abilities.
7. Research strategies for using educational and assistive technology to teach students from diverse background and with various abilities.
8. Develop modes of collaboration with professional education, student and parent community.
9. Describe strategies for collaborating with other professionals in the education of students from diverse background and with various abilities.

* This course is designed according to professional standards, guidelines, and mandates for the following organizations: the Council for Exceptional Children (CEC) International Standards for Special Education Professional Preparation Programs (2003), the Kentucky Department of Education (KDE), the Association for Childhood Education International (ACEI) and the Center for Research on Education, diversity and Excellence (CREDE).

KDE Standards: http://www.kde.state.ky.us/otec/epsb/standards/exp_teach_stds.asp

- KY-NTS1: The Teacher designs/plans 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.
- KY-UL: The teacher's instructional and assessment materials affirm differences and groups honestly, realistically, and sensitively and accommodate the special learning needs, behavioral patterns, learning styles and orientations of diverse groups members. The teacher creates instructional activities that will improve learning opportunities for all students.

CEC Standards: <http://www.cec.sped/ps/code.htm>

- CEC Standard 1: Foundations
- CEC Standard 2: Development and Characteristics of Learners
- CEC Standard 3: Individual Learning Differences
- CEC Standard 4: Instructional Strategies

- CEC Standard 5: Learning Environments and Social Interactions
 - CEC Standard 7: Instructional Planning
 - CEC Standard 10: Collaboration
- ACEI Standards: <http://www.acei.org/>
- ACEI 1: Development, Learning and Motivation
 - ACEI 2: Curriculum
- CREDE Standards: <http://crede.berkeley.edu/standards/standards.html>

Through lecture, discussions, readings, small group activities and class projects, students will:

1. Develop a philosophy of education for including students with exceptional learning needs.
2. Participate in collaborative models in the regular classroom to develop and practice learning techniques that are beneficial for students with and without disabilities. **(CC1, K1, K4-6)**
2. Describe and discuss the roles of special and general educators in the inclusion process. **(CC1, K3)**
3. Describe and discuss the legal and historical foundations of inclusion. **(CC1, K2)**
4. Describe and discuss the special education assessment and placement process. **(CC 8, K1-2)**
5. Identify Special Education placement options and supports needed for integration **(CC5, S3)**.
6. Develop and communicate basic classroom management theories and strategies for students with exceptional learning needs. **(CC5, K2)**
7. Describe and apply methods of designing and adapting instruction appropriate to the learning and behavioral characteristics of students with special needs including the development of a lesson plan and attached strategy notebook with strategies for students with exceptionalities. **(CC2K2, 5- 6; CC3, K1, 5; CC4, S3; CC7, S10; KY-NTS1, 1.1, 1.7; KY-UL.11.1; *ACEI 1, 2-2.1-2.8)**.
8. Describe and apply methods of adapting instruction and materials. **(CC7, S1, S5)**
9. Become familiar with the use of technology in instruction, including assistive technology to support exceptional learning needs of students. **(CC 7, K4)**
10. Observe and develop strategies for collaborating with other professionals in the education of students' with exceptional learning needs. **(CC10, S9)**.
 - ACEI and CREDE standards will be incorporated in lesson plans (HA) by each student based upon individual content area of study

Course Content

1. Characteristics and needs of students from diverse background and with various abilities.
2. Curricular and instructional modifications to support and challenge students from diverse background and with various abilities.
 - a. Universal design for learning
 - b. Tiered/layered lessons with accommodations and modifications
 - c. Lesson design supporting multiple abilities and learning styles
 - d. Multi-sensory presentation of information and concepts

- e. Scaffolding
 - f. Use of technology and assistive technology
 - g. Appropriate grouping strategies
3. History and laws related to special education, gifted education, and English as a second language programs, as well as responsibilities under NCLB.
 4. Referral and identification process for special education, gifted education, and English as a second language programs
 5. Structure and intent of inclusion and collaboration, including roles and responsibilities of classroom teachers and specialists

Course Requirements:

1. Class Participation (75 pts.) Students are expected to be prepared for class by reviewing assigned text readings, journal articles and other online readings to contribute to thoughtful, weekly participation in class sessions and group/individual experiences; weekly essay, reading checks, and strategy discussions, content reviews and checks/quiz; to use blackboard as a means of communication and resource site; use technology; independently read materials; and to follow the schedule for class assignment due dates.

2. Collaborative Intervention Plan (50 pts.) HALLMARK ASSESSMENT. With your cooperating teacher, within your field experience classroom, select/identify two students with learning needs (e.g. students with IEP's, 504 Plans, PSP, GSSP) that would be enhanced by a collaborative effort. Establish the purpose of your collaboration, identify your objective(s), and plan strategies/interventions supported by research. With your cooperating teacher, develop an action plan for your implementation, e.g. responsibilities of implementers, timeline, expectations, assessments, materials, schedule, etc. Collect, assess, reflect about, and analyze evidence of the effectiveness of the collaboration. You will use the Kentucky Guide to Reflective Teaching as one source for your reflection regarding collaboration. Create and Submit your professionally written collaborative plan using the template on LiveText.

3. Curriculum Based Measurement (50 pts.) You will design one Curriculum Based Assessment (CBA). The assessment will address either (a) math, (b) reading, or (c) written language. Each test must include: 1. a academic/behavioral objective (written in the form specified in this class), 2. directions to the student, 3. directions to the examiner, 4. actual materials required to complete the test (not a description of the materials but the actual materials), 5. data sheet(s) on which to record raw and summary data including clear and specific descriptions of how the data sheets are to be used. You will be given a very specific form to follow that should help you design the CBA.

4. Strategy Notebook (25 pts.) Each student will develop a lesson plan book with strategies and adaptations for lessons modified to meet the needs of ten students, each with an identified learning difference.

5. Design, teach and reflect on a tiered/layered lesson (25 pts.) Using the lesson plan format on LIVETEXT, design a lesson focusing on a topic/skill appropriate for your field experience classroom. Include adaptations/differentiation that will challenge and support students with

learning disabilities, giftedness, and limited English proficiency (whether they are present in your class or not). Teach the lesson to the field experience class, collect assessment data, and complete the reflection and refinement sections of the plan.

6. Individualized Education Program (IEP) (25 pts) Read and reflect about the IEP of a student in your class. Talk with the classroom teacher about how s/he collects data on that student, analyzes it, and denotes progress on the IEP. Sit in on the IEP meeting in which progress is shared with the parent. Write a summary of the experience and a reflection in which you identify supports for special education students in an inclusive settings/classroom.

OR Individualized Education Program (IEP) Parent/Teacher Interview (25+15 pts)

Interview a parent/teacher team about their experiences in special education. Parent and student identity and other personal information should be kept confidential. Use fictitious names and schools to describe your student's IEP experience. The goal of this assignment is to help you understand supports necessary for students with exceptionalities and to practice teacher/parent engagement techniques. Students are required to develop questions for teachers and parents that ask about educational needs, instructional needs, whether or not students' individual needs are met, IEP experiences, etc. Students need to provide a word processed summary of the meetings.

7. Teacher Interview (15 pts) Interview a teacher with a gifted child in his/her classroom. Discuss curriculum strategies and how differentiated instruction techniques are used within the curriculum. Present a five-minute report on your findings to the class. OR Teacher Interview for Collaboration Intervention Plan.

8. Mini-Case Study/Observations (45 pts) Observe and interview two students in your field experience setting, (e.g. one with disabilities, one with limited English proficiency, and one who is gifted/advanced). Observe each child at least twice, in two different content areas, and use observational skills learned in previous courses. Use the format shared in class for structuring your written papers.

GRADING CRITERIA

Evaluation will be based on a point system. The point value for each assignment is as follows:

1. Class Participation	75 pts.
2. Collaboration Intervention	50 pts.
3. CBA/CBM	50 pts.
4. Strategy Notebook	25 pts.
5. Tiered/Layered Lesson Plan	25 pts.
6. IEP assignment	25 pts.
7. Teacher Interview	15 pts.
8. 2 Case Studies/Observations	<u>20 pts.</u>
Total	300 pts.

Grading Scale

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = below 60%

Field Work (EDTP 346)

A. Participate in field work in collaboration with the regular education teacher and specialist (ESL/GT/LD-EBD/Collaboration/ECE teacher) of students with exceptional learning needs in an inclusive educational setting; participate in instructional activities and interact with students with exceptional learning needs. Observation sites are coordinated by UofL. Complete your observation request form in Live Text the first week of class <http://college.livetext.com/college/index.html> (50 points)

B. Reflective Logs (RL)

Synthesize and document specific information in Reflective Logs (RL) from your field work placement. The RL template will be available in Live Text to guide your submissions. Teacher candidates are required to submit a total of three (3) RLs on Live Text as follows:

RL 1: Classroom Characteristics Due February 15th

RL 2: Classroom Management Due March 22nd

RL 3: Curriculum Methods and Assessment Due April 19th

*Postings in Live Text

These entries are due before class; both Live Text entries and paper copies for class group work. Class dialogue will include RL summaries and experiences. There is no page limit. RLs will be assessed on Live Text using the RL template. Each RL has a maximum of 20 points. (60 points)

C. Lesson Plan/Strategy Notebook

Design a lesson plan for use with students in the general education curriculum and post on Live Text. Develop and analyze strategies which can be used to meet learning needs of students with exceptionalities/disabilities. Solve specific learning need problems by classifying modifications into a strategy notebook according to the unique learning needs of students with exceptional learning needs.

1. *Lesson Plan.* Plan one lesson plan in your content area. Address the learner profiles of all students with exceptionalities. Provide evidence that you understand the needs of students with exceptionalities by embedding research based strategies into your lesson when needed including modifications for instruction and assessment. Each section of the lesson plan should be completed. (25 points). Submit final Lesson Plan with attached Strategy Notebook in LiveText. Bring 2 copies of paper draft to class on February 27.
2. *Strategy Notebook.* Develop a notebook of strategies that will address a variety of exceptionalities. A minimum of 10 exceptionalities/scenarios are required to be included in your strategy notebook. Each exceptionality/scenario should include research- based strategies that will enable your students' to participate in your instruction and assessment and support learning in the general education classroom. Attach your final strategy notebook in your LIVE TEXT Lesson Plan in the Procedures section. (50 points)

D. Final Exam

The final exam will be based upon a student scenario. Each student will receive a random scenario and develop a plan of action to meet the educational needs of one student with exceptional learning needs. You may use your class notes only. (25 points)

Note: Paper copies of all assignments will be collected in class on due dates.

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/>

Technology Expectations

Assignments are to be word-processed, unless otherwise noted. Continuing and regular use of your University e-mail is expected. Additional expectations for the class include use of LIVETEXT and ability to access and download information from various websites.

Policy on Instructional Modifications

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

Prepared by Gina Schack and Mary Ann Reynolds, August, 2004. Revised with input from department faculty by Debra Bauder, April, 2005. Revised by Tricia Bronger and Gina Schack, August 2006. Revised by Tricia Bronger, January, 2007.

Bibliography

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- Heward, W.L. (2003). *Exceptional children: An introduction to special education (7th ed)*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Kentucky Department of Education. *TASKS (how to adapt for students with special needs)*. <http://www.kde.state.ky.us>
- Lewis R.B.& Doorlag D.H. (2003). *Teaching special students in general education classrooms (6th ed)*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
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- Miller, S.P. (2002). *Validated practices for teaching students with diverse needs and abilities*. Boston, MA: Allyn & Bacon.
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- Salend, S.J. (2001) *Creating inclusive classrooms: Effective and reflective practices. 4th ed*.
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- Tomlinson, C. A. (1999). *How to differentiate instruction in mixed-ability classrooms (2nd Ed.)*. Alexandria, VA: Assoc. for Supervision and Curriculum Development.
- Tomlinson, C. A. & Eidson, C. C. (2003). *Differentiation in practice: A resource guide for differentiating curriculum*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Turnbull, R., Turnbull, A., Shank, M., & Smith, S.J. (2004). *Inclusive classrooms: video cases on CD-ROM activity and learning guide*. Upper Saddle River, NJ: Pearson, Merrill Prentice Hall,

Wood, J. (1998). *Adapting instruction to accommodate students in inclusive settings (3rd ed.)*
 Saddle River, NJ: Merrill Prentice Hall.

REFLECTIVE LOG RUBRIC

EDSP 545 Observation Summaries Rubric	Exceeds Standards	Meets Standards	Little Evidence of Meeting Standards
Standards	3	2	1
Log 1 Classroom Characteristics a) General description of students in the classroom including age range, disability types/levels, academic level and behavioral characteristics. b) Service delivery model (LRE) and curricular model(s) used in the classroom. c) Teacher verbal and nonverbal communication techniques? d) Individualized instruction used to support learning.	Demonstrated evidence of experiences which indicate candidate understands and met many learning needs of students with disabilities/exceptionalities through lesson plans and student interactions.	Demonstrated by acceptable evidence of experiences which indicate candidate understands and met some learning needs of students with disabilities/exceptionalities through lesson plans and student interactions.	No evidence of experiences which indicate candidate understands and met learning needs of students with disabilities/exceptionalities through lesson plans and student interactions.
Log 2 a) Classroom management b) Description of learning environment c) Type of behavior management system being used. d) Types of techniques used by teacher. Organization and Routines e) Physical arrangement of class f) Rationale g) Transitions	Demonstrated clear evidence which indicates the candidate understands the application of many strategies, adaptations, resources and modifications for students.	Demonstrated by acceptable evidence which indicates the candidate understands the application of some strategies, adaptations, resources and modifications for students.	No evidence of the candidate's understanding and/or application of strategies, adaptations, resources, and modifications for students.
Log 3 a) Types of assessments used to guide instruction b) Results of assessments communicated to parents c) Instructional resources d) Resources and further professional learning	The main areas of student needs related to instructional strategies, adaptations, resources, modifications are included.	Some of the areas of student needs related to instructional strategies, adaptations, resources and modifications are included.	No communication of summaries.
	Reflection discusses success of instruction as it relates to student progress and analysis of performance based upon results of instruction related to student progress.	Reflection discusses student progress and performance, but lacks analysis of performance.	No reflection which discusses success of instruction as it relates to student progress and/or analysis of performance based upon results.

> Educational implications of characteristics of various exceptionalities.

CEC2002.EC.CC2K5

> Similarities and differences of individuals with and without exceptional learning needs.

CEC2002.EC.CC2K6	> Similarities and differences among individuals with exceptional learning needs.
CEC2002.EC.CC3K1	> Effects an exceptional condition(s) can have on an individual's life.
CEC2002.EC.CC3K5	> Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences
CEC2002.EC.CC4S3	> Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.

Lesson Plan/Strategy Notebook

Lesson Plan Assessment

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
Objectives (7%) CEC2002-EC.CC2K2 CEC2002-EC.CC2K5 CEC2002-EC.CC2K6 CEC2002-EC.CC3K1 CEC2002-EC.CC3K5 CEC2002-EC.CC4S3 CEC2002-EC.CC7S10 KY-NTS-1 KY-NTS-ACEI-1, Development 2.1-2.8, Curriculum.	Target is evidenced by: Objectives are clearly aligned with and KY Core Content and applicable professional standards; CEC, KY-NTS, ACEI, etc. Use of higher order cognitive and affective outcomes. Behavior, criteria, and conditions are clearly communicated and concisely written.	Acceptable performance is recognized by: Objectives are aligned with Ky Core Content and applicable professional standards ; CEC, KY NTS, ACEI, etc.	Unacceptable is evidenced by: Objectives may not be aligned Ky Core Content and applicable professional standards; CEC,KY-NTS, ACEI, etc.
Connections (7%) CEC2002-EC.CC2K2 CEC2002-EC.CC2K5 CEC2002-EC.CC2K6 CEC2002-EC.CC3K1 CEC2002-EC.CC3K5 CEC2002-EC.CC4S3 CEC2002-EC.CC7S101.ACEI-1, Development 2.1-2.8, Curriculum.	Target is evidenced by clearly describing how the objectives relate to KY Core Content and standards. Objectives should meet performance indicators. Objectives are age appropriate and address personal, social, cultural and/or global concerns that are relevant to student learning..	Acceptable performance is recognized by: Objectives are aligned with Ky Core Content and applicable professional standards ; CEC, KY-NTS, ACEI, etc., for Assessment. Behavior, criteria, and conditions are communicated. Objectives are student focused and may be assessed. modifications for students with exceptional needs may allow for instructional creativity, accuracy of strategies, applicability to classroom, reasonable adaptations, involves peers, teacher responsibility, self-monitoring, anecdotal record of student success and encourages student self-efficacy.	Unacceptable is evidenced by: Objectives may not be aligned Ky Core Content and applicable professional standards; CEC, KY-NTS, ACEI, etc., with appropriate standards or no evidence of alignment. Objectives are missing key components (i.e. behavior is vague, missing criteria or conditions). Objectives may not be assessable. modifications for students with exceptional needs do not allow for instructional creativity, accuracy of strategies, applicability to classroom, reasonable adaptations, involves peers, teacher responsibility, self-monitoring, anecdotal record of student success and encourages student self-efficacy.
Context (7%)	Target is evidenced by	Acceptable is evidenced by	Unacceptable is evidenced by

<p>CEC2002-EC.CC2K2 CEC2002-EC.CC2K5 CEC2002-EC.CC2K6 CEC2002-EC.CC3K1 CEC2002-EC.CC3K5 CEC2002-EC.CC4S3 CEC2002-EC.CC7S10</p>	<p>describing how the learner objectives and the lesson relate to the broader goals of the unit. Personal, social, cultural, and global concerns are addressed if relevant to student learning</p>	<p>showing some connection between the learner objectives and the broad goals for teaching the topic.</p>	<p>showing no connection between the learner objectives and the broad goals for the topic. Personal, social, cultural, and global concerns are not addressed.</p>
<p>Resources (7%) CEC2002-EC.CC2K2 CEC2002-EC.CC2K5 CEC2002-EC.CC2K6 CEC2002-EC.CC3K1 CEC2002-EC.CC3K5 CEC2002-EC.CC4S3 CEC2002-EC.CC7S10</p>	<p>Target is evidenced by providing a detailed list of relevant resources and materials, providing specific URLs, describing how to access or where to find the resources (easily accessible), and attaching all handouts.</p>	<p>Acceptable is evidenced by providing a list of most resources, URLs, and materials, providing access to student handouts, and describing where resources might be found.</p>	<p>Unacceptable is evidenced by minimal or incomplete listing of resources, URLs, or materials need to teach the lesson. Some materials and resources are unavailable.</p>
<p>Student Assessment (7%) CEC2002-EC.CC2K2 CEC2002-EC.CC2K5 CEC2002-EC.CC2K6 CEC2002-EC.CC3K1 CEC2002-EC.CC3K5 CEC2002-EC.CC4S3 CEC2002-EC.CC7S10 KY-UL-11.1</p>	<p>Target is evidenced by the following: The content and activities clearly match objectives and student products show that the objectives have been met. Expectations are shared with students in advance and if a rubric is used, the language is clear, positive, and articulates the level of quality. The behavior assessed clearly matches the behavior described in the objective and description (connections/context)of the lesson.</p>	<p>Acceptable is evidenced by stating a plan for assessment that addresses some of the objectives. Assessment instruments are provided by may not be clearly stated or differentiate among levels of quality. An attempt has been made to match objectives with student products.</p>	<p>Unacceptable is evidenced when objectives and student products are not clearly related. The assessment tools are not provided or lack levels of quality. Students will not understand the expectations of the instructor.</p>
<p>Impact (7%) CEC2002-EC.CC2K2 CEC2002-EC.CC2K5 CEC2002-EC.CC2K6 CEC2002-EC.CC3K1 CEC2002-EC.CC3K5 CEC2002-EC.CC4S3 CEC2002-EC.CC7S10</p>	<p>Target is evidenced by the following: Reflection discusses success of instruction as it relates to student progress, relation to stated objectives, high and low results, and analysis of performance based on assessment results.</p>	<p>Acceptable is evidenced by: Reflection and analysis discuss the relation of the objectives to assessment of student outcomes. Reflection discusses how candidate assessed student outcomes related to the objectives.</p>	<p>Unacceptable performance is evidenced by: Reflection does not relate student outcomes to assessment. Reflection and analysis do not provide evidence of assessing student performance.</p>

<p>Refinement (7%) CEC2002-EC.CC2K2 CEC2002-EC.CC2K5 CEC2002-EC.CC2K6 CEC2002-EC.CC3K1 CEC2002-EC.CC3K5 CEC2002-EC.CC4S3 CEC2002- EC.CC7S10</p>	<p>Target performance is evidenced by: Discussion and critical analysis of revisions needed based on student needs and assessment data. Discussion and critical analysis of how subsequent lessons can reinforce and extend knowledge of current objectives. Insightful discussion regarding time allotment, meeting objectives, changes in activities, student time on task, and modifications needed in current lesson plan.</p>	<p>Acceptable performance is evidenced by: Some analysis of changes needed to lesson plan including time allotment, response to activities, and assessment criteria.</p>	<p>Unacceptable performance is evidenced by: Lack of ability to critically analyze the impact of the methods and materials on student learning. Lack of suggested adjustments for components that were not adequately addressed in the lesson.</p>
<p>Procedures (50%) CEC2002-EC.CC2K2 CEC2002-EC.CC2K5 CEC2002-EC.CC2K6 CEC2002-EC.CC3K1 CEC2002-EC.CC3K5 CEC2002-EC.CC4S3 CEC2002- EC.CC7S10 NTS-1.1 NTS 1.7</p>	<p>Target is evidenced by the following: Anticipatory set draws the student into the lesson by relating to learner's interests. Activities and instructional strategies are designed to support and scaffold student learning described in the lesson standards and objectives. Directions are clear and follow a logical sequence. Fits within a realistic time frame and moves easily from one method to the next. Activities are engaging, varied, and pertain to multiple intelligences including accommodations and strategies for students with disabilities/exceptionalities; learning disabilities, behavioral disorders, mild mental retardation, communication disorders, physical and health impairments, sensory disorders (visual/hearing impairments), attention deficit hyperactive disorder (ADHD), autism, severe disabilities, gifted and talented, culturally and linguistically diverse and students at risk for failure. Descriptions are sufficiently clear to enable a third party to teach the lesson.</p>	<p>Acceptable is evidenced by the following: Anticipatory set relates somewhat to the learner's interests. Content and methods are scaffolded so students have some idea of what is expected. Methods show some variety and engage the students in some skill building as well as improving knowledge. Fits reasonably well within the time frame and keeps learners engaged.</p>	<p>Unacceptable is evidenced by the following: Anticipatory set has limited or no appeal to the learner. The content and methods are not clearly tied to the objectives for the lesson. Learners will move awkwardly from one activity to the next. Methods lack creativity or do not adequately engage the students. The lesson clearly overestimates or underestimates the time frame for the lesson.</p>

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
Objectives (3, 11%) CEC2002.EC.CC7S10	Objectives are written as learning outcomes identifying specific measurable behaviors.	Objectives are student-focused and may be assessed.	Objectives are written as learning activities or are not measurable.
Connections (2, 7%) KY-IECE.1.1 KY-NTS-1.1	Clear explanation of how the objectives are clearly aligned to Academic Expectations, Program of Studies, Kentucky Core Content for Assessment, and/or KY EC Benchmarks .	General explanation of how the objectives are aligned with Academic Expectations, Program of Studies, Kentucky Core Content for Assessment, and/or KY EC Benchmarks .	Vague explanation of how the objectives align with Academic Expectations, Program of Studies, Kentucky Core Content for Assessment, and/or KY EC Benchmarks, or objectives are not aligned with any of those standards.
Context (2, 7%) CEC2002.EC.CC2K2 CEC2002.EC.CC2K5 CEC2002.EC.CC2K6 CEC2002.EC.CC3K5 KY-IECE.1.1	Clear explanation of the major focus of this lesson. Detailed description of how this lesson relates to previous lesson(s) and future lesson(s). Personal, social, cultural, and global concerns are clearly addressed if relevant.	Adequate explanation of the major focus of this lesson. Adequate description of how this lesson relates to previous lesson(s) and future lesson(s). Personal, social, cultural, and global concerns are generally addressed if relevant.	Vague or missing explanation of the major focus of this lesson. Vague or missing description of how this lesson relates to previous lesson(s) and future lesson(s). Personal, social, cultural, and global concerns are not addressed.
Resources (2, 7%) KY-IECE.1.2 KY-NTS-1.11	Detailed list of relevant resources and materials. All print materials used with students are included.	List of most resources and materials. Most print materials used with students are included.	Incomplete list of resources and materials. Print materials used with students are not included.
Procedures (5, 19%) CEC2002.EC.CC4S3 KY-IECE.1.2 KY-IECE.1.3 KY-IECE.1.4 KY-IECE.3.1 KY-IECE.3.3 KY-IECE.3.4 KY-NTS-1.2 KY-NTS-1.4 KY-NTS-1.5 KY-NTS-1.6 KY-NTS-1.7 KY-NTS-3.4 KY-NTS-8.1 KY-NTS-8.3 KY-NTS-8.5 (CC2K2, 5- 6; CC3, K1, 5; CC4, S3; CC7, S1, S5, S10; KY-NTS1, 1.1, 1.7; KY-UL.11.1; *ACEI 1, 2-2.1-2.8).	Introduction: Builds interest, clearly connects to students' lives and previous learning. Provides a clear overview of the lesson. Activities: Thoughtfully sequenced and developmentally appropriate. Actively engage the students. Sufficient details would allow a third party to teach the lesson. Closure: Clearly highlights and reinforces the lesson objective. Actively involves all students. MI and Adaptations: Appropriately addresses at least 3 multiple intelligences. Appropriate adaptations to challenge and support students with special learning needs. Descriptions are sufficiently clear to enable a third party to teach the lesson, including accommodations and strategies for students with disabilities/exceptionalities, gift and talented, culturally and linguistically diverse students and students at risk for failure.	Introduction: Builds interest, generally connects to students' lives and previous learning. Provides an adequate overview of the lesson. Activities: Generally well-sequenced and developmentally appropriate. Adequately engages the students. Details would allow a third party to teach the lesson. Closure: Satisfactorily highlights and reinforces the lesson objective. Actively involves most students. MI and Adaptations: Addresses at least 3 multiple intelligences. Adequate adaptations to support students with special learning needs.	Introduction: Builds minimal interest, does not connect to students' lives and previous learning. Vague or missing overview of the lesson. Activities: Illogical sequence and/OR not developmentally appropriate. Fails to actively engage the students. Insufficient details to allow a third party to teach the lesson. Closure: Does not reinforce the lesson objective. Involves few if any students. MI and Adaptations: Fewer than three multiple intelligences are addressed or at least 3 vaguely, incorrectly, or artificially addressed or missing. Adaptations to challenge and support students with special learning needs are inappropriate or missing.
Student Assessment (4, 15%) KY-IECE.4.1 KY-IECE.4.2 KY-IECE.4.4 KY-NTS-1.10 KY-NTS-4.1 KY-NTS-4.2	Clearly aligns with the lesson objective. Specific questions, tasks, and behaviors are clearly described.	Generally aligns with the lesson objective. Specific questions, tasks, and behaviors are adequately	Lacks alignment with the lesson objective. Specific questions, tasks, and behaviors are vaguely described or missing.

KY-NTS-4.3			described.
Reflection/Analysis (4, 15%) CEC2002.EC.CC3K1 KY-IECE.5.1 KY-NTS-5.1	Specific, objective look at the lesson focusing on student progress. Strengths and needs of instruction specifically stated and focused on student learning. Three student work samples included with specific analysis of performance.	General, objective look at the lesson with some focus on student progress. Strengths and needs of instruction adequately stated and focused on student learning. Three student work samples included with general analysis of performance.	Minimal or missing analysis of the lesson. Strengths and needs of instruction are vague and not focused on student learning. Three student work samples are included but with no analysis of performance or are not included.
Extension/Follow-up (3, 11%) CEC2002.EC.CC2K2 CEC2002.EC.CC2K5 CEC2002.EC.CC2K6 KY-IECE.5.2 KY-NTS-5.2	Clear, specific suggestions and justifications for follow-up lessons.	General suggestions and justifications for follow-up lessons.	Inappropriate or missing suggestions and justifications for follow-up lessons.
Surface Features (1, 3%) KY-IECE.9.6 KY-NTS-9.6	All sections of the lesson plan are included. Plan is well written with appropriate vocabulary and minimal surface errors, and is submitted via LiveText.	All sections of the lesson plan are included. Plan is written with appropriate vocabulary and few surface errors, and is submitted via LiveText.	Most sections of the lesson plan are included. Plan is written with some inappropriate vocabulary and several surface errors. Plan is not submitted via LiveText.

New Teacher Standards

- KY-NTS.1.1 > Focuses instruction on one or more of Kentucky's student academic expectations.
- KY-NTS.1.2 > Develops the student's ability to apply knowledge, skills, and thinking processes.
- KY-NTS.1.4 > Proposes learning experiences that challenge, motivate, and actively involve the learner.
- KY-NTS.1.5 > Proposes learning experiences that are developmentally appropriate for learners.
- KY-NTS.1.6 > Describes experiences for multiple levels of complexity to accommodate students at different levels of performance.
- KY-NTS.1.7 > Incorporates strategies that address physical, social, and cultural diversity and shows sensitivity to differences.
- KY-NTS.1.10 > Includes appropriate assessment strategies and processes.
- KY-NTS.1.11 > Includes comprehensive and appropriate school and community resources that support learning.
- KY-NTS.3.2 > Links learning with students' prior knowledge, experiences, and family and cultural backgrounds.
- KY-NTS.3.4 > Uses multiple teaching/learning strategies that are appropriate to student development level and actively engages students in individual and cooperative learning experiences.
- KY-NTS.4.1 > Uses multiple assessments and sources of data.
- KY-NTS.4.2 > Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.
- KY-NTS.4.3 > Accurately assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program and the CATS.
- KY- > Accurately assesses, analyzes, and communicates the effectiveness of instruction and makes appropriate changes

- NTS.5.1 to improve student learning.
- KY-NTS.5.2 > Analyzes and evaluates the effects of learning experiences on individuals and on the class as a whole and makes appropriate changes to improve student learning.
- KY-NTS.8.1 > Accurately communicates the skills and core concepts related to certified academic areas.
- KY-NTS.8.3 > Incorporates a multicultural/global perspective in content presentations.
- KY-NTS.8.5 > Connects knowledge of the certified academic areas to real life situations.
- KY-NTS.9.6 > Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and uses other emerging technologies to enhance professional productivity and support instruction.

Interdisciplinary Early Childhood Education Standards

- KY-IECE.1.1 Designs developmentally appropriate, comprehensive curriculum and instruction aligned with Kentucky Learner Goals
- KY-IECE.1.2 Selects developmentally and individually appropriate strategies and resources to provide activity-based learning experiences
- KY-IECE.1.3 Adapts and individualizes curriculum and instruction plans for all children, including those with special needs and disabilities
- KY-IECE.1.4 Plans for the effective involvement of team members including assistants, staff, and volunteers across learning environments
- KY-IECE.3.1 Facilitates children's acquisition and integration of behavior, skills, and concepts to support learning aligned with Kentucky Learner Goals
- KY-IECE.3.3 Encourages children's active involvement in a variety of structured and unstructured learning activities
- KY-IECE.3.4 Uses instructional strategies that meet the unique needs of each child
- KY-IECE.4.1 Uses developmentally appropriate and authentic assessments to determine child needs, to plan individualized learning experiences, and to develop and implement IFSPs and IEPs
- KY-IECE.4.2 Selects, creates, adapts, and uses multiple modes and methods of assessments which are sensitive to the unique cultural and learning needs of the child
- KY-IECE.4.4 Systematically collects, organizes, and records ongoing assessment data to monitor child progress
- KY-IECE.5.1 Engages in ongoing self-reflection to improve professional practices
- KY-IECE.5.2 Communicates strengths and areas for growth in professional practices as a result of self-reflection
- KY-IECE.9.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction

Council for Exceptional Children Standards

- CEC2002.EC.CC2K2 > Educational implications of characteristics of various exceptionalities.
- CEC2002.EC.CC2K5 > Similarities and differences of individuals with and without exceptional learning needs.

- CEC2002.EC.CC2K6 > Similarities and differences among individuals with exceptional learning needs.
- CEC2002.EC.CC3K1 > Effects an exceptional condition(s) can have on an individual's life.
- CEC2002.EC.CC3K5 > Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences
- CEC2002.EC.CC4S3 > Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
- CEC2002.EC.CC7S10 > Prepare lesson plans.

Revised January 5, 2006 by Mary Ann Reynolds and Tricia Bronger

EDTL 355
(3 Credit hours)

Instructor: E. Todd Brown
Office Hours: T 1:00-5:00, Thur 9:30-11:30
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Catalog Description

Theory and practice of teaching management decisions based on assessment and research made before, during, and after instruction

Purpose of the Course

This course is designed to define and explain the relationships among teaching, assessment, testing, measurement, and evaluation. The students will be guided to analyze best practices based on an understanding of research and assessment techniques.

Required Textbook

McMillan, J. (2007). Classroom assessment; Principles and practice for effective standards-based instruction. New York, Pearson Allyn Bacon.

Course Objectives:

Through class activities, lectures and demonstrations, reading assignments, and projects, students will demonstrate the ability to:

1. Define and key concepts in research and assessment: reliability and validity (e.g. content, and construct) bias, nor and criterion referencing: formative and summative assessments
2. Give examples of feedback, assessment, and grading, and explain when each could be used.
3. Develop valid assessment items linked to lesson plans with measurable objectives: open-response, multiple choice, short answer and essay questions: on-demand writing, and portfolio entries; performance assessments; and others. (e.g. projects, observations, internal.
4. Distinguish between scoring guides and rubrics, and design one of each. (e.g. projects, observations, interval).
5. Demonstrate knowledge in a Graphic Representation or Metaphor of the relationship among the state assessment model including CATS, KY Marker Papers, the Core Content for Assessment, Program of Studies and the Early Childhood Continuous Assessment and what role they play in learning and instruction.
6. Interpret and clearly communicate a student's performance to various audiences (principal, parent, team teachers)
7. Use student assessment data to plan instruction
8. Explain ethical issues and legal requirements related to student assessment (portfolios , on-demand, CTBS and CATS).
9. Demonstrate how action research can be used to inform instruction and improve student learning

Professional Standards Met

New Teacher and U of L Standards	AECI	Course Assignments
New Teacher Standard 3 Implements and Manages Instruction		
3.1 Communicates specific standards and high expectations for learning.		Sample assessments and electronic grade book HALLMARK
3.4 Uses appropriate questioning strategies to engage students' cognitive processes and stimulate higher-order thinking.	3.3 Development of critical thinking, problem solving, performance skills- Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving and performance skills	Clinical Logs and Synthesis of Portfolio Action Research Project
3.8 Guides students to express, examine, and explain alternative responses and their associated consequences relative to moral, ethical, or social issues.		Clinical Logs and Synthesis of Portfolio Action Research Project
3.10 Uses multiple perspectives and differing viewpoints to facilitate the integration of knowledge and experiences across disciplines.	3.1 Integrating and applying knowledge for instruction-- Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community;	Professional Reaction to Research and Assessment Articles
3.11 Makes creative and appropriate use of media and technology.		Graphic Representation and or Metaphor
3.13 Provides opportunities for students to use and practice what is learned.	1. Development, Learning and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of	Sample assessments and electronic grade book HALLMARK

	knowledge, and motivation.	
3.14 Identifies student misconceptions, provides guidance, and offers students continuous feedback on progress toward outcomes and expectations.		Clinical Logs and Synthesis of Portfolio Action Research Project Class Participation
New Teacher Standard 4. Assesses/Communicates Learning		
4.1 Uses multiple assessments and sources of data. 4.2 Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity. 4.3 Accurately assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program and the CATS. 4.4 Promotes student self-assessment using established criteria and focuses student attention on what needs to be done to move to the next performance level. 4.5 Systematically collects and analyzes assessment data and maintains up-to-date records of student progress.	4. Assessment for instruction-- Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.	Rubric and Scoring guide Communication Conference with Parent /Team Teachers/Counselor/Principal Clinical Logs and Synthesis of Portfolio Action Research Project Class Participation Sample assessments and electronic grade book HALLMARK
New Teacher Standard 5. Reflects/Evaluates Teaching/Learning		
5.1 Accurately assesses, analyzes, and communicates the effectiveness of instruction and makes appropriate changes to improve student learning. 5.2 Analyzes and evaluates the effects of learning experiences on individuals and on the class	5.2 Reflection and evaluation-- Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on	Clinical Logs and Synthesis of Portfolio Action Research Project Communication Conference with Parent /Team Teachers/Counselor/Principal

as a whole and makes appropriate changes to improve student learning.	students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally;	Class Participation
New Teacher Standard 9. Implements Technology		
9.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and uses other emerging technologies to enhance professional productivity and support instruction.		Sample assessments and electronic grade book HALLMARK Graphic Representation and or Metaphor
9.15 Uses technology to support multiple assessments of student learning.		Sample assessments and electronic grade book HALLMARK
U of L Standard 11 The teacher demonstrates understanding of the complex lives of students adults in schools and society		
11.1 The teacher's instructional and assessment materials affirm differences and groups honestly, realistically, and sensitively and accommodate the special needs, behavioral patterns, learning styles and orientations of diverse group members. The teacher creates instructional activities that will improve learning opportunities for all students.	3.2 Adaptation to diverse students--Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;	Sample assessments and electronic grade book HALLMARK
11.2 The teacher designs, plans and accommodates objectives, instructional strategies and learning materials that reflect the cultures, cognitive and physical special needs and styles of the various ethnic,		Sample assessments and electronic grade book HALLMARK

cultural, linguistic, religious, gender and socioeconomic groups within the classroom.		
11.4 The teacher respects the dignity and worth of students as individuals and as members of racial, ethnic, cultural, linguistic, religious, gender and economic groups.		Communication Conference with Parent /Team Teachers/Counselor/Principal
11.7 The teacher designs curriculum that reflects knowledge of historical and societal problems some group members experience, such as racism, prejudice, discrimination, and exploitation.		Sample assessments and electronic grade book HALLMARK
11.9 The teacher supports students to develop decision-making abilities, social participation skills, and a sense of efficacy necessary to be critical, participatory and productive life citizens.	3.4 Active engagement in learning--Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;	Clinical Logs and Synthesis of Portfolio Action Research Project Class Participation
11. 10 The teacher provides opportunities for students to use knowledge, valuing, and thinking in decision making and awareness on issues related to special needs, race, ethnicity, culture, gender, language, religion and social class.		Clinical Logs and Synthesis of Portfolio Action Research Project Class Participation

<p>11.12 The teacher demonstrates knowledge of equity, ethics, legal and human issues concerning use of computers and technology, designs learning activities that foster equitable, ethical and legal use of technology by students and applies theories of learning, teaching and instructional design and their relationships to the uses of technology to support the diverse learning needs of students.</p>		<p>Sample assessments and electronic grade book HALLMARK</p> <p>Communication Conference with Parent /Team Teachers/Counselor/Principal</p> <p>Class Participation</p>
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Conceptual Framework Summary

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.

<i>Conceptual Framework Constructs</i>	Inquiry	Action	Advocacy
<i>Constructs as Learned and Applied</i>	Research	Practice	Service
<i>Constructs Reflected in Candidates</i>	Critical Thinkers	Problem Solvers	Professional Leaders
<i>Unit Dispositions Reflected in Candidates</i>	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

Relationship to Conceptual Framework

In this course, candidates will develop critical thinking skills regarding research based management theories, learning theories, teaching strategies, and classroom management theories as they develop learner-centered classroom settings, activities, lessons and readings. They will exhibit critical thinking and inquiry dispositions through their classroom presentations and reflective writing. Through personal reflection and evaluation of their management and learning philosophies, candidates will become problem solvers and improve their teaching and learning. Candidates will develop collaborative relationships through group work and class discussions of current classroom issues experienced in their field work.

Course Content

- Key concepts in research and assessment
- Different types and means of classroom assessment
- Summarizing and communicating assessment data
- Using assessment as a springboard to planning
- Local, state, and national assessments requirements
- Action research as a strategy for improving instruction

Course Requirements

1. Sample assessments and electronic grade book (30%) HALLMARK

Develop appropriate examples of different types of assessments, e.g. open-response questions, multiple choice, short answer, essay question, on-demand writing prompt and portfolio entry prompt; documents accommodations for differences among groups (Chapter 11) and create an electronic grade book for recording multiple student outcomes on these assessments. Student work samples that represent high, medium, and low will be analyzed and included with the assessment. This assignment will be completed in three installments in order to effectively use of each of the assessments.

2. Rubric and Scoring guide (10%)

Design a rubric and scoring guide for **two** of the sample assessments above (open-response, short answer, essay question, on-demand and or portfolio writing) and collect actual student achievement data on lessons from your field placement. Analyze and provide evidence of student work e.g.level of understanding and or misconceptions, Summarize the data and write a lesson plan to follow up on students' understandings and misunderstandings.

3. Communication Conference with Parent /Team Teachers/Counselor/Principal (10%)

Document a selected student's (from your field placement) performance using existing classroom assessments, state assessments (CATS), national standardized assessment (CTBS) and any other assessment sources. Communicate the student's progress in a form that is clear to a parent, team teacher, and counselor or principal.

4. Professional Reaction to Research and Assessment Articles (15%)

The purpose of this assignment is for you to become a critical reader of articles that relate to assessment and research. Reading journal articles is one of many ways to keep up to date in each teaching field. You will write a reaction paper and send it through LIVETEXT

(template will be sent to you). You may address any of the following concerns: something you found particularly interesting or provocative, something you disagree with, something that corroborates or contradicts your prior experiences, or something you wish to discuss in greater detail. Do not summarize the article. The points you make should reflect considerable thought, and should address your reaction, how this article is relevant to you as a future assessor of your student progress, and how the knowledge gained from this reading possibly will affect your professional life.

5. Clinical Logs and Synthesis of Portfolio Action Research Project (15%)

The research component of this course will be to actively participate in an electronic peer revision group with JCPS students working on writing portfolios. Your **clinical log** will document the students’ progress and your role in providing ethical feedback (rubric will be provided). Your primary role is to support the students to enhance their writing pieces. Two times during the peer revision project you will submit a clinical log (due dates on course schedule). At the conclusion of the project (end of February) you will write a synthesis paper that will discuss how the peer revision groups supported or impeded student writing performance (provide specific examples when possible). **A class rubric will be designed for assessing the synthesis paper.**

6. Graphic Representation and or Metaphor (10%)

You will demonstrate knowledge in a Graphic Representation or Metaphor of the relationship among the state assessment model including CATS, KY Marker Papers, the Core Content for Assessment, Program of Studies and the Early Childhood Continuous Assessment and what role they play in learning and instruction. **A class rubric will be designed for assessing the graphic representation and or metaphor.**

7. Class Participation (10%)

Your active participation in this class is crucial to its and your success. Participation is **not** merely sitting in class. Participation involves a combination of attendance, appropriate discussion, evidence of readings in discussion, completion of assignments on time, active listening, working in collaboration with colleagues, active engagement with materials, assessments of peer’s work, contribution of materials to the class, and leadership behaviors. Out of respect for all of our busy schedules, we will **begin class promptly at 9:00 or 12:30.** Please arrive on campus with enough time to take into account possible difficulty in parking or poor weather conditions. Frequent late arrivals will be considered absences (frequent is more than one) and result in the loss of points.

Criteria for Determination of Grade

Sample assessments and electronic grade book HALLMARK	30%	300 points
Rubric and Scoring Guide	10%	100 points
Communication Conference with Parent /Team Teachers/Counselor/Principal	5%	50 points
Professional Reaction to Research and Assessment Articles	15%	150 points

Clinical Logs and Synthesis of Portfolio Action Research Project	20%	200 points
Graphic Representation and or Metaphor	5%	50 points
Class participation and attendance	15%	150 points
Total	100%	1000 points

Grading Scale

Points	Grade	Points	Grade
970-1000	A or A+	820-849	C+
940-969	A-	790-819	C
910-939	B+	760-789	C-
880-909	B	730-759	D+
850-879	B-	700-729	D-
		670-699	F

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College of Education and Human Development Policies Pertinent to this Course

Policy on Instructional Modifications

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with me as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

CEHD Diversity Statement

Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. Students will be 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 will 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 will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

Plagiarism Statement

Representing the words or ideas of someone else as one's own in any academic exercise. An academic unit that determines that a student is guilty of academic dishonesty may impose any academic punishment on the student that it sees fit, including suspension or expulsion from the academic unit.

Electronic equipment Policy

Students are asked to manage their electronic equipment responsibly so that it is not a distraction for anyone in the class. Answering, talking or text messaging on cell phones, pagers and PDAs during class is not tolerated.

Technology Expectations

Assignments are to be word-processed. Continuing and regular use of e-mail, Blackboard and LIVETEXT® is expected. Additional expectations for the class include using software programs to complete statistical analyses, using spreadsheets for grading, and accessing websites of professional organizations for best practices in the content area.

Date Prepared and By Whom

E. Todd Brown and Gina Schack, December, 2006

Closing

I look forward to working with you throughout the semester. If you have any questions, comments, suggestions, or issues to raise, please do so at any appropriate time! Thanks! In addition to email communication, I also encourage phone calls and face-to-face communication and invite you to stop after class or call me. We can set up an appointment.

Please review the syllabus before the second class and return this form to instructor.

Cut -----Cut

I have reviewed the syllabus for *EDTP Assessment and Research*. The course requirements, class schedule, weightings of assignments and grading scale have been explained. I understand that I will demonstrate my learning through class participation, designing and implementing various forms of assessment in my field placement classroom, reading and participating in a research project

NAME _____

DATE _____

EDTP 355 Assessment and Research HAT

Context

The ability to develop appropriate examples of different types of assessments, (e.g. open response questions, multiple choice, short answer, essay question) and document the accommodations for differences among groups is a valuable skill for teachers. Knowing how to create and implement various forms of assessments provides classroom teachers with a wealth of knowledge about the strengths and weaknesses of their own teaching and their students' level of understanding.

Purpose

The purpose of this assessment is to show competence in developing valid assessments in multiple formats (open response, multiple choice, short answer, essay questions, on-demand writing, portfolio prompt) and scoring guides and rubrics in the content areas in which the candidate will be certified to teach.

Assessor

The primary audience for your assessments will be your students. The student work samples and analysis of their responses will be reviewed by the professor and shared with classmates during feedback sessions.

Process

Design (or use lesson plans you have or will be designing in other courses) to teach in your content area.

1. Develop an appropriate assessment of the lesson(s) that includes **each** of the assessment formats indicated for your certification level

- a) open response question (ORQ)
- b) multiple choice
- c) short answer
- d) essay question
- e) on-demand writing prompt
- f) portfolio prompt

Criteria:

1. Include acceptable answers to the multiple choice and short answer questions and a rubric to assess each ORQ, essay question, on-demand writing and portfolio prompt
2. Describe "next step" formative assessments that would inform you about student progress

Product: Lesson plan(s) with assessment(s), answer(s), and rubric(s) and samples of high, medium and low student work

Sample assessments and electronic grade book- HALLMARK

Sample assessments and electronic grade book- HALLMARK

	Target	Acceptable	Unacceptable
Measurable Lesson Objectives (1, 12%) KY-NTS.3.1 KY-NTS.3.13	Targeted performance is evidenced by clearly stated measurable objective for the lesson being taught.	Acceptable performance is evidenced by a measurable learning for the lesson being taught but not stated as an objective.	Unacceptable performance is evidenced by unmeasurable objective or unclear description of the learning or not related to the teaching.
Appropriate assessment format (2, 25%) KY-UL.11.1 KY-UL.11.2 KY-UL.11.7	Targeted performance is evidenced by an appropriate assessment format that reflects the age, level of development of the learners and the teaching.	Acceptable performance is evidenced by an assessment format that reflects age or development level of learners or teaching, but not all of the above.	Unacceptable performance is evidenced by an inappropriate assessment format that does not consider age, level of development or the teaching.
Acceptable answers and accommodations (1, 12%) KY-NTS.4.1 KY-NTS.4.2 KY-NTS.4.5 KY-NTS.9.15 KY-NTS.9.6	Targeted performance is evidenced by complete answers for questions and documents accommodations for differences among groups.	Acceptable performance is evidenced by answers to some of the questions and accommodations for differences among some groups	Unacceptable performance is evidenced by incomplete answers and minimal accommodations for different groups.
Analysis of student work samples (2, 25%) KY-NTS.3.13 KY-NTS.3.14	Targeted performance is evidenced by clear analysis of student learning and the effectiveness of the assessment(s).	Acceptable performance is evidenced by some analysis of student learning and limited analysis of the assessment(s).	Unacceptable performance is evidenced by limited analysis of student learning and no reference to the assessment(s).
Electronic Grade Book (1, 12%) KY-NTS.9.15 KY-NTS.9.6 KY-UL.11.12	Targeted performance is evidenced by the creation of an electronic grade book for recording multiple forms of student outcomes on the assessments.	Acceptable performance is evidenced by an electronic gradebook for recording some student outcomes on the assessments.	Unacceptable performance is evidenced by a gradebook format that is not conducive to recording multiple student outcomes for assessments
Editing and proofreading (1, 12%)	Targeted performance is evidenced three or fewer editing or proofreading issues.	Acceptable performance is evidenced by no more than five proofreading or editing issues.	Unacceptable performance is evidenced by limited evidence of proofreading or editing.

EDTP 506
Public Schools in America (3 Hours)
Fall 2007

Instructor: Marcia A Lile
Office Hours: ED 247
M and T, 1:00 – 4:00
W and Th, 9:30 – 11:30
Phone: 502-852-0575
Email: malile01@louisville.edu

Catalog Description

An examination of the historical and philosophical foundations of education in a socially and culturally diverse country.

Course Purpose

This course is designed to examine the historical, sociological and philosophical foundations of education with particular attention to issues of equity in public education. This course will also contextualize the foundation of education within the current education environment and issues at the national, state, and local levels.

Required Textbook

McNergney, R. F. and McNergney, J. M. (2007). *Education: The practice and profession of teaching (5th ed.)*. Boston, MA: Allyn & Bacon.

LiveText

Other readings as assigned by instructor.

Relevant Professional Standards Addressed by Course

Standard 8 – Knowledge of Content

Candidates will complete and present an I-Search project that is related to their areas of certification. In the I-Search paper and presentation candidates will be expected to follow a course of inquiry related to the current practices in their field. As participants in class discussions and in journal entries, candidates will be expected to demonstrate a breadth and depth of knowledge in their areas of certification.

Standard 9 – Implementation of Technology

Candidates will prepare a multimedia presentation for their peers. The multimedia presentation will include links to Internet sources, audio and/or video clips, the use of digital photographs, and the presentation of data. Additionally, candidates will submit their I-Search papers in LiveText.

University of Louisville Diversity Standard – Complex Lives of Students and Adults

In class discussions and in journal entries, candidates will be expected to demonstrate respect for students as individuals and as members of racial, ethnic, cultural, linguistic, religious, gender and economic groups.

Course Objectives

Students will:

1. interpret the history of public education and resulting historical trends in curriculum, pedagogy, and school organization.
2. examine the history of discriminatory practices in education and analyze issues of equity and social justice as they apply to public education
3. examine the role of the teacher as a professional in the classroom and the community
4. analyze how teachers' beliefs and attitudes influence their behaviors, practices and interactions with students
5. outline how public schools in the United States are organized, governed and funded
6. examine the relationship between education and government
7. complete and present an I-Search on a current and relevant issue in public education that is directly related to their chosen level, area of certification or extension.
8. attend meetings of departments, school-based decision making councils and boards of education

Conceptual Framework Summary

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 (Schulman, 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.

<i>Conceptual Framework Constructs</i>	Inquiry	Action	Advocacy
<i>Constructs as Learned and Applied</i>	Research	Practice	Service
<i>Constructs Reflected in Candidates</i>	Critical Thinkers	Problem Solvers	Professional Leaders
<i>Unit Dispositions Reflected in Candidates</i>	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

Relationship to Conceptual Framework

Inquiry – The Public Schools in America course is designed to be an opportunity for senior level pre-service teachers to examine and analyze critical issues related to public education. Candidates will be expected to respond to topics related to the foundations of public education and current issues of governance, equity, diversity and ethics with maturity and thoughtfulness. The Hallmark Assessment of this course is a personal research project on an issue of professional importance to the candidate. The candidate will conduct the research using a variety of primary and secondary sources and prepare a presentation for peer review.

Action – As a part of this course, candidates will be expected to interview educational professionals in a variety of roles, attend school governance meetings, and engage in discussions of issues and problems to evaluate solutions. Additionally, candidates will be expected to bring to class a willingness to examine their field experiences in the context of larger historical, philosophical and sociological developments.

Advocacy – An important element of the Public Schools in America course is that candidates will examine critical issues, respond constructively, and take informed positions in classroom discussions. Candidates will also be expected to take the role of a professional leader as they prepare and present the findings of their research to peers. Their presentation will provide evidence of their research and afford the candidate with the opportunity to take an informed stand on the issue.

Content

1. The Foundations of American Education
 - What are the historical influences in American education?
 - What have been the goals of education in the United States?
 - How did schools change in the twentieth century?
 - How do we typically judge the effectiveness of education in the United States?
2. The Relationship between Schools and Society
 - How has society influence the role and policies of the public schools?
 - How have the public schools responded to changes in society?
 - How have the public schools responded to issues of race, poverty, immigration, disabilities, gender, language, religion, and culture?
1. The Role of a Teacher in Public Education
 - Is teaching a profession?
 - How do teachers develop as professionals?
 - What are the processes for evaluating teachers?
 - What issues face new teachers?
2. The Challenges Teachers and Schools Face
 - What are teachers' rights and responsibilities?
 - What are students' rights and responsibilities?
 - What are parents/families' rights and responsibilities?
 - What are the rights and responsibilities of school districts?
3. Governance and Schools
 - What is the traditional relationship between government and public schools?
 - What changes have occurred in recent years in the relationship between government and schools?
 - How does schooling the United States compare to schooling in other countries?
4. The I-Search Paper and Presentation
 - How do I select my area of inquiry?
 - How do I develop a plan for research?
 - How can I present my work in an effective and engaging way to my peers?
 - How will my I-Search paper and presentation be evaluated?

Course Requirements

1. Candidates will attend class regularly, arriving on time.
2. Candidates will participate in all class discussions, contributing to the discussion in substantive ways.
3. Attend a department or grade group meeting in field placement site, an SBDM meeting in field placement site and a Board of Education meeting.
4. Keep a journal that indicates critical thinking with entries based on class discussions, reading assignments, and meetings.
5. Complete I-Search paper to submit in LiveText and prepare multimedia presentation for class. Additionally, candidates will prepare a handout for peers attending their presentation.

Assignment	Description	Relevant Professional Standards
Journal Entries	Candidates will keep a loose-leaf binder for journal entries which will provide evidence of critical reading, critical thinking and substantive participation in class discussions. Journal entries are expected to be completed for each reading assignment. Candidates will be given options for the format of the entries. Other journal entries will include summaries and reflections on observations at department/grade group meetings, SBDM meetings, and Board of Education meetings. Journal entries will be collected regularly and should be kept in binder when returned.	NTS 8.1 and 8.5 U of L Standard 11.5 40%
Complete I-Search paper to submit in LiveText.	<p>Hallmark Assessment Task: Candidates will complete an I-Search paper on an issue of personal importance and professional relevance. The paper will be divided into five parts and completed in proper format with evidence of careful editing.</p> <ul style="list-style-type: none"> • Introduction – How you chose your topic and what you knew before you began your research • Searching Process – What was your essential question? How did you conduct your research? Describe how your search changed or expanded as you worked. Describe your sources. • Findings – Your I-Search paper must be written in the first person. Focus on your major findings or conclusions and support them with examples, stories and arguments. • Conclusion – What does this research mean to you? Reflect on the total experience and discuss the implications for your future practice. • Documentation – Include all your references. 	NTS 8.1 and 8.5; 9.6, 9.14 U of L Standard 11.5 Relevant SPA, IECE or CEC standards. 45%
Prepare multimedia presentation for	The I-Search project will be presented to peers as a multimedia project. Candidates will use the	NTS 8.1 and 8.5; 9.3, 9.5, 9.10

class.	technology available in rooms 248 and 239 to produce a presentation that may include, but is not limited to, PowerPoint, digital story-telling, web-links, audio or video components. Candidates will be prepared to present at assigned time and provide a handout to peers attending their presentation.	U of L Standard 11.5 Relevant SPA, IECE or CEC standards 15%
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Criteria for Determination of Grade

Candidates will have a variety of opportunities to demonstrate learning. The grading system will be based on points earned for the successful completion of journal entries, the I-Search paper and the multimedia presentation to the class.

Journal Entries and Class Discussions – 90 points

I – Search Paper – 100 points

Multimedia Presentation – 35 points

The grading scale is as follows:

212 – 225 = A
 207 – 210 = A-
 202 – 206 = B+
 191 – 201 = B
 186 – 190 = B-

Bibliography

- Anyon, J. (1997). *Ghetto schooling: A political economy of urban reform*. NY: Teachers' College Press.
- Apple, M. (1995). *Education and power*. NY: Routledge.
- Boyer, P.S., Clark, C.E., Kett, J.F., Salisbury, N., Sitkoff, H. & Woloch, N. (2000). *The enduring vision: A history of the American people*. (4th edition). Boston: Houghton-Mifflin.
- Comer, J. (1997) *Waiting for a miracle: Why schools can't solve our problems and how we can*. NY: Penquin Books.
- Comer, J. (2004). *Leave no child left behind: Preparing today's youth for tomorrow's world*.
- Delpit, L. D. and Kohl, H. (2006) *Other people's children: Cultural conflict in the classroom*. NY: New Press.
- Dewey, J. (1916). *Democracy and education: An introduction to the philosophy of education*. New York: Macmillan.
- Freire, P. (1998). *Pedagogy of freedom: Ethics, democracy, and civic courage*. Boulder, CO: Rowman & Littlefield.
- Goodlad, J. I. (1984). *A place called school: Prospects for the future*. NY: McGraw Hill.
- Kozol, J. (1991). *Savage inequities: Children in America's schools*. New York: Crown.
- LaMorte, M. W. (2002). *School law: Cases and concepts (7th ed.)* Boston: Allyn and Bacon.
- Oakes, J. and Lipton, M. (1999). *Teaching to change the world*. Boston: McGraw Hill.
- Shulman, L.S. (2004). *The wisdom of practice: Essays on teaching, learning and learning to teach*. San Francisco, CA: Josey-Bass.

Policy on Instructional Modifications

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

CEHD Diversity Statement

Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. Students will be 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 will 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 will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

Technology Expectations

Assignments are to be word-processed. Continuing and regular use of e-mail is expected. Hallmark assessments & others submitted electronically must be posted to LiveText or by email.

Prepared by Marcia Lile, August 10, 2007

Hallmark Assessment

Purpose

The purpose of the I-Search paper is to help you conduct a serious inquiry process into a topic of personal and professional importance to you as a pre-service candidate. This paper is about how you chose your area of inquiry or your essential question, how you conducted your research, what you found, and what conclusions you reached as a result of your research. The multi-media presentation provides the individual and the class members to interact as professionals about important questions of practice.

Process

The I-Search project has six important sections:

- Introduction
- Searching
- Findings
- Conclusion
- Documentation
- Multi-media presentation

You will complete the written paper as a Word document and attach it to this template for evaluation. Throughout the semester at assigned dates you will be asked to submit individual parts to the professor for feedback and permission to proceed. The multi-media presentation will be prepared to share with members of the class beginning November 8.

Product

The I-Search paper must include 5 sections, each described below:

Introduction - *My Questions and what I already know about my topic.*

The first section of your I-Search paper is the Introduction. You will need to include in this section what your area of inquiry is, what you already knew or didn't know about the research questions, why you are pursuing this line of research. Explain what experiences or background knowledge you already had before you did any research and why you cared about this topic. Be clear about what you hope to learn from this project. If there is more than one essential question, it should be very clear how the questions are different but strongly related. This section must be submitted in LiveText by September 6.

Searching - *What I want to find out.*

This section is the story of your search. You will clearly explain what your essential question(s) is (are), and the sequence of steps in the search. Describe what sources you started with and how those lead you to other sources. Discuss any problems, breakthroughs or significant sources you encountered. You may also need to discuss how your questions changed (expanded or became more limited) as a result of your search process. Altogether you should use at least 3 expert or authority sources whom you will interview, and you will need at least 3 other sources (Internet, journals, books).

Findings - *What I learned*

Focus on three or four of your major findings or conclusion and support them with examples, stories, or arguments that will help the reader understand how you arrived at those conclusions. You should include not only what you found out from others, but you should also add your opinion on their perspectives. If your sources are contradictory, you need to evaluate the reliability of the sources and comment on which one seems more believable. Be sure to reconcile any conflicting information and decide which source seems more reliable. Explain your thinking. At this point you may also suggest further questions to explore in the future and include any analysis (cause and effect, pro/con, compare and contrast, or sequence of events) that you did. This section of your paper should be filled with facts and information. Do not lose sight of your original essential question(s); everything in the findings section must be related to your question..

Conclusion - *What I now know, what it means to me and the implications of what I have learned*

This is the reflective section of your paper. Here is where you reflect on the entire search experience - what you have learned, how the process affected you, what the implications for your work as a teacher are. You will need to answer the questions: What do I know and understand now that I didn't know or understand before I started this process? and How might this newly found knowledge and understanding affect the way I think or act in the future?

Documentation - *References and citations*

This section will contain a list of all your references. You should give credit to the individuals who you interviewed or helped you form your ideas. You should also cite your Internet, journal or other book sources. List them in an appropriate format (i.e., ALA, MLA, and Chicago).

Overall, your paper will be 5 - 7 pages in length, front sides only, 10 point or 12 point font. Your paper should be completed and submitted in LiveText by Thursday, November 1.

Your multimedia presentation should be prepared by the Thursday, November 8 class.

Multimedia Presentation - *Telling the story of my search and sharing my results.*

Your multimedia presentation should be prepared in order to inform, engage and make use of the technology available in the classroom. You can use PowerPoint, digital photographs, Internet links, digital storytelling or movie making technologies, video, or other interactive strategies. You will have 10 minutes to complete your presentation and should have a handout for each member of the class that summarizes the key elements of your I-Search project.

Rubric

		Rubric	
		Target (3 pts)	Acceptable (2 pts) Unacceptable (1 pt)
Section 1 - Introduction (2, 16%) KY-NTS.8.1 KY-NTS.8.2	The introduction clearly identifies the essential question or questions. The question is insightful and meaningful. Additionally, the candidate discusses thoroughly what he/she already knows about the question and explains why he/she cares about this topic.	The introduction identifies an essential question, but the question is limited in its relevance or significance. Or, the question is well-chosen, but the discussion of what the candidate already knows or the explanation of why the candidate cares about this topic is limited in scope or depth.	The candidate fails to identify an important question or the question is unclear. Or, the candidate identifies an important question but fails to discuss what he/she already knows and fails to explain why this is a topic he/she cares about.
Section 2 - Searching (2, 16%) KY-NTS.8.1 KY-NTS.8.2 KY-NTS.8.4 KY-NTS.8.5	The candidate describes clearly what the essential question is and describes the experience of the search. The description includes what/who the important sources were and any changes in the search or question that took place.	The candidate outlines what the essential question is and describes the experience of the search. The various sources are listed and any changes in the search are identified.	The candidate fails to provide a full description of the search.
Section 3 - Findings (2, 16%) KY-NTS.8.1 KY-NTS.8.2 KY-NTS.8.4 KY-NTS.8.5	The candidate reports fully on the findings of the search and supports the findings with examples, stories, and analysis. Various perspectives are included and evaluated. The candidate's analysis demonstrates critical thinking (cause/effect, pro/con, compare/contrast) and provides excellent information. All of the findings are related to the essential question.	The candidate reports on the findings of the search and includes some examples or stories and analysis. The candidate's analysis demonstrates an ability to think critically. The findings are related to the essential question.	The candidate's findings are limited and the explanation is vague or lacks any analysis. Or, the findings are not related to the essential question.
Section 4 - Conclusion (2, 16%) KY-NTS.8.1 KY-NTS.8.5	The candidate provides a thoughtful reflection on the process, the findings and the implications for future practice. The conclusion provides excellent evidence that the candidate as acquired new knowledge and understanding in the I-Search project.	The candidate provides a reflection on the process, the findings and the implications for future practice. The conclusion provides some evidence that the candidate has acquired new knowledge or understanding.	The candidate fails to provide a conclusion that includes reflection on the process or findings, or the conclusion provides little evidence of thoughtful reflection or learning.
Section 5 - Documentation (1, 8%)	The candidate provides a complete list of all sources (e.g., interviews, Internet, journals, books). The citations are completed in an appropriate format (i.e., ALA, MLA, Chicago).	The candidate provides a list of some sources in an appropriate format, or provides a complete list but fails to complete it in an appropriate format.	The candidate fails to provide documentation of sources.
Section 6 - Multimedia Presentation (2,	The candidate prepares and presents a multimedia program that includes the process,	The candidate prepares and presents a multimedia program about the I-Search	The candidate fails to prepare or present a multimedia presentation

16%) findings and conclusions of the I- project using the technology on the I-Search project.
KY-NTS.8.1 KY- Search project using the available in the classroom;
NTS.8.2 KY- technology available in the however, the presentation is
NTS.8.5 KY- classroom. The presentation limited in content or use of
NTS.9.5 includes the use of text, images, the technology. The
candidate prepares and candidate provides a
distributes a one-page handout handout with important
for the class members providing information about the I-
an excellent overview of the I- Search project. Fails to
Search project. The candidate is present at assigned time.
prepared and presents at the assigned time.

Element 1 - All deadlines for the submission of the I-Search paper are met. Deadlines for submission
Format of the I-Search paper are met. are not met. OR
requirements (1, The paper is completed as a The paper is insufficient in
8%) Word document submitted in length or not properly
LiveText by November 1. It is 5 - formatted. OR
7 pages in length, in 10 or 12 The paper is not well-edited
size font and well-edited. and contains serious
spelling or grammar errors.

Standards

KY-NTS.8.1 > Accurately communicates the skills and core concepts related to certified academic areas.

KY-NTS.8.2 > Effectively applies the methods of inquiry related to the certified academic areas.

KY-NTS.8.4 > Utilizes technology related to the certified academic areas.

KY-NTS.8.5 > Connects knowledge of the certified academic areas to real life situations.

KY-NTS.9.5 > Creates multimedia presentations using scanners, digital cameras, and video cameras.

University of Louisville
College of Education and Human Development

Course Name and Number (3 credit hours):

Curriculum and Methods in Early Childhood Special Education
EDTP 433 75/ EDSP 533 75 (Fall, 2007)

Instructor: Peter Alter, Ph.D.

Office Hours: Mondays 8:00 am – 10:00 am and Tuesdays 8:00 am – 12:00 pm or by appointment, College of Education and Human Development, 138 Davidson
E-mail with questions or to make an appointment – I guarantee a response within 24 hours.

Phone: (502) 852-0577 office

E-mail Address: peter.alter@louisville.edu

CLASS MEETINGS:

Tuesday 4:30 -7:00 pm
Davidson, 303

CATALOG DESCRIPTION INCLUDING PREREQUISITES:

This course explores early childhood models, strategies and materials appropriate for use with children with special needs.

Prerequisite: Admission to the Teacher Education

COURSE PURPOSE:

The purpose of this course is to introduce characteristics, needs and educational implications of young children with special needs and for students to develop strategies in working with these children.

REQUIRED READINGS, TEXT:

Cook, R.E., Klein, M.D. & Tessier, A. (2007). *Adapting early childhood curricula for children with special needs* (7th ed.). Upper Saddle River, NJ: Merrill.

Linder, T.W. (1999). *Read, Play and Learn!: Storybook activities for young children*. Baltimore: Brookes.

Ostrosky, M. & Sandall, S. (2001). *Teaching strategies: What to do to support young children's development*. Longmont, CO: Sopris West.

Sandall, S.R. & Schwartz, I.S. (2002). *Building blocks for teaching preschoolers with special needs*. Baltimore: Brookes.

Research Based Articles from Practitioner Journals (Including Teaching Exceptional Children, Young Exceptional Children, Topics in Early Childhood Special Education, Teacher Education and Special Education, any other that might be appropriate)

LiveText- computerized portfolio must be purchased

RELEVANT PROFESSIONAL STANDARDS MET BY COURSE:

Kentucky New Teacher Standards (KNTS)

Standard 1: Designs/plans Instruction (In class activities; lesson proposal)

- 1.1 Focuses instruction on one or more of Kentucky's student academic expectations.
- 1.2 Develops the student's ability to apply knowledge, skills, and thinking processes.
- 1.3 Integrates skills, thinking processes, and content across disciplines.
- 1.4 Proposes learning experiences that challenge, motivate, and actively involve the learner.
- 1.5 Proposes learning experiences that are developmentally appropriate for learners.
- 1.6 Describes experiences for multiple levels of complexity to accommodate students at different levels of performance.
- 1.7 Incorporates strategies that address physical, social, and cultural diversity and shows sensitivity to differences.
- 1.9 Includes creative and appropriate use of technology as a tool to enhance student learning.
- 1.10 Includes appropriate assessment strategies and processes.
- 1.11 Includes comprehensive and appropriate school and community resources that support learning.
- 1.12 Includes learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.

Standard 8: Demonstrates Knowledge of Content (In class activities, lesson proposal, resource database, media notebook)

- 8.1 Accurately communicates the skills and core concepts related to certified academic areas.
- 8.2 Effectively applies the methods of inquiry related to the certified academic areas.
- 8.3 Incorporates a multicultural/global perspective in content presentations.
- 8.4 Utilizes technology related to the certified academic areas.
- 8.5 Connects knowledge of the certified academic areas to real life situations.

Council for Exceptional Children (CEC) International Standards for Special Education Professional Preparation Programs (1998)

Standard #1: Philosophical, Historical, and Legal Foundations of Special Education (quizzes, exam, database resource)

Standard #2: Development and Characteristics of Learners (database resource, lesson proposal)

Standard #3: Individual Learning Differences (database resource, lesson proposal)

Standard #4: Instructional Strategies (database resource, lesson proposal)

Standard #5: Learning Environments and Social Interactions (database resource, lesson proposal, educational adaptations)

Standard #7: Instructional Planning (lesson proposal)

Standard #8: Assessment (lesson proposal)

Standard #9: Professional and Ethical Practice (quizzes, exam, in class activities, educational adaptations)

COURSE OBJECTIVES:

Through assigned readings, participation in class activities, formal papers and projects, students are expected to be able to:

Explain early childhood perspectives on mild disabilities: learning disabilities, emotional/behavioral disabilities, attention deficit disorder and mental retardation; discuss characteristics, causes and theoretical orientations; issues of labeling and classification; levels of prevention; and the Individuals with Disabilities Education Act. (KNTS 8; CEC 1, 2, 3)

Name and explain key contributors, historical development, trends and emerging directions of the field. (KNTS 8; CEC 1, 2)

Discuss perceptual, language, academic learning, and social-emotional characteristics of early childhood learners. (KNTS 8; CEC 2, 3, 5)

Apply knowledge of educational service delivery models; related programs, and issues in curriculum and instruction. (CEC 1, 2, 3, 4, 5, 7)

Identify basic principles of teaching young children with disabilities and curriculum and instruction issues. (KNTS 1, 8; CEC 2, 3, 4, 7, 8)

Discuss basic maturational, social and psychological views of different exceptionalities. (CEC 2, 5)

Interpret and write IFSPs. (KNTS 1, 8; CEC 1, 2, 3, 4, 5, 7, 9)

CONCEPTUAL FRAMEWORK SUMMARY

RELATIONSHIP TO 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.

<i>Conceptual Framework Constructs</i>	Inquiry	Action	Advocacy
<i>Constructs as Learned and Applied</i>	Research	Practice	Service
<i>Constructs Reflected in Candidates</i>	Critical Thinkers	Problem Solvers	Professional Leaders
<i>Unit Dispositions Reflected in Candidates</i>	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

CONTENT

The course content relates to the three conceptual framework constructs in different ways. In regard to *advocacy*, this course examines the law and special education including IDEA, and NCLB, an historical perspective of special education and the use of individualized education programs (IEPs). There will be discussions on the early childhood special education historical perspectives and its impact on current practices. There will also be discussions of major historical and philosophical events and learning theories relative to teaching young infants and preschoolers with special needs. In regard to *inquiry*, this course focuses on the assessment and procedures for evaluating infants and toddlers with diverse, unique special needs. Students discuss basic learning theories, appropriate materials and strategies for intervention and instruction, including collaboration and participation in the Individualized Family Service, (IFSP) and Individualized Education Plans (IEP) for these students including foundations of special education, and on a number of specific exceptionalities including Mental Retardation, Learning Disabilities, Emotional/Behavior Disorders , Speech/Language, Autism, Hearing Impaired, Visual Impairments. In regard to *action*, this course focuses on early intervention and families, effective instructional practices including appropriate methods and strategies of instruction these children for with diverse, unique special needs. Students will participate in lectures, readings, small group activities and class projects to demonstrate knowledge of strategies for this population, effective instructional strategies, lesson planning program of studies, core content for assessment and planning: the first week of school.

COURSE REQUIREMENTS:

1. Quizzes (110 points)

Students will take eleven quizzes over material related to the content issues in the course. The quizzes will cover content presented in lectures, discussion, and from the course readings for that section of the course. The final exam will cover content from the entire semester. Each quiz will consist of comprehension and application type items presented as multiple choice, true/false, and short answer questions. Absences on the day of a quiz without prior arrangements made with the instructor will result in zero credit for the missed quiz. Quizzes that are missed due to unexcused absences will not be made up.

Classroom Level Instructional Plans (75 points)

Using a story-based approach to planning (Linder, 1999), develop an instructional unit for one week that includes changes in learning centers, related group activities, and family activities.

3. Individual Family Service Plan (75 points)

Each student is required to complete an Individual Family Service Plan based on an assigned case study. The IFSP will be completed using forms posted on Blackboard. For this assignment word processing is preferred however the assignment may be handwritten because of the use of pre-existing forms. This document will then be applied to the Hallmark Assessment.

4. Case Study—Hallmark Assessment (100 points)

You will create an electronic record of the creation and implementation of strategies for a young child with exceptionalities. There are three steps to completing this assignment. Step 1) Draft a “Beginning of the year” letter including: introducing and describing yourself, describing your classroom behavior management plan, instructional strategies, contact information, and any other salient information. Step 2) Draft an initial letter communicating with the parents of an individual child your concerns about a suspected exceptionality, end the letter with a proposed meeting day and time. Step 3) (This step will require you to partner with a classmate) Create a communication log detailing the implementation, progress and strategies that are occurring throughout a school year. You and a classmate will play the roles of teacher and parent, you, as the teacher, will create a journal detailing the important information. Your partner will act as the parent and write responses to each of these entries. Your journal will have no less than 5 entries. Teacher entries should be approximately a page and parent entries should be approximately half a page. Your case study will be submitted on LiveText. A description and rubric are at the end of this syllabus.

5. Class Participation (60 points)

At the conclusion of every class, students will be asked to self-evaluate their participation on a scale of 0 (poor) to 5 (excellent). Excellent participation does not require sharing during every class discussion but rather being current on assigned readings, making salient comments where appropriate and actively listening to other students as they share. Students must be present at the conclusion of the class to submit their participation score, leaving early will result in a 0 for the class.

6. Final Exam (100 points)

The exam will cover content presented in lectures, discussion, and from the course readings. The exam will be worth 100 points. The exam will consist of comprehension and application type items presented as multiple choice, true/false, and short and long answer questions (includes matching/graphing/computing). Absences on the day of an exam without prior arrangements made with the instructor will result in zero credit for the missed exam. Exams that are missed due to unexcused absences will not be made up.

GRADUATE STUDENT REQUIREMENTS

6. Individual Project (100 points)

Design an individual project focusing on a specific exceptionality of interest. This project may consist of a literature review, a series of lesson plans focusing on students with a specific exceptionality, or any other project that meets the criteria of a graduate level course. An appointment should be made with the instructor to propose a specific project design.

CRITERIA FOR DETERMINATION OF GRADE

Attendance will serve as a reflection of the student's commitment to the program.

Attendance at all class sessions is expected. Please discuss any exceptions with the instructor – in advance.

Should any assignment be turned in after the start of class on the due date, it will receive a 1 point reduction for the first day and an additional 1 point for every calendar day thereafter - unless specifically arranged otherwise with the instructor **PRIOR** to the due date.

Undergraduate Point Requirement

Course Requirements	Points
Quizzes	110
Classroom Level Instructional Plan	75
Individual Family Service Plan	75
Case Study	100*
Classroom Participation	60
Final Exam	100
Total undergraduate points	520
Individual Project	100
Total graduate points	620

*indicates Hallmark Assessment

Undergraduate points

520- 504 A+ 468-452 B+ 415-400 C+ 363-348 D+ 311
and below F

503- 488 A 451-437 B 399-384 C 347-333 D

487- 468 A- 436-416 B- 383-364 C- 332-312 D-

Graduate points

620- 601 A+ 557-539 B+ 495-477 C+ 433-415 D+ 371
and below F

600-583 A 538-520 B 476-458 C 414-396 D

582-558 A- 519-496 B- 457-434 C- 395-372 D-

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Policy on Instructional Modifications:

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

CEHD Diversity Statement

Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. Students will be 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 will 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 will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

Technology Expectations:

Assignments are to be word-processed. Continuing and regular use of e-mail is expected. Hallmark assignment must be posted to LiveText.

Formatting and Style of Papers

All papers must be typed (word processed) and must adhere to the American Psychological Association (APA) style. APA Style Manuals (5th edition) may be purchased in the bookstore or found in the library.

Plagiarism Statement:

Representing the words or ideas of someone else as one's own in any academic exercise. An academic unit that determines that a student is guilty of academic dishonesty may impose any academic punishment on the student that it sees fit, including suspension or expulsion from the academic unit.

Date Prepared and By Whom:

Dr. Peter Alter 08/06/07

Hallmark Assessment

Name: Case Study

Purpose: You will create an electronic record of the creation and implementation of strategies for a young child with exceptionalities. There are three steps to completing this assignment. Step

1) Draft a “Beginning of the year” letter including introducing yourself, describing your classroom behavior management plan, instructional strategies, contact information, and any other salient information. Step 2) Draft an initial letter communicating with the parents of an individual child your concerns about a suspected exceptionality, end the letter with a proposed meeting day and time. Step 3) (This step will require you to partner with a classmate) Create a communication log detailing the implementation, progress and strategies that are occurring throughout a school year. You and a classmate will play the roles of teacher and parent, you, as the teacher, will create a journal detailing the important information. Your partner will act as the parent and write responses to each of these entries. Your journal will have no less than 5 entries. Teacher entries should be approximately a page and parent entries should be approximately half a page. Your case study will be submitted on LiveText. A description and rubric are at the end of this syllabus.

Rubric

	Exceeds Standards	Meets Standards	Little Evidence of Meeting Standards
Standards	Description and points	Description and points	Description and points
“Beginning of the year” letter home (KNTS 1.3, 1.5, 1.6 and 1.7) “Beginning of the year” letter	This component of the case study is clear, includes all salient information including: (a) classroom management strategies, (b) schedules, (c) curriculum content, (d) contact information and other important details. It is complete, accurate, and demonstrates a depth of knowledge related to early childhood education. The letter is written in simple easy to read language so that a caregiver could understand it. Letter contains no spelling, grammar or syntax errors.	Letter contains all or most of the important information with some information missing. Language is too complex or contains technical jargon that is not easily translatable. Letter contains between 1-3 spelling, grammar or syntax errors.	The components of the letter are not complete and/or may be inaccurate. Jargon is and wording is complex or overly technical. Letter contains more than 3 spelling, grammar or syntax errors.
Letter related to a suspected exceptionality (KNTS 1.10, 1.11, 1.12)	Letter is clear, objective and sensitive to parents. It indicates knowledge about the suspected	Letter is mostly clear but indicates limited knowledge about the suspected disability. It overstates situations	Evidence of knowledge may be visible but information is not in research-based

	<p>disability and outlined initial minor classroom adaptations and modifications that have been attempted. It relates observations and empirically collected data without judgment. It captures all information related in case study description. There is a clear relationship between “beginning of the year” letter and this letter. It ends with a proposed time and date for an in-person meeting.</p>	<p>or does not relate attempted interventions.</p>	<p>articles. General interventions may be described but are not linked to research.</p>
<p>Teacher-Parent Communication Log (KNTS 8.1, 8.3, 8.5)</p>	<p>Log contains a total of ten entries (5 from teacher, 5 from parent/ classmate). Log clearly describes attempted interventions. Progress is described from a strength based model but also indicates what short term objectives and long term goals will be addressed next.</p>	<p>Classroom implications are described regarding the disability, but may not be related to previous two parts of the assignment. Interventions lack specificity. Descriptions of child focus mainly on negative attributes rather than a strength-based model.</p>	<p>Entries are incomplete and not time sensitive. Contain little relevant information and classroom implications are only generally described.</p>

EDTP 436/EDTP 536

Theories of Play

Three Credit Hours

Fridays, 9:00 to 11:30 am, ED 239

Instructor: Jon Lee

Jon's Office: College of Education and Human Development, room 249

Fall office hours: Tuesday and Thursday mornings 10:00 am to noon OR by appointment

Phone: 852-0574

Jon.lee@louisville.edu

Catalog Description

This course offers knowledge about how play contributes to young children's development and learning.

Purpose of the Course

The purpose of this course is to understand play is an effective instructional medium for young children (birth to age 8) that enhances their creativity, problem-solving, collaboration, self-efficacy and academic development in language, cognitive, and social/emotional domains. Professionals working with young children will learn to use strategies for assessing children's play abilities, designing indoor and outdoor play environments, and using play as a foundation for early childhood curriculum.

Required Readings

Bredekamp, S., and Copple, C. (1997). *Developmentally appropriate practice in early childhood programs (rev. ed.)*. Washington, DC: NAEYC.

Governor's Office of Early Childhood Development. (2003). *Building a strong foundation for school success: Kentucky's early childhood standards*. Frankfort, KY: KDE.

Van Hoorn, J., Nourot, P/ M/., Scales, B., Alward, K. R., (2007). *Play at the center of the curriculum (4th ed.)*. UpperSaddle River, NJ: Pearson.

Additional readings for graduate students

One of these books by Vivian Gussin Paley:

A Child's Work: The Importance of Fantasy Play (2004)

Wally's Stories; Conversations in the Kindergarten (1981)

Other resources and readings will be located by students on-line as well as connected to the class's Blackboard website.

Relevant Professional Standards Addressed by Course

This course meets the following KY New Teacher Standards, KY IECE Standards, and Uof L Standards:

- Standard 1: Designs/plans instruction (objectives 5, 8)
- Standard 2: Creates/manages learning climates (objective 5, 7)
- Standard 3: Implements/manages instruction (objective 2, 3, 8)
- Standard 4: Assesses/communicates learning (objectives 4, 5, 6, 8)
- Standard 5: Reflects/evaluates teaching/learning (objectives 3, 7)
- Standard 6: Collaborates with colleagues (objective 8)

In addition, this course meets the following NAEYC Professional Standards:

- Standard 1: Promoting child development and learning (objectives 1, 2, 3, 4, 5, 8)
- Standard 2: Observing, documenting, and assessing to support young children and families (objectives 4, 5, 6, 8)
- Standard 4: Teaching and learning (objectives 4, 5, 7, 8)
- Standard 5: Becoming a professional (objectives 2, 4, 7)

Course Objectives

1. Students will understand classical and contemporary theories of play and acknowledge their significance in the lives of young children.
2. Students will understand the contributions of play to the social, emotional, physical, language, and intellectual development of young children.
3. Students will be able to distinguish the relationship between play and symbolic thought, language and communication, logical-mathematical thinking, problem-solving, imagination and creativity.
4. Students will develop skills in observing children's play and use strategies and methods for enhancing play situations for individual children.
5. Students will understand how young children with special needs are influenced by play and how to adapt the environment to address individual needs.
6. Students will assess a variety of play objects, their uses by young children, and their influence on the play of young children.
7. Students will examine the meaning of high-quality play environments and apply this knowledge in designing appropriate spaces and places for young children.
8. Students will design play activities that interest young children.

9. Students will understand the early childhood professional’s role in using play as a medium for learning and a tool for curricular development and assessment.

Conceptual Framework Summary:

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.

<i>Conceptual Framework Constructs</i>	Inquiry	Action	Advocacy
<i>Constructs as Learned and Applied</i>	Research	Practice	Service
<i>Constructs Reflected in Candidates</i>	Critical Thinkers	Problem Solvers	Professional Leaders
<i>Unit Dispositions Reflected in Candidates</i>	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

Relationship to Conceptual Framework

The College of Education and Human Development’s Conceptual Framework guides the development of the course objectives, and the instruction utilized in EDTP 436. Course activities, required readings and subsequent discussions, or experiences outside of class address each construct of the conceptual framework. Reviewing current research in the field applies the construct of Inquiry. Developing strategies to adapt instruction for children applies the construct of Action through practice. Community based learning through service will build upon the construct of Advocacy.

Course Content

- Play and the young child
- Creativity and the young child
- The creative arts curriculum
- Contexts for creative play and expression
- Guiding young children’s expression
- Assessing creative expression and play

- Communicating with families

Course Requirements

Class Attendance and Preparation

50 points – 20% of grade

Attendance will serve as a reflection of the candidate's commitment to their program. Attendance at all class sessions is expected. Please discuss any exceptions with the instructor – in advance. You will earn two points for each class attended. Demonstrating your preparedness for class, by the means listed below will earn an additional 20 points.

Discussion will comprise a large portion of our class time and the active exchange of perspectives on the issues we are discussing is critical to enhancing everyone understands. Therefore, active involvement in class discussion and the demonstration of careful reflection on ideas resulting in connections to your existing knowledge structures and a demonstration of an expansion of your knowledge is expected. Key aspects of these criteria include:

- ***Being prepared for class.* This includes not only having completed the assigned readings but having thoughtfully reflected on the issues in the assigned reading and how they relate to other ideas we have discussed, your views of teaching, your experiences as a student and a teacher.**
- ***Participation in class discussions that demonstrates thoughtful reflection on the issue in question.* Thoughtful reflection can be demonstrated through the contribution of insightful comments, connections to other topics, the presentation of a compelling opposing viewpoint, asking questions that clarify issues or strive toward a more in-depth or complex understanding of an issue, or comments that enrich the discussion or elevate the group's understanding to a new level.**
- ***Being attentive and receptive to the ideas of others.* This can be demonstrated through attending respectfully to others while they speak, allowing everyone an opportunity to share their ideas, and if you disagree with others, asking clarifying questions in a respectful manner.**
(IECE 5.1, 6.1, 6.6, 7.6)

Learning through Service

25 points – 10% of grade

You will provide approximately six hours of service (typically, two hours of service per week, for three weeks) at the Volunteers of America Emergency Family Shelter **OR** Six hours of documented observation with a child of our choice.

Requirements to receive credit for this service learning experience are:

- Six hours of documented service OR observation.
- Completion of the learning centers and assessment of learning centers assignments
- Completion of the Hallmark Assessment; Play Observation and Analysis

Obviously, I also need to be respectful of your schedules, and am willing to exchange your participation in these programs for release from one (specified by the instructor) class. Specifics will be available in class.

Development and presentation of learning centers

50 points (20%)

Each candidate will plan, with a team, a set of thematically-related learning stations that inspire creativity, problem solving, imagination, moral reasoning, social cooperation, expressive language, literacy, symbolic thought, and other critical thinking skills. Centers will encourage application of the content of the readings for the week and build on knowledge and skills developed in prior centers. Learning centers will be presented in class and can be presented to children during the learning through service experience. (IECE 1.1, 1.2, 2.2, 2.7, 3.2, 4.2, 4.4, 6.1)

Assessment of learning centers and presentation of documentation board

25 Points (10%)

Candidates will observe their own and others' centers and, using the assessment data, will summarize the activity in the center on a documentation panel that communicates what students enjoyed and learned in the center. (IECE 4.6, 5.5, 9.5)

Hallmark Assessment: Play Observation and Analysis

50 points (20%)

Candidates will arrange to observe children at play; observe and record children's sequence of play; and analyze the sequence using the conceptual language of play theories. Candidates will report their observations informally to the class and formally with a word-processed LiveText submission to instructor. (IECE 2.11, 2.1, 3.1, 4.1, 4.2, 4.4, 4.6, 9.6, 9.7)

Final exam

50 points (20%)

Students will recall and synthesize ideas developed in the course. (IECE 1.1, 1.2, 2.2, 2.7, 3.2, 4.2, 4.4, 4.6, 6.1)

Graduate Student Requirement (Due November 16)

Summarize and critically analyze the theory of play articulated by Vivian Gussin Paley in one of her narratives of early childhood classroom life. (IECE 7.1, 7.5, 7.7)

<u>Performance Appraisal</u>	<u>Points</u>
Scoring guides with detailed instructions for each component will be shared in class.	
Class attendance and preparation	50 points
Learning through service	25 points
Development and presentation of learning centers	50 points
Assessment of learning centers & documentation board	25 points
Observation/analysis of children's play (hallmark)	50 points
Final exam	50 points
Total points for undergraduate students:	250 points
Individual research and presentation (graduate students)	50 points
Total points for graduate students:	300 points

The **final grade for undergraduate students** will be based on the following:

A = 250-225 points

B = 224-200 points

C = 199-175 points
D = 174-150points
F = 149 or fewer points

The **final grade for graduate students** will be based on the following:

A = 300-270 points
B = 269-240points
C = 239-210 pints
D = 209-180points
F = 179 or fewer points

Formatting and Style of Papers:

Please type or word-process all papers, and adhere to the American Psychological Association (APA) style. Purchase the APA Style Manuals (fifth edition) from the book store or you can find copies in the library.

Late Work:

All assignments are due at the beginning of class on the day listed in the class schedule. Please discuss any exceptions with the instructor – in advance. Deduct two points for each day the assignment is late. Work will not be accepted if it is more than seven days late.

Policy of Instructional Modifications:

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible, in order to identify, and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

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Technology Expectations

Each candidate will meet course objectives by completing papers, activities and projects that require the use of technology. Communication with teachers, other candidates, web based research, and development of multimedia presentations are all part of the course work. continuing and regular use of Email is expected. electronic submission using LiveText for some assignments is required.

Plagiarism

Plagiarism is a type of academic dishonesty, and disciplinary measures for academic dishonesty vary, depending on the specific college, department, and course. Punishments range from a failing grade on the plagiarized assignment to expulsion from the university. Writers must give credit when they use someone else's ideas, whatever form they take. Images, statistics, charts, speeches, classroom lectures, television

shows, radio broadcasts, oral histories, interviews, movies, and music are other examples of intellectual property and need to be cited. These statements and others are explained in depth at this link: <http://www.louisville.edu/a-s/writingcenter/plagiarism.htm>

University Writing Center

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 on the 3rd floor of Ekstrom Library and is open Monday through Saturday.

The instructor reserves the right to make changes in the syllabus.

This syllabus was developed by Yash Bhagwanji, PhD, revised by ECRightmyer in the spring of 2007, and by Jon Lee for the fall of 2007.

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Assessment

Purpose

Isenberg and Jalongo write, "Play enables children to construct understanding of their world from their own experiences and strongly influences all aspects of their growth and development. Children become empowered in play to do things for themselves, to feel in control, to test out and practice their skills, and to affirm confidence in themselves" (3rd ed., 2001, p. 54).

In this project, candidates will arrange to observe children at play; observe and record children's sequence of play; and analyze the sequence using the conceptual language of play theories.

In this project, candidates will observe and assess young children's play (IECE 2.11 and 4.4) and will practice seeing play sequences as learning opportunities in which language, cognitive, and social skills are learned (IECE 2.1 and 3.1). Candidates will become familiar with the KY Early Childhood Standards as they apply the benchmarks to an analysis of play (IECE 3.1). Candidates will consider the value of play as a learning platform for young children and themselves as planners of play events (5.1). Candidates will use LiveText to submit their projects and will practice their word-processing skills (IECE 9.6 and 9.7).

Process

- In this project, students will arrange to observe children at play; observe and record children's sequence of play; and analyze the sequence using the conceptual language of play theories.

Product

- The candidate will **record the play sequence** in the form of a handwritten, audio-taped, or word-processed running record.
- The candidate will **write the play sequence as a scenario** (see examples provided by the instructor) **and write an analysis** of the play sequence. The scenario and analysis must be **word-processed** and **submitted electronically via LiveText**.
- The candidate will **address the following** questions, **giving evidence** from the play sequence to justify his/her analysis:
 - In what ways did this play sequence exemplify **the qualities of play**? (voluntary, symbolic, active, rule-bound, pleasurable)
 - In what ways did this play sequence **contribute to cognitive development**? (problem-solving, mental planning, self-monitoring, evaluation)
 - In what ways did this play sequence **contribute to language development**? (communication, forms/functions, purposeful v. interaction, language play)
 - Which of the **KY Early Childhood Standards and Benchmarks** were practiced and assessed during this play sequence?
 - At what **developmental level(s)** was this play? (functional, symbolic, sociodramatic, constructive, games with rules)
 - At what **social level(s)** was this play? (unoccupied, onlooker, solitary, parallel, associative, cooperative)
 - What was the **role of the teacher/adult** in this play? (observer, collaborator, planner, responder, model, mediator, monitor)

EDTP 436/536- fall 07- HAT- Analysis of Play Sequence

Rubric

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
<p>Running record (1, 12%) KY-IECE.2.11 KY-IECE.4.4 NAEYC2001-INI.5.2 NAEYC2002-ADV.1.3b</p>	<p>Observable, non-interpretive language is used. Conversations, glances, emotions, and materials are detailed. Reader can "see and hear" the children and their surroundings. Children's names are replaced with initials or pseudonyms.</p>	<p>Observable language is used. Some interpretations are made which cloud the reader's ability to "see and hear" the children and their surroundings. Children's names are replaced with initials or pseudonyms.</p>	<p>Interpretive language is used most of the time. The reader cannot "see and hear" the children and their surroundings. Children are identifiable by their names.</p>
<p>Scenario (2, 25%) KY-IECE.2.11 KY-IECE.4.4 KY-IECE.9.6 KY-IECE.9.7 NAEYC2001-INI.4d NAEYC2001-INI.5.2 NAEYC2002-ADV.1.5b</p>	<p>The setting is described in the context of the play sequence. Children's words are quoted; children's activities are described in enough detail that an appreciation for the complexity of the play episode is perceived. Pseudonyms are used.</p>	<p>The setting, materials, conversation, and activities are described in a coherent sequence. Pseudonyms are used.</p>	<p>Some elements of the setting, materials, and conversation are sketchy and confusing to the reader.</p>
<p>Analysis (4, 50%) KY-IECE.2.1 KY-IECE.2.11 KY-IECE.3.1 KY-IECE.9.6 KY-IECE.9.7 NAEYC2001- INI.1.3</p>	<p>All sections are addressed directly with elegant transitions. Theories of play are described in enough detail and with enough evidence from the play sequence to convince the reader of accuracy. KY Early Childhood Standards and Benchmarks are selectively and accurately applied.</p>	<p>Each section of the analysis is addressed. Theories of play are described and evidence is given. KY Early Childhood Standards and Benchmarks are accurately applied.</p>	<p>Most sections of the analysis are addressed with theories of play, KY Early Childhood Standards and Benchmarks, and/or evidence. Limitations in accuracy are probable.</p>
<p>Reflection (1, 12%) KY-IECE.5.1</p>	<p>The impact of this observation/analysis on the candidate's growth as an early childhood teacher is clearly explained. New understandings of play concepts are described. Lingering questions may be included.</p>	<p>The impact of this observation/analysis on the candidate's growth as an early childhood teacher is explained.</p>	<p>The candidate's growth is not obvious to the reader.</p>

Tentative Schedule

Date	Readings & Topics	Materials Due
August 24	Introductions & Syllabus Review Introductory lecture	
August 31	Van Hoorn, Nourot, Scales, & Alward, chapters 1 and 6	KY Early Childhood Standards Chapters 1 and 6: What can we assess while children play?
September 7	VH, N, S & A, chapter 2	Chapter 2: How do theorists describe children's play?
September 14	VH, N, S & A, chapter 3	
September 21	VH, N, S & A, chapter 4	
September 28	VH, N, S & A, chapter 5	
October 5	VH, N, S & A, chapter 7	Group 1 centers
October 12	VH, N, S & A, chapter 8	Group 1 documentation boards Group 2 centers
October 19	UofL Spring Break – no class	
October 26	VH, N, S & A, chapter 9	Group 2 documentation boards Group 3 centers
November 2	VH, N, S & A, chapter 10	Group 3 documentation boards Group 4 centers
November 9	VH, N, S & A, chapter 11	Group 4 documentation boards Group 5 centers Play Analysis Due on LiveText (hallmark)
November 16	VH, N, S & A, chapter 12	Group 5 documentation boards Group 6 centers Vivian Paley paper (graduate students only)
November 23	Thanksgiving Break – No Class	
November 30		Group 6 documentation boards
December 7	Final exam VH, N, S & A, chapter 13	KY Early Childhood Standards

Reading Logs

As part of the class attendance and preparation points, student will maintain a reading log for each chapter in our course text. The log will consist of the following components:

- Name
- Date(s) that chapters were read
- Index of the major section headings
- Personal notes under each major section heading
- Connections to personal experiences (at least one)
- Questions (at least one) & answers (your own research)

Reading Log Chapter _____

Name: _____ Date(s) that chapters were read: _____, _____, _____

Major section headings & personal notes:

Connections to personal experiences (at least one)

Questions (at least one) & answers (your own research)

EDTP 437/537 Infant/Toddler Development and Care Fall 2006

Instructor: Sondra Ferren
Phone: 502-245-3001
Email: sonbran@aol.com

Course Description

This course examines the developmental and educational needs of children from birth to age three. By integrating an understanding of the physical, social, emotional and cognitive development of infants and toddlers with appropriate developmental practice, students will learn to prepare, implement, and evaluate a positive learning environment for children of these ages.

Purpose of the Course

The purpose of the course is to guide students in developing a comprehensive and practical approach when working with the very young. Course instruction and activities will focus on identifying and implementing strategies that support flexible and nurturing relationships between caregivers and young children, developing inclusive and developmentally stimulating environments, and communicating with parents and other professionals regarding the current best practices for infants and toddlers.

Conceptual Framework

Shaping Tomorrow: Ideas to Action

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.

<i>Conceptual Framework Constructs</i>	Inquiry	Action	Advocacy
<i>Constructs as Learned and Applied</i>	Research	Practice	Service
<i>Constructs Reflected in Candidates</i>	Critical Thinkers	Problem Solvers	Professional Leaders
<i>Unit Dispositions Reflected in Candidates</i>	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

Connection to Relevant Professional Standards

This course addresses the following Kentucky New Teacher Standards in Interdisciplinary Early Childhood Education:

- Designs and Organizes Instruction'
- Creates and Maintains Learning Climates
- Assesses and Communicates Learning Results
- Reflects and Evaluates on Teaching and Learning
- Supports Families

This course also addresses the following standards of the National Association for the Education of Young Children

- Child Development and Learning
- Curriculum Development and Implementation
- Professionalism
- Field Experiences

Required Text:

Harms, T., Cryer, D., and Clifford, R.M. (2004) Infant/toddler environment rating scale: New York: Teachers College Press.

Course Objectives:

- 1. Students will integrate an understanding of infant/toddler development with appropriate developmental and educational practice.**
- 2. Students will examine the role of the caregiver of infants/toddlers in supporting physical, intellectual, social and emotional development.**

3. **Students will learn to plan experiences that support and challenge infants and toddlers in developmentally appropriate ways.**
4. **Students will examine the relationships and interactions between parents, families, environments, and caregivers in the development of young children.**
5. **Students will discuss programming issues and learn to advocate for best educational practice in real world settings.**

Course Requirements:

Field Experiences:

Students will observe in an infant toddler classroom setting for a minimum of three hours during the semester. Students will submit a signed permission form and the field experience will be documented as outlined by the instructor. Students will be responsible for identifying locations for their field experiences. During the observation, the student will conduct an environmental audit of one selected infant/toddler setting utilizing the Infant/Toddler Environmental Rating Scale (ITERS). Students will prepare a five page written report summarizing each of the areas identified in the ITERS as evidenced in their field experience.

Group Presentation: Graduate Students

Graduate students will prepare a 90 minute presentation focusing on topics outlined by the instructor. Presentations will be research-based and a bibliography will be required. Graduate students will receive both a group score and an individual score for their presentations. Specific instructions will be discussed in class.

Homework/Reading Assignments

Students will research articles on six selected topics as outlined in the course syllabus. Students will prepare a written synopsis of the article and be prepared to discuss in class.

Mid-Term

The mid-term will consist of multiple choice questions and essay questions reflecting content of class lectures, field experiences and research.

Final Examination

Students will participate in a final examination. The examination will be in multiple choice and essay format reflecting content of class lectures, field experiences and research.

Attendance

Attendance in class is extremely important. Please report absences to the instructor. Attendance will be included in the grading process.

Technology Expectations

All reports require word processing and formatting. The utilization of technology will also be required in the group presentation (i.e. Power Point, Overhead Projector, Videos, etc). Students will be responsible for securing technology needed for group presentations.

Policy on Instructional Modifications

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter for the Disability Resource Center to assist in planning modifications.

Explanation of Projects, Presentations, Exams, Class Assignments and Participation:

Participation	10 points
Field Experience Report	20 points
ITERS Report	50 points
Article Reviews	30 points
Mid-Term	60 points
Final	70 points

Graduate Students:

Presentation	30 points
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***** No late work will be accepted.**

The final grade will be based on the following:

Undergraduates	Graduate Students
A+ 237-240 points	265-270 points
A 225-237 points	254-264 points
A- 222-224 points	250-253 points
B+ 219-221 points	246-249 points
B 209-218 points	235-245 points
B- 206-208 points	231-234 points
C+ 203-205 points	227-230 points
C 190-202 points	213-226 points
C- 187-189 points	210-212 points
D+ 183-186 points	207-209 points
D 170-182 points	192-205 points
D- 167-169 points	189-191 points
F Less than 167 points	Less than 189 points

Course Outline: Fall, 2006

August 21	Course Outline and Course Requirements Infant/Toddler Education: The Foundation for the Future
August 28	History of Infant/Toddler Child Care Developmental Milestones for Infants/Toddlers Best Practices in Early Learning <ul style="list-style-type: none"> • Article Review
September 4	Class not in session - Holiday
September 11	Evaluating the Infant/Toddler Environment Administering the ITERS Field Experience Permission Slip Due
September 18	Kentucky Early Childhood Outcomes for Infants/Toddlers
September 25	Licensing Regulations Governing the Care of infants and toddlers
October 2	Curriculum Selection for Infants/Toddlers Graduate Student Presentation <ul style="list-style-type: none"> • Article Review
October 9	Mid-term Break
October 16	Mid-Term/Written report for field experiences/include field experience documentation
October 23	STARS for Kids Now
October 30	Review of Kentucky Department of Education Assessments Choosing an Infant/Toddler Assessment – Graduate Student Presentation <ul style="list-style-type: none"> • Article Review
November 6	Best Practices in Serving Infants/Toddlers with Special Needs <ul style="list-style-type: none"> • Article Review
November 13	ITERS Report Due
November 20	Best Practices in Language Development/Reading to your Infant/Toddler <ul style="list-style-type: none"> • Article Review
November 27	Parental Involvement and Communication <ul style="list-style-type: none"> • Article Review
December 4	Final Exam

EDTP 438: Literacy and Social Studies Methods in Interdisciplinary Early Childhood Education (3 cr.)

Instructor:
Office Hours:
Phone:
Email:

Catalogue Description

Research-based approaches to planning and implementing developmentally appropriate standards-based classroom activities, lessons, and materials that develop literacy and social studies understandings in young children birth through age five.

Course Purpose

The goal of this course is to give the prospective teacher a working knowledge of the milestones of emergent literacy and social development, the curricular expectations of local and state curricula, and the techniques and strategies that help children understand language and social studies. Candidates will learn to arrange an environment in which young children can play with language and social studies concepts on a regular basis, to develop large group and small group lessons addressing language and social studies standards, and to assess and instruct individual students to broaden and deepen their knowledge and skills in literacy and social studies.

Required Readings, Texts

Bredenkamp, S. & Copple, C. (1997). *Developmentally appropriate practices in early childhood programs (rev. ed.)*. Washington, DC: NAEYC.

Governor's Office of Early Childhood Development. (2003). *Building a strong foundation for school success: Kentucky's early childhood standards*. Frankfort, KY: Kentucky Department of Education.

<http://www.education.ky.gov/KDE/Instructional+Resources/Preschool/default.htm>

Howes, C. (2003). *Teaching 4- to 8-year olds: Literacy, math, multiculturalism, and classroom community*. Baltimore: Paul H. Brookes.

International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC). *Learning to read and write: Developmentally appropriate practices for young children*. A joint position statement.

http://www.naeyc.org/resources/position_statements/psread0.htm

Martens, P. (1997). *I already know how to read: A child's view of literacy*. Portsmouth, NH: Heinemann.

National Council for the Social Studies. (1988). *Social Studies for Early Childhood and Elementary School children Preparing for the 21st Century*.

<http://www.socialstudies.org/positions/elementary/>

LiveText

Relevant Professional Standards Met by Course

This course addresses the following Kentucky New Teacher Standards for Interdisciplinary Early Childhood Education (IECE):

Standard 1: Designs/Plans Instruction (Objectives 2,4,6,8; Assignments 3,4,5)

Standard 2: Creates/Maintains environments (Objective 10, Assignments 3,4,6; field experience)

Standard 3: Implements Instruction (Objective 5; Assignments 2,4,6,8; field experience)

Standard 4: Assess and Communicates Learning Results (Objective 3; Assignment 5)

Standard 5: Reflects/Evaluates Professional Practices (reflections about lessons designed and taught) (Objectives 2,3,4,8,9; Assignments 3,4,5)

Standard 6: Collaborates with Colleagues/Families/Others (collaboration within the course)

Standard 7: Engages in Professional Development (readings, homework, assignments)

Standard 8: Knowledge of Content (Objectives 1,2,3,4,5,6,8,10; Assignments 3,4,5,6)

Standard 9: Demonstrates Implementation of Technology (Assignment 4)

The U of L Standard for Diversity:

Understands the complex lives of children and families (designing lessons appropriate for diverse groups of children; implementing lessons in diverse settings) (Assignment 4; field experience)

Course Objectives

Candidates will:

1. Explain the continuum and list significant milestones of literacy and social knowledge acquisition of young children from birth through age five.
2. Identify and use child development and learning knowledge to create supportive, respectful and challenging integrated curriculum and teaching practices for culturally diverse young children appropriately. (NAEYC 1)
3. Develop and use developmentally effective approaches, such as observation, documentation and interviews to assess children's knowledge of literacy and social studies concepts and competencies. (NAEYC 3)
4. Identify and use effective pedagogical approaches and strategies to support young children's development and learning. (NAEYC 4b)
5. Analyze and communicate the importance of literacy and social studies content in young children's learning. (NAEYC 4c)
6. Describe and use essential concepts, inquiry tools, and structures of literacy and social studies content areas to foster children's knowledge in the early childhood setting. (NAEYC 4c)
7. Identify essential resources to deepen children's understanding of literacy and social studies concepts and competencies. (NAEYC 4c)
8. Design and use teaching approaches that span a continuum from child-initiated to adult-directed learning based on knowledge of individual children and research evidence. (NAEYC 4b)
9. Continue to build personal competence using technology for teaching and learning.

10. Plan a classroom that has environmental purposes and opportunities for the use of social studies and language concepts. (NAEYC 4)

Conceptual Framework Summary

Shaping Tomorrow: Ideas to Action

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.

<i>Conceptual Framework Constructs</i>	Inquiry	Action	Advocacy
<i>Constructs as Learned and Applied</i>	Research	Practice	Service
<i>Constructs Reflected in Candidates</i>	Critical Thinkers	Problem Solvers	Professional Leaders
<i>Unit Dispositions Reflected in Candidates</i>	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

Content

- National, state, and local standards for literacy and social studies in early childhood
- The connection between early literacy and social knowledge activities and later language arts and social studies curricula
- Developmentally appropriate literacy curriculum, instruction, assessment, and materials for young children
- Developmentally appropriate social studies curriculum, instruction, assessment and materials for young children

--Designing and implementing integrated thematic curriculum and instruction with young children

Course Requirements

1. Literacy Album (20 pts.) NAEYC 3; KY IECE 1.1, 4, 9

The Literacy Album must include at least 10 sample activities proven to facilitate a child's learning in all domains of learning relevant to reading (social, emotional, cognitive, moral, and cultural). The album must also include artifacts relevant to each standard in the most recent International Reading Association (IRA) Standards for Reading Professionals. The album should have headings consistent with these standards.

<http://www.reading.org/downloads/resources/545standards2003/>

2. Social Studies Album (20 pts.) U of L Diversity: KY IECE 2,3,4,5 and NAEYC 1,3

The Social Studies album must include at least 10 sample activities proven to facilitate a child's learning in all domains of learning relevant to social studies (social, emotional, cognitive, moral, and cultural). The album must also include artifacts relevant to each standard in the most recent National Council for the Social Studies (NCSS) professional standards. The album should have headings consistent with these standards.

3. Four Lessons Planned, Taught, Refined (30pts.) U of L Diversity; KY IECE 2,3,4,5 and NAEYC 1,3

HALLMARK ASSESSMENT

Lesson plans will be developed, refined and taught using U of L guidelines. Details and criteria will be disseminated during the first class meeting.

4. Final Exam (20 pts.)

The final exam is a synthesis of key subject matter covered throughout the semester. During each class meeting, key concepts relevant to the final exam will be emphasized.

5. Participation and Professionalism (10 pts.)

You are expected to attend every class session and to provide excuses for missed classes. You will be evaluated during every class session based on feedback and professional participation in discussions. As part of your participation, you will be required to prepare a "What Mattered" statement for at least one class session. Details and criteria for preparing this statement will be disseminated during the first class meeting.

Criteria for Determination of Grade

The final grade will be based on the following:

A+ = 98-100	B+ = 88-89	C+ = 78-79	D+ = 68-69
A = 92-97	B = 82-87	C = 72-77	D = 62-67
A- = 90-91	B- = 80-81	C- = 70-71	F = 61 & below

Policy on Instructional Modifications

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as

early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

CEHD Diversity Statement

Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. Students will be 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 will 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 will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

Technology Expectations

Assignments are to be word-processed. Continuing and regular use of e-mail, Blackboard, and LiveText is expected. Some assignments will be asked to be submitted via LiveText, and course materials may be provided on Blackboard. Pre-service teachers need to be able to access and use these.

Plagiarism

Plagiarism is a type of academic dishonesty, and disciplinary measures for academic dishonesty vary, depending on the specific college, department, and course. Punishments range from a failing grade on the plagiarized assignment to expulsion from the university. Writers must give credit when they use someone else's ideas, whatever form they take. Images, statistics, charts, speeches, classroom lectures, television shows, radio broadcasts, oral histories, interviews, movies, and music are other examples of intellectual property and need to be cited. These statements and others are explained in depth at this link:

<http://www.louisville.edu/a-s/writingcenter/plagiarism.htm#1>

Bibliography

Bredekamp, S. & Copple, C. (Eds.). (1997). *Developmentally appropriate practices in early childhood programs (rev. ed.)*. Washington, DC: NAEYC.

Gallas, K. (1994). *The languages of learning: How children talk, write, dance, draw, and sing their understanding of the world*. New York: Teacher's College Press.

Katz, L.G. & Chard, S.C. (1989). *Engaging children's minds: The project approach*. Norwood, NJ: Ablex Publishing Co.

Kentucky Department of Education. (1995). *Kentucky Early Learning Profile*. Louisville, KY: Capital Printing.

Morrison, G.S. (1998). *Early childhood education today (7th ed.)*. Upper Saddle River, NY: Merrill.

Schickedanz, J.A. (1986). *More than the ABC's*. Washington, DC: NAEYC.

Seefeldt, C. (2001). *Social Studies for the preschool/primary child*. (6th Ed.) Upper Saddle River, NJ: Merrill.

Vygotsky, L.S. (1934/1986). *Thought and language*. Cambridge: MIT Press.

Vygotsky, L.S. (1930-1935/1978). *Mind in society: The development of higher psychological processes*. Cambridge: Harvard University Press.

Wertsch, J.V. (1991). *Voices of the mind: A sociocultural approach to mediated action*. Cambridge: Harvard University Press.

Date Prepared and by Whom:

Elizabeth C. Rightmyer, October, 2006; based on the EDTP 638 syllabus developed by Gina Schack and Lora Bailey, November, 2005.

Hallmark Assessment

Title

Four Lessons Planned, Taught and Refined

Product

- Four completed LiveText lesson plans, including analysis of assessment data to describe impact of the lesson on the children and description of refinements
- Assessment data
- Professional growth goals, based on analysis of lessons

Description

- Students will observe and participate in a Birth to 3 setting and a preschool (3 and/or 4 year old) setting to become familiar with the expectations of the school and teacher (IECE 1,6).
- Students will then plan and teach two lessons to each group, one focused on a literacy goal and one focused on a social studies goal (IECE 1,2,3,9; NAEYC 4).
- During the lesson, students will collect assessment data in the form of anecdotal records, checklists, work samples, or other methods as appropriate (IECE 4; NAEYC 3).
- Students will analyze the assessment data and, referring to provided evidence (e.g. work samples, checklists), will describe the impact of the lesson on the children (IECE 4,5,6; NAEYC 3).
- Students will then describe what refinements might make the lesson more successful and suggest goals for their own professional growth (IECE 7; NAEYC 5).

Rubric

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
Objectives (3, 11%) KY-IECE.1.1	Objectives are written as learning outcomes identifying specific measurable behaviors.	Objectives are student-focused and may be assessed.	Objectives are written as learning activities or are not measurable.
Connections (2, 7%) KY-IECE.1.1 KY-NTS.1.1	Clear explanation of how the objectives are clearly aligned to KY Core Content, Program of Studies, and/or Academic Expectations.	General explanation of how the objectives are aligned with KY Core Content, Program of Studies, and/or Academic Expectations.	Vague explanation of how the objectives align with KY Core Content, Program of Studies, &/or Academic Expectations, or objectives are not aligned with any of those standards.
Context (2, 7%) KY-IECE.1.1	Clear explanation of the major focus of this lesson. Detailed description of how this	Adequate explanation of the major focus of this lesson. Adequate description of how this	Vague or missing explanation of the major focus of this lesson. Vague or missing

	lesson relates to previous lesson(s) and future lesson(s). Personal, social, cultural, and global concerns are clearly addressed if relevant.	lesson relates to previous lesson(s) and future lesson(s). Personal, social, cultural, and global concerns are generally addressed if relevant.	description of how this lesson relates to previous lesson(s) and future lesson(s). Personal, social, cultural, and global concerns are not addressed.
Resources (2, 7%) KY-IECE.1.2 KY-NTS.1.11	Detailed list of relevant resources and materials. All print materials used with students are included.	List of most resources and materials. Most print materials used with students are included.	Incomplete list of resources and materials. Print materials used with students are not included.
Procedures (5, 19%) KY-IECE.1.2 KY-IECE.1.3 KY-IECE.1.4 KY-IECE.3.1 KY-IECE.3.3 KY-IECE.3.4 KY-NTS.1.4 KY-NTS.1.5 KY-NTS.1.6 KY-NTS.1.7 KY-NTS.8.1 KY-NTS.8.3 KY-NTS.8.5	Introduction: Builds interest, clearly connects to students' lives and previous learning. Provides a clear overview of the lesson. Activities: Thoughtfully sequenced and developmentally appropriate. Actively engage the students. Sufficient details would allow a third party to teach the lesson. Closure: Clearly highlights and reinforces the lesson objective. Actively involves all students. MI and Adaptations: Appropriately addresses at least 3 multiple intelligences. Appropriate adaptations to challenge and support students with special learning needs.	Introduction: Builds interest, generally connects to students' lives and previous learning. Provides an adequate overview of the lesson. Activities: Generally well-sequenced and developmentally appropriate. Adequately engages the students. Details would allow a third party to teach the lesson. Closure: Satisfactorily highlights and reinforces the lesson objective. Actively involves most students. MI and Adaptations: Addresses at least 3 multiple intelligences. Adequate adaptations to support students with special learning needs.	Introduction: Builds minimal interest, does not connect to students' lives and previous learning. Vague or missing overview of the lesson. Activities: Illogical sequence and/OR not developmentally appropriate. Fails to actively engage the students. Insufficient details to allow a third party to teach the lesson. Closure: Does not reinforce the lesson objective. Involves few if any students. MI and Adaptations: Fewer than three multiple intelligences are addressed or at least 3 vaguely, incorrectly, or artificially addressed or missing. Adaptations to challenge and support students with special learning needs are inappropriate or missing
Student Assessment (4, 15%) KY-IECE.4.1 KY-IECE.4.2 KY-IECE.4.4 KY-NTS.1.10 KY-NTS.4.1 KY-NTS.4.2	Clearly aligns with the lesson objective. Specific questions, tasks, and behaviors are clearly described.	Generally aligns with the lesson objective. Specific questions, tasks, and behaviors are adequately described.	Lacks alignment with the lesson objective. Specific questions, tasks, and behaviors are vaguely described or missing.

KY-NTS.4.3

<p>Reflection/Analysis (4, 15%) KY-IECE.5.1 KY-NTS.5.1</p>	<p>Specific, objective look at the lesson focusing on student progress. Strengths and needs of instruction specifically stated and focused on student learning. Three student work samples included with specific analysis of performance.</p>	<p>General, objective look at the lesson with some focus on student progress. Strengths and needs of instruction adequately stated and focused on student learning. Three student work samples included with general analysis of performance.</p>	<p>Minimal or missing analysis of the lesson. Strengths and needs of instruction are vague and not focused on student learning. Three student work samples are included but with no analysis of performance or are not included.</p>
<p>Extension/Follow Up (3, 11%) KY-IECE.5.2 KY-NTS.5.2</p>	<p>Clear, specific suggestions and justifications for follow-up lessons.</p>	<p>General suggestions and justifications for follow-up lessons.</p>	<p>Inappropriate or missing suggestions and justifications for follow-up lessons.</p>
<p>Surface Features (1, 3%) KY-IECE.9.6 KY-NTS.9.6</p>	<p>All sections of the lesson plan are included. Plan is well written with appropriate vocabulary and minimal surface errors, and is submitted via LiveText.</p>	<p>All sections of the lesson plan are included. Plan is written with appropriate vocabulary and few surface errors, and is submitted via LiveText.</p>	<p>Most sections of the lesson plan are included. Plan is written with some inappropriate vocabulary and several surface errors. Plan is not submitted via LiveText.</p>

College of Education and Human Development
Department of Teaching and Learning
EDTP 439-01: Mathematics and Science Methods in IECE
(3 credits)

Instructor: Heejeong (Sophia) Han, Ph.D.
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Office: CEHD 238

Course Description

Research-based approaches to planning and implementing developmentally appropriate standards-based classroom activities, lessons, and materials that develop mathematics and science understandings in young children birth through age five.

Course Purpose

The purpose of this course is to give the prospective teacher a working knowledge of the milestones of emergent mathematics and science, the curricular expectations of local and state curricula, and the techniques and strategies that help children *understand* mathematics and science. Pre-service teachers will learn to arrange an environment in which young children can play with mathematics and science concepts on a regular basis, to develop large group and small group lessons addressing mathematics and science standards, and to assess and instruct individual pre-service teachers to broaden and deepen their knowledge and skill in mathematics and science.

Required Textbook

Charlesworth, R. & Lind, K. (2006). *Mathematics and Science for Young Children (5th Ed.)*. Clifton Park, NY: Thomson Delmar Learning.
LiveText is required for this course.

Recommended Readings

Bredenkamp, S. & Copple, C. (1997). *Developmentally appropriate practice in early childhood programs (Rev. Ed.)*. Washington, DC: National Association for the Education of Young Children.
Chaille, C. & Britain, L. (1997). *The young child as scientist.: A constructivist approach to early childhood science education*. New York: Longman.
National Council of Teachers of Mathematics. Principles and standards for school mathematics, Pre-K through grade 2. Available <http://standards.nctm.org/document/chapter4/index.htm>
The Early Years: Resources and conversation on PreK to 2 science. Available <http://science.nsta.org/earlyyearsblog/>

Relevant Professional Standards Met by Course

Kentucky Interdisciplinary Early Childhood Education (IECE) Teacher Standards

Standard 1: Designs/Plans Instruction => Assignments B, C, D
Standard 2: Creates/Maintains Learning Climate => Assignments B, C, D
Standard 3: Implements/Manages Instruction => Assignments B, C, D
Standard 4: Assesses/Communicates Learning Results => Assignments B, C, D

Standard 5: Reflects/Evaluates Teaching and Learning => Assignments B, C, D
Standard 6: Collaborates with Colleagues, Parents, and Others => Assignments B, C, D, F
Standard 7: Engages in Professional Development => Assignment A, E, F
Standard 8: Supports Families => Assignment C
Standard 9: Demonstrates Implementation of Technology => Assignment B
Standard 10: Diversity (U of L Program Standard) => Assignment B, C, D

National Association for the Education of Young Children (NAEYC) Initial Licensure Standards

Standard 1: Promoting Child Development and Learning => Assignment B, C, D
Standard 2: Building Family and Community Relationships => Assignment C
Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families
=> Assignments B, C, D
Standard 4: Teaching and Learning
4a: Connecting with children and families => Assignment B, C
4b: Using developmentally effective approaches => Assignments B, C, D
4c: Understanding content knowledge in early education => Assignments A, B, C, D
4d: Building meaningful curriculum => Assignments B, C, D
Standard 5: Becoming a Professional => Assignment A, E, F

Course Objectives

Upon completion of this course, pre-service teachers will demonstrate the ability to:

1. Know and use ethical guidelines and other professional standards related to early childhood practice. (IECE 1, 2, 3, 4, 5; NAEYC 1, 3, 4, 5).
2. Identify and use child development and learning knowledge to create supportive, respectful and challenging integrated curriculum and teaching practices for culturally diverse young children appropriately. (IECE 1, 2, 3, 4, 5, 10; NAEYC 1, 3, 4, 5).
3. Develop and use developmentally effective approaches, such as observation, documentation and interviews to assess children's knowledge of mathematical and scientific concepts and competencies. (IECE 1, 3, 4, 5; NAEYC 3, 4).
4. Identify and use effective pedagogical approaches and strategies to support young children's development and learning. (IECE 1, 3, 5; NAEYC 4).
5. Analyze and communicate the importance of mathematics and scientific content in young children's learning. (IECE 2, 6; NAEYC 2, 4).
6. Describe and use essential concepts, inquiry tools and structure of mathematics and scientific content areas to foster children's knowledge in the early childhood setting. (IECE 1, 2, 3; NAEYC 4).
7. Identify essential resources to deepen children's understanding of mathematical and scientific concepts and competencies. (IECE 1, 2, 3; NAEYC 1, 4).
8. Design, implement and evaluate a meaningful and challenging integrated curriculum that promotes comprehensive developmental and learning outcomes for culturally diverse young children. (IECE 1, 2, 3, 4, 5, 8, 10; NAEYC 1, 2, 3, 4).
9. Design and use teaching approaches that span a continuum from child initiated to adult directed learning based on knowledge of individual children and research evidence. (IECE 3, 5; NAEYC 4).
10. Focus on children's characteristics, cultures, needs and interests to develop developmentally effective instructional approaches. (IECE 1, 2, 3, 4, 5, 8, 10; NAEYC 2, 4).
11. Analyze, develop and use integrated, thematic approaches to curriculum for immersing children in extended periods of study of topics of high interest. (NAEYC 4, 5).
12. Identify and involve oneself with the early childhood field. (IECE 6, 7; NAEYC 5).

Conceptual Framework Summary

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.

<i>Conceptual Framework Constructs</i>	Inquiry	Action	Advocacy
<i>Constructs as Learned and Applied</i>	Research	Practice	Service
<i>Constructs Reflected in Candidates</i>	Critical Thinkers	Problem Solvers	Professional Leaders
<i>Unit Dispositions Reflected in Candidates</i>	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

Relationship to the Conceptual Framework

This course is related to the above conceptual framework such that the pre-service teachers will develop critical thinking skills regarding research based learning theories and teaching strategies for teaching mathematics and science to young children birth through age five. Pre-service teachers will use their inquiry, critical thinking and reflective thinking skills through planning and implementing lessons, and assessing young children’s understandings of mathematics and science concepts. Through reflection

and professional evaluation of their teaching and learning experiences, pre-service teachers will become problem solvers and improve their knowledge as well as pedagogy of teaching mathematics and science in early childhood classrooms. Furthermore, pre-service teachers will develop collaborate relationships both with their peers and the faculties, and demonstrate service through various group works in and out of the classroom. Advocacy and professional leadership such as engaging in broader issues and policies influencing young children's mathematics and science curriculums will emerge as the pre-service teachers become more confident in their knowledge of teaching mathematics and science to young children.

Content

- Integrated and emergent curriculum
- Creating integrated lessons
- Mathematics concepts, experiences, and integrating activities
- Science concepts, experiences, and integrating activities
- Mathematics and science pedagogy for young children

Course Requirements

This course will be conducted as a collaborative learning experience. This means that pre-service teachers will take responsibility for researching particular topics, for presenting particular information, and for leading class activities and/or discussions on assigned dates. Active participation will be expected of everyone, each and every day.

Course content and activities are based on principles of constructivism that embody active learning strategies and pre-service teacher ownership of learning. Pre-service teachers are expected to come to class prepared to participate knowledgeably in all activities. 'Preparation' means reading assigned materials in advance with sufficient comprehension to engage in activities and/or discussions. 'Participation' means that pre-service teachers will participate and contribute in an informed manner during class activities and/or discussions.

Open minded exchange of ideas and opinions is a cornerstone of higher education. To this end, all individuals associated with this course will be accorded courtesy and respect at all times. Although we may not agree or reach the same conclusions, we agree to respect others and value diversity of experiences and views.

A. Examinations (150 points * 2 = 300 points)

A mid-term and final examination is scheduled. The mid-term examination will include the specific topics and issues encountered during our readings and class activities and/or discussions in sessions prior to the exam. Likewise, the final examination will cover material covered after the mid-term. Thus, the final is not comprehensive. At the class session immediately prior to the exam date, you will be given a review session to guide your exam preparation. It is not expected that you will do outside research to prepare your exams.

B. Microteaching / Lesson Demonstrations (150 points *2 = 300 points) **HALLMARK ASSESSMENT**

Each pre-service teacher will plan and teach two mathematics and/or science lessons – one targeted for children birth to age 3, and another for children ages 4-5. The detailed description and scoring rubric for this Hallmark Assessment project is attached at the end of the syllabus.

C. Mini-Thematic Unit Project (150 points)

Working in pairs, teams of pre-service teachers will develop and present a detailed unit plan with lessons and activities that could possibly span a three week period and present how they will:

- G. Pre-assess children's prior knowledge of the concept;
- H. Choose appropriate objectives for teaching the concept;
- I. Plan experiences for teaching the lesson;

- J. Select materials, such as books, web sites, manipulatives, or other equipment that will facilitate children’s understanding of the concept;
- K. Teach new knowledge that will facilitate children’s understanding of the concept; and
- L. Evaluate whether the lesson successfully facilitated children’s understanding of the lesson.

Further information about ‘Thematic Instruction’ will be discussed in class and guidelines will be shared.

D. Discovery Learning Center (100 points)

Working in pairs, teams of pre-service teachers will develop and present a mathematics, science, or combination discovery learning center appropriate for an early childhood program. Further guidelines will be shared in class.

E. Mathematics and Science Concept Toolbox (100 points)

One of the main goals in this class is for pre-service teachers to end up with an array of developmentally appropriate mathematics and science activities that correspond directly to early childhood education standards and level expectations. This project will help you record and organize all the lessons and activities we do in class (as either in-class work or out-of-class assignments), so that you will have a ‘toolbox’ of mathematics and science resources to take with you into your first year of teaching.

F. Professionalism and Participation (50 points)

This course is designed to allow opportunities to ask questions, contribute to class discussions, and share relevant experiences. Therefore, professionalism and participation are extremely important.

Requirements for acceptable professionalism and participation include (but not limited to):

- s. completing all assignments
- t. prompt, timely, and consistent attendance
- u. attentiveness
- v. verbal contributions to small and/or whole group works
- w. reflection of a positive attitude about learning and class participation
- x. respecting and supporting the needs of others including the instructor
- y. sharing teaching ideas and examples of classroom incidents
- z. bringing in and displaying materials/information as needed
- aa. reflection of preparedness to class including thoughtful comprehension of required readings

Criteria for Grade Determination

Microteaching / Lesson Demonstrations	300 points
Examinations	300 points
Mini-Thematic Unit Project	150 points
Discovery Learning Center	100 points
Mathematics and Science Concept Toolbox	100 points
Professionalism and Participation	50 points
Total	1000 points

Grading Scale

980-1000	A+
940-979	A
900-939	A-
880-899	B+
840-879	B
800-839	B-
780-799	C+
740-779	C
710-739	C-
690-709	D+
670-689	D
650-669	D-
Below 649	F

Course Policies

Policy on Instructional Modifications

Pre-service teachers with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Pre-service teachers will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

CEHD Diversity Statement

Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. Pre-service teachers will be 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. Pre-service teachers will 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. Pre-service teachers will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

Plagiarism

Plagiarism is a type of academic dishonesty, and disciplinary measures for academic dishonesty vary, depending on the specific college, department, and course. Punishments range from a failing grade on the plagiarized assignment to expulsion from the university. Writers must give credit when they use someone else's ideas, whatever form they take. Images, statistics, charts, speeches, classroom lectures, television shows, radio broadcasts, oral histories, interviews, movies, and music are other examples of intellectual property and need to be cited. These statements and others are explained in depth at this link:

<http://www.louisville.edu/a-s/writingcenter/plagiarism.htm#1>

Technology Expectations

Assignments are to be word-processed. Continuing and regular use of e-mail, Blackboard, and LiveText is expected. Some assignments will be asked to be submitted via LiveText, and some course materials may be provided on Blackboard. Pre-service teachers need to be able to access and use these.

Electronic Equipment Policy

Pre-service teachers are asked to manage their electronic equipments responsibly so that it is not a distraction for anyone in the class. While using Word processor to take class notes is acceptable, web-surfing will not be tolerated. Additionally, answering, talking, or text messaging on cell phones, pagers, and PDAs during class will not be tolerated.

Class Attendance and Participation policy

Regular attendance and participation is expected. It is expected that pre-service teachers will attend every class session, and be ready for class promptly. Your first absence will not count against your grade, however **2 points** will be deducted from your 'professionalism and participation' points for any subsequent absences, **regardless of reason**. Frequent (more than one) late arrivals will be considered an absence. Leaving class early without getting instructor's permission will also be considered an absence. You are expected to participate in many important activities and discussions that will occur during the class hours. Please participate to your fullest.

Late Work Policy

Work that is received by the **beginning** of the designated course period will be counted as on time. Late work will be penalized **5 points** per day. No work will be accepted after one week following the due date. Exceptions will not be made. Assignments sent by email will not be accepted unless individually permitted by the instructor prior to the due date, and it is the pre-service teacher's responsibility to make sure that the instructor received it.

Policy Regarding Missed Exams

Missed exams can be made up only when discussed with the instructor at least one week prior to the due date. Instructor reserves the right to administer an alternative form of the exam when made up.

HALLMARK ASSESSMENT AND RUBRIC

Title: Microteaching / Lesson Demonstrations

Purpose

The purpose of this project is for the pre-service teachers to demonstrate their ability to plan, implement, and reflect on the mathematics and/or science lessons appropriate for young children from birth through age 5.

Process

- Pre-service teachers will plan *two lessons* focusing on a mathematics and/or science concepts and skills. One lesson should be targeted for children age birth to 3 and another should be for children ages 4-5. At least one lesson must be an integrated lesson of mathematics and science.
- Each lesson plan will be written following the Lesson Plan template posted on LiveText. At least one lesson must be in the whole group lesson format (different lesson formats will be discussed in class).
- Pre-service teachers will then teach the two lessons (separately on assigned date) in class in front of their peers. All the necessary materials should be prepared as if they are really teaching young children.
- During the lesson, a group of peers will participate as young children while other group of peers will evaluate the lesson (peer evaluation form will be discussed and provided in class).
- After the lesson, pre-service teachers will analyze the peer evaluation data.
- Finally, pre-service teachers will write a self reflection of the lesson and describe what refinements might make the lesson more successful. This reflection should also describe their own professional growth

Product

- Two completed lesson plans
- Two lessons implemented
- Two reflection and refinement of the lessons

	Target (10pts)	Acceptable (8pts)	Unacceptable (6pt)
Objectives (1)	Objectives are written as learning outcomes identifying specific measurable behaviors.	Objectives are written as learning outcomes but not specifically measurable.	Objectives are written as learning activities or are not measurable.
Connections (1)	Clear explanation of how the objectives are clearly aligned to KY Core Content Standards, Program of Studies, and/or Academic Expectations.	General explanation of how the objectives are aligned with KY Core Content, Program of Studies, and/or Academic Expectations.	Vague explanation of how the objectives align with KY Core Content, Program of Studies, and/or Academic Expectations. Or objectives are not aligned with any of those standards.
Context (1)	Clear explanation of the major	Adequate	Vague or missing

	focus of this lesson. Detailed description of how this lesson relates to previous lesson(s) and future lesson(s). Personal, social, cultural, and global concerns are clearly addressed if relevant.	explanation of the major focus of this lesson. Adequate description of how this lesson relates to previous lesson(s) and future lesson(s). Personal, social, cultural, and global concerns are generally addressed if relevant.	explanation of the major focus of this lesson. Vague or missing description of how this lesson relates to previous lesson(s) and future lesson(s). Personal, social, cultural, and global concerns are not addressed.
Resources (1)	Detailed list of relevant resources and materials. All print materials used with students are included.	List of most resources and materials. Most print materials used with students are included.	Incomplete list of resources and materials. Print materials used with students are not included.
Procedures (6)	<ul style="list-style-type: none"> - Introduction: Builds interest, clearly connects to students' lives and previous learning. Provides a clear overview of the lesson. - Activities: Thoughtfully sequenced and developmentally appropriate. Actively engage the students. Sufficient details would allow a third party to teach the lesson. - Closure: Clearly highlights and reinforces the lesson objectives. Actively involves all students. - MI and Adaptations: Appropriately addresses at least 3 multiple intelligences. Appropriate adaptations to challenge and support students with special learning needs. 	<ul style="list-style-type: none"> - Introduction: Builds interest, generally connects to students' lives and previous learning. Provides an adequate overview of the lesson. - Activities: Generally well-sequenced and developmentally appropriate. Adequately engages the students. Details might allow a third party to teach the lesson. - Closure: Satisfactorily highlights and reinforces the lesson objectives. Actively involves most students. - MI and 	<ul style="list-style-type: none"> - Introduction: Builds minimal interest, does not connect to students' lives and previous learning. Vague or missing overview of the lesson. - Activities: Illogical sequence and/or not developmentally appropriate. Fails to actively engage the students. Insufficient details does not allow a third party to teach the lesson. - Closure: Does not reinforce the lesson objectives. Involves few, if any students. - MI and Adaptations: Fewer than 3 multiple intelligences are

		Adaptations: Addresses at least 3 multiple intelligences. Adequate adaptations to support students with special learning needs.	addressed or at least 3 vaguely, incorrectly, or artificially addressed or missing. Adaptations to challenge and support students with special learning needs are inappropriate or missing.
Student Assessment (1)	Clearly aligns with the lesson objectives. Specific questions, tasks, and behaviors are clearly described.	Generally aligns with the lesson objectives. Specific questions, tasks, and behaviors are adequately described.	Lacks alignment with the lesson objectives. Specific questions, tasks, and behaviors are vaguely described or missing.
Reflection/Analysis (2)	Specific, objective look at the lesson focusing on student progress. Strengths and needs of instruction specifically stated and focused on student learning.	General, objective look at the lesson with some focus on student progress. Strengths and needs of instruction adequately stated and focused on student learning.	Minimal or missing analysis of the lesson. Strengths and needs of instruction are vague and not focused on student learning.
Extension/Follow-up (1)	Clear, specific suggestions and justifications for follow-up lessons.	General suggestions and justifications for follow-up lessons.	Inappropriate or missing suggestions and justifications for follow-up lessons.
Surface Features (1)	All sections of the lesson plan are included. Plan is well written with appropriate vocabulary and minimal surface errors, and is submitted via LiveText.	All sections of the lesson plan are included. Plan is written with appropriate vocabulary and few surface errors, and is submitted via LiveText.	Most sections of the lesson plan are included. Plan is written with some inappropriate vocabulary and several surface errors. Plan is not submitted via LiveText.



EDTP 484 Early Family Intervention

Fall 2007

Instructor: Trisha Gallagher, M.Ed.
Office: VanHoose Educational Center
Office hours: by appointment
Phone: 502-640-0237
E-mail: trisha.gallagher@jefferson.kyshools.us

Course Credit

3 credit hours

Fieldwork

2 hours for family/parent interview; 10 hours of supervised developmental intervention

OR

Associated practicum: EDSP 485

Catalog Description

Focuses on relevant issues in the provision of services to preschool children with disabilities and their families

Course Purpose

This course will assist students in understanding an empowering parent-professional model of collaboration. Based on theoretically and empirically sound research, techniques of mutual empowerment are emphasized.

Required Readings

Turnbull, A., & Turnbull, R. (2001). *Families, professionals, and exceptionality: Positive outcomes through partnership and trust* (5th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Other resources and readings will be located by students on-line as well as connected to the class's Blackboard website.

Relevant Professional Standards Addressed by Course

This course meets the following KY New Teacher Standards, KY IECE Standards, and UofL Standards:

- Reflects/evaluates teaching/learning (Objectives 3, 4, 5: Assignment on family-centered practice)
- Collaborates with colleagues (Objectives 2, 4, 5: Class participation and leadership, family interview)
- Engages in professional development (Objectives 1, 2, 3, 4: Class participation and leadership, assignment on accessing community services)
- Supports families (Objectives 1, 2, 3, 4, 5: Assignment on family-centered practice and family interview)

In addition, this course meets the following NAEYC Professional Standards:

- Promoting child development and learning (standard 1) (Objective 2: Assignment on accessing community services)
- Observing, documenting, and assessing to support young children and families (standard 2) (Objectives 4, 5: Family interview)
- Teaching and learning (standard 4) (Objective 2: Assignment on community services)
- Becoming a professional (standard 5) (Objectives 1, 2, 3, 4, 5: Class participation and leadership, assignment on accessing community services, family interview, and paper on using family-centered practices)

Course Objectives

1. Students will learn about historical and current roles of parents/families in early intervention.
2. Students will examine the family systems theory and apply it in understanding the dynamic nature of families in early intervention service delivery
3. Students will learn about the family-centered philosophy and acknowledge its power in enhancing motivation and expanding knowledge and skills related to early intervention.
4. Students will learn techniques in forming partnerships with families that enhance the success of early intervention service.
5. Students will explore roles in advocating for meaningful parental participation and changes in the early intervention system.

Conceptual Framework Summary

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.

<i>Conceptual Framework Constructs</i>	Inquiry	Action	Advocacy
<i>Constructs as Learned and Applied</i>	Research	Practice	Service
<i>Constructs Reflected in Candidates</i>	Critical Thinkers	Problem Solvers	Professional Leaders
<i>Unit Dispositions Reflected in Candidates</i>	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

Relationship to Conceptual Framework

Teacher candidates will demonstrate critical thinking by researching past and present roles of parents in early intervention, family systems theory, and service delivery. Through their reflection on course topics their skills will be further developed. In conjunction with field practicum, EDSP 485, candidates will apply their knowledge into practice through collaborate problem solving case studies with families and related teams. While finding economic, social, and other support services for families, candidates will develop their advocacy skills and demonstrate their leadership qualities.

Course Content

- Roles of parents/families in the lives of children
- Early intervention service delivery
- Systems change, unified systems reform model
- Family-centered philosophy, family systems theory
- Communication and team building skills
- Accessing economic, social, and other support services for families.
- Continuum of family involvement in early intervention.
- The IFSP and the IEP process
- Person-centered planning and implementation based on family goals.
- Advocating for early intervention systems improvement for families.

Course Requirements

1. **Class preparation, participation, and leadership: (20%)**
Before class, students will prepare for class by thoughtfully considering the assigned readings, writing chapter summaries and writing questions for discussion. During class, students will participate actively with an inquiring mind.
2. **Accessing Community Services (20%)**
Research and write about how early intervention/early childhood special education services can be accessed and is delivered in a community of your choice.
3. **Parent/Family Interview (25%)**
Interview a parent or family about their experiences in accessing and using services provided by the early intervention or school system. Write a summary, focusing on implications for change.

4. **Using Family-Centered Practices (20%)**

Write a 10-page paper, referencing your text and NAEYC materials, describing how you would apply the family-centered perspective in your current or future career.

6. **Team Project (15%)**

Create a packet of information on services in the area for the family of a child with special needs. Include brochures and a list of numbers and names for the family to call.

Criteria for Determination of Grade

A=90-100% B=80-90% C=70-80% D=60-70% F=<60%

Bibliography

Bhagwanji, Y., Thomas, D., & Bennett, T. (2000). Enabling families of children with disabilities to better access quality child care. *Journal of Early Education and Family Review*, 4(1), 6-12.

Friesen, B.J., & Koroloff, N.M. (1992). How parents view professional behaviors: A cross-professional analysis. *Journal of Child and Family Studies*, 1(2), 209-231.

Kalyanpur, M. (1998). The challenges of cultural blindness: Implications for family-focused service delivery. *Journal of Child and Family Studies*, 7(3), 317-332.

McCroskey, J., & Meezan, W. (1998). Family-centered services: Approaches and effectiveness. *The Future of Children*, 8(1), 54-71

Policy on Instructional Modifications

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

CEHD Diversity Statement

Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. Students will be 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 will 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 will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

Technology Expectations

Assignments are to be word-processed. Continuing and regular use of e-mail and LiveText is expected. Additional expectations for the class include using software as needed to create handouts and center instructions,

University Writing Center

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 on the 3rd floor of Ekstrom Library and is open Monday through Saturday.

Plagiarism Statement

Plagiarism is a type of academic dishonesty, and disciplinary measures for academic dishonesty vary, depending on the specific college, department, and course. Punishments range from a failing grade on the plagiarized assignment to expulsion from the university. Writers must give credit when they use someone else's ideas, whatever form they take. Images, statistics, charts, speeches, classroom lectures, television shows, radio broadcasts, oral histories, interviews, movies, and music are other examples of intellectual property and need to be cited. These statements and others are explained in depth at this link:
<http://www.louisville.edu/a-s/writingcenter/plagiarism.htm#1>

The instructor reserves the right to make changes in the syllabus.

This syllabus was developed by Yash Bhagwanji, PhD and revised by ECRightmyer for Spring, 2006 and Trish Gallagher for Fall 2007.

Hallmark Assessment Description

Purpose

Candidate will interview a parent or family about their experiences in accessing and using services provided by the early intervention or school system. Based on the information gathered, candidate will evaluate the intervention services, analyze the family system, and make recommendations for the child's continuing intervention.

Candidate will submit, in LiveText, a report that shows support for families and their perspectives as they try to access developmental intervention services (IECE 6, 8; NAEYC 2, 5). Candidate will demonstrate professionalism and collaboration during the interview and in the report (IECE 5, 8; NAEYC 5). Candidate will demonstrate knowledge of family and community partnerships as s/he describes and evaluates the intervention services (IECE 7, NAEYC 5).

Process

1. Candidate will research services in the area in which s/he will be working.

2. Candidate will select, and contact, a parent or family, in the area, and set up an interview appointment.
3. Candidate will ensure confidentiality to interview subject(s).
4. Candidate will conduct interview in a supportive, professional manner.
5. Candidate will synthesize the interview information, and analyze in a summary paper.

Product

The candidate will write a summary/analysis of the parent/family interview following the scoring guidelines. The summary/analysis must be word-processed and submitted electronically via LiveText

Rubric

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
Interview reconstruction (transcript) (1, 10%) KY-IECE.6.2 KY-IECE.7.7 NAEYC2001-INI.2.2 NAEYC2001-INI.3.2	Interview questions and answered are transcribed using exact words of candidate and parent. Interview questions are pertinent, ethical, and sensitive to individual differences. Anonymity is protected.	Interview questions and answered are recalled using a few candidate and parent quotes. Interview questions are pertinent, ethical, and sensitive to individual differences. Anonymity is protected.	Interview is described with few details.
Summary of interview (1, 10%) KY-IECE.5.3 KY-IECE.8.2 NAEYC2001-INI.5.2	The main points of the interview are selected and summarized. Evidence from the interview is provided to substantiate the candidate's conclusions.	The main points of the interview are selected and summarized.	Some of the interview themes are described.
Analysis of family system (2, 20%) KY-IECE.8.7 NAEYC2001-INI.2.1	The family characteristics, interaction, and functions are clearly described and evidenced from research and from the interview.	The family characteristics, interaction, and functions are clearly described.	The family structure is suggested without detail.
Analysis of intervention (2, 20%) KY-IECE.5.5 KY-IECE.6.4	The child evaluation and intervention processes are described in detail: IFSP development	The child evaluation and intervention are described: IFSP development; duration; location; financing;	The intervention is mentioned without detail.

NAEYC2001- INI.5.5	(diagnosis, therapy, outcomes expected, people involved); duration; location; financing; and transition.	transition.	
Evaluation and recommendations (2, 20%) KY-IECE.5.5 KY-IECE.8.2 NAEYC2001- INI.2.3	The intervention is assessed for impact on child and family with specific attention to interactive factors. Recommendations for next steps advocate for both family and child.	The intervention is assessed for impact on child and family. Recommendations for next steps are positive for both family and child.	The intervention is assessed in general.
Professional stance (1, 10%) KY-IECE.5.3 KY-IECE.6.2 KY-IECE.8.2 NAEYC2001- INI.2.2 NAEYC2001- INI.5.2 NAEYC2001- INI.5.5	Candidate demonstrates in writing her/his ability to remain professional, to build trust with a family, to demonstrate sensitivity to children and families, and to act ethically with others.	Candidate demonstrates in writing her/his ability to demonstrate sensitivity to children and families and to act ethically with others.	Candidate demonstrates in writing that s/he is judgmental and/or unethical in collaboration with families.
Format and style (1, 10%) KY-IECE.5.3 KY-IECE.9.12 NAEYC2001- INI.5.2	APA editorial style is followed for citations, references, and headings. Paper contains minimal errors.	APA editorial style is followed for citations, references, and headings. Paper contains a several errors that do not interfere with meaning.	APA editorial style is inconsistent. Paper contains many errors that interrupt meaning.

Standards

KY-IECE.5.3	Applies professional ethics, practices and legal mandates in early childhood settings
KY-IECE.5.5	Participates in program evaluation efforts to improve child learning and development
KY-IECE.6.2	Seeks and encourages the participation of families as partners in promoting the child's development, sharing information, making decisions, and implementing and evaluating program plans for the child
KY-IECE.6.4	Seeks advice and collaborates with community members and agencies to provide resources, promote child development, and increase learning in early childhood

	settings
KY-IECE.7.7	Acquires and integrates information from a variety of resources to expand personal knowledge of child development, interdisciplinary practices, diversity, and family-centered services
KY-IECE.8.2	Demonstrates sensitivity to characteristics of each child's family and community and shows respect for cultural preferences and socioeconomic influences
KY-IECE.8.7	Demonstrates knowledge of family structure, style, and stages of family and adult development
KY-IECE.9.12	Explores, uses, and evaluates technology resources: software, applications, and related documentation
NAEYC2001- INI.2.1	Knowing about and understanding family and community characteristics
NAEYC2001- INI.2.2	Supporting and empowering families and communities through respectful, reciprocal relationships
NAEYC2001- INI.2.3	Involving families and communities in their children's development and learning
NAEYC2001- INI.3.2	Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
NAEYC2001- INI.5.2	Knowing about and upholding ethical standards and other professional guidelines
NAEYC2001- INI.5.5	Engaging in informed advocacy for children and the profession.

 Created in LiveText at www.livetext.com — Solutions Teachers Want to Use

University of Louisville Course Syllabus Fall, 2007
EDSP 485: Practicum: Developmental Intervention (3 credits)

Instructor: Jon Lee

Office Hours: Room 249, Tuesday and Thursday mornings 10:00 am to noon OR by appointment

Phone: 852-0574

Email: jon.lee@louisville.edu

Catalogue Description

Field experience in home, agency or school settings where the student may observe, assist, assess, and instruct infants and toddlers with identified special needs.

Prerequisite: EDTP 433 Co-requisite: EDTP 484 must be taken concurrently.

Course Purpose

The practicum provides students with the opportunity to implement, experience, and reflect on assessment and instructional methodologies for young children with identified special needs and their families.

Required Readings:

Governor's Office of Early Childhood Development. (2003). *Building a strong foundation for school success: Kentucky's early childhood standards*. Frankfort, KY: Kentucky Department of Education.

Jablon, J. R., Dombro, A. L., & Dichtelmiller, M. L. (2007). *The Power of Observation for Birth through Eight (2nd Ed.)*. Teaching Strategies Inc. The National Association for the Education of Young Children. ISBN 9781933021522

LiveText.

Relevant Professional Standards Met By Course

Kentucky IECE Teacher Standards

Standard 1: Designs/Plans Instruction (Assignments 1, 3, 4; other lessons planned and taught)

Standard 2: Creates/Maintains Learning Climate (Assignments 1, 4; assisting; other lessons taught)

Standard 3: Implements and Manages Instruction (Assignments 1, 4; other lessons taught during practicum)

Standard 4: Assesses and Communicates Learning Results (Assignments 1, 3, 4; assessment of children during practicum)

Standard 5: Reflects/Evaluates Teaching/Learning (Assignments 2, 4; analysis and refinement of lesson plans)

Standard 6: Collaborates with Colleagues/Parents/Others (Assignment 1; with classroom teacher and others)

Standard 8: Supports Families (Assignment 1; lessons taught during home visits)

University of Louisville Program Standard

Standard 10: Understands the Complex Lives of Students and Adults in Schools and Society (lessons planned and taught during practicum)

Council for Exceptional Children Standards: Early Childhood (EC)

CEC2002.EC.2 Standard: Development and Characteristics of Learners (Assignments 1, 2; other lessons planned and taught)

CEC2002.EC.3 Standard: Individual Learning Differences (Assignments 1, 2, 4; other lessons taught during practicum)

CEC2002.EC.4 Standard: Instructional Strategies (Assignments 1, 3, 4; other lessons planned and taught)

CEC2002.EC.5 Standard: Learning Environments and Social Interactions (Assignments 1, 3, 4; other lessons planned and taught)

CEC2002.EC.6 Standard: Language (lessons planned and taught during practicum)

CEC2002.EC.7 Standard: Instructional Planning (Assignments 1, 3, 4; other lessons planned and taught)

CEC2002.EC.8 Standard: Assessment (Assignments 1, 3, 4; other lessons planned and taught)

CEC2002.EC.10 Standard: Collaboration (Assignments 1, 3, 4; other lessons planned and taught)

Course Objectives

The student will:

1. Develop an individual teaching plan for a student based on assessment information;
2. Examine and give rationale for the use of various instructional methods and materials in the home; and
3. Identify and analyze different types of learning strategies for instructional and assessment purposes by developing lesson plans for infants and toddlers with identified special needs.

Conceptual Framework Summary:

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.

<i>Conceptual Framework Constructs</i>	Inquiry	Action	Advocacy
<i>Constructs as Learned and Applied</i>	Research	Practice	Service
<i>Constructs Reflected in Candidates</i>	Critical Thinkers	Problem Solvers	Professional Leaders
<i>Unit Dispositions Reflected in Candidates</i>	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

Relationship to Conceptual Framework

The College of Education and Human Development's Conceptual Framework guides the development of the course objectives, and the instruction utilized in EDSP 485. Course activities, required readings and subsequent discussions, or experiences outside of class address each construct of the conceptual framework. Reviewing current research in the field applies the construct of Inquiry. Developing strategies to adapt instruction for children applies the construct of Action through practice. Practicum experiences will build upon the construct of Advocacy.

Content

- Instructional design/planning
 - Standards based practice
 - Communication
 - Decision making strategies
 - Responsive teaching
- Instructional methodologies
 - Communication
 - Cognitive
 - Motor
 - Social-emotional
 - Creative expression
- Assessment
 - Continuous progress monitoring
 - Formal
 - Informal
 - Purpose
 - Data collection and analysis
- Learning climate
 - Environmental management
 - Organization, routine
 - Promoting student behavior

Course Requirements

1. Practicum Participation (90 points)

Students will spend a minimum of 3-6 hours per week in their assigned field placement setting(s). Students will meet with the instructor a minimum of 6 times during the semester. Students will submit a signed log of the days/times spent in the field placement setting. Cooperating teachers will provide evaluative feedback to the student and the course instructor at least two times during the semester.

2. Reflective Logs. (40 pts. each; total of 160 points)

Students will complete four logs. One log will be completed in each 3 week interval. The logs must be professionally written (neat, no grammatical errors) using non-biased and objective language and submitted via the LiveText template provided by the instructor. Due dates for Logs will be given during the 2nd week of class. Each log should be no more than two type written pages or 500 words not including attachments.

Log I: Caseload Characteristics—this log should include the following:

1. General description of students in the developmental interventionist's (DI's) caseload, including age range, disability types/levels, academic level, and behavioral characteristics.
2. Service delivery model and curricular model(s) used.
3. Instructional style of the teacher.
4. How does the teacher use verbal and nonverbal communication techniques?
5. What individualized specially designed instruction is being used to support student learning?

Log II: Child guidance and organization/routines—this log should address the following questions:

1. Child guidance
 - a. Description of the learning environment
 - b. What type of behavior management system is being used?
 - c. What types of techniques (e.g., active listening, planned ignoring, redirection, etc.) are used by the teacher in response to challenging behaviors? What are the outcomes? What responses are used for appropriate behaviors?

- d. In what ways does this system facilitate or hinder appropriate behaviors?
2. Organization and routines
 - a. How does the DI arrange a workspace for therapy? (Attach sample floor plan).
 - b. Describe the regular routine of an intervention session. Give examples using several different clients. Include the DI's daily schedule (caseload schedule). Provide a rationale for the daily schedule and routines.
 - c. How are transitions between activities facilitated?

Log III: Curriculum methods and assessment

1. What types of assessments are being used to guide instruction? (formal and informal)
2. How are assessment results communicated to parents?
3. What instructional resources are used?
4. What are some resources and further professional learning to support professional growth in the area of assessment?

Log IV: Parent education and involvement:

3. How does the DI involve parents/caregivers in the intervention activities?
4. How does the DI educate parents/caregivers about instructional strategies, goals and expectations, child guidance, and continuing the education process between intervention sessions?

3. Individual Teaching Plan (50 points) (Hallmark Assessment)

You will design an individualized teaching plan (ITP) based on an IEP/IFSP skill/objective for a student in one of your field placements. It should include a description of the identified skill, an objective written in the correct format, pre-assessment data, the intervention for meeting the objective, description of the data collection method, representation of all data collected, and a conclusion. This plan will be submitted via LiveText.

4. Two lesson plans (50 pts. each; total of 150 pts.)

Students will prepare two lesson plans during the semester. Students will submit one individualized lesson plan and a lesson that involves co-teaching in a group setting. Both lesson plans will be completed on Livetext and contain the components of the U of L lesson plan format.

Graduate Student Requirements

Graduate students will develop and provide the individualized lesson plan (detailed hallmark assessment-above) in the field, under the guidance of their cooperating teacher. This lesson will be videotaped (or observed) by the course instructor for evaluation and feedback.

Criteria for Determination of Grade

A+ = 450-446 points	A = 445-420 points	A- = 419-415 points
B+ = 414-410 points	B = 409-384 points	B- = 383-379 points
C+ = 378-374 points	C = 373-348 points	C- = 347-343 points
D+ = 342-338 points	D = 337-312 points	D- = 311-307 points
		F = 306 or fewer points

Policy on Instructional Modifications:

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

CEHD Diversity Statement

Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. Students will be 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 will 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 will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

Technology Expectations

Each candidate will meet course objectives by completing papers, activities and projects that require the use of technology. Communication with teachers, other candidates, web based research, and development of multimedia presentations are all part of the course work. continuing and regular use of Email is expected. electronic submission using LiveText for some assignments is required.

Plagiarism

Plagiarism is a type of academic dishonesty, and disciplinary measures for academic dishonesty vary, depending on the specific college, department, and course. Punishments range from a failing grade on the plagiarized assignment to expulsion from the university. Writers must give credit when they use someone else's ideas, whatever form they take. Images, statistics, charts, speeches, classroom lectures, television shows, radio broadcasts, oral histories, interviews, movies, and music are other examples of intellectual property and need to be cited. These statements and others are explained in depth at this link: <http://www.louisville.edu/a-s/writingcenter/plagiarism.htm>

Bibliography

- Barnett, D.W., Carey, K.T., & Hall, J.D. (1993). Naturalistic intervention design for young children: Foundations, rationales, and strategies. *Topics in Early Childhood Special Education, 13*, 430-434.
- Berry, J. (1987). Strategies for involving parents in programs for young children using augmentative and alternative communication. *Augmentative and Alternate Communication, 3*, 90-93.
- Bhagwanji, Y., Thomas, D., & Bennett, T. (2000). Enabling families of children with disabilities to better access quality child care. *Journal of Early Education and Family Review, 4*, 6-12.
- Brown, W.H., & Odom, S.L. (1994). Strategies and tactics for promoting generalization and maintenance of young children's social behavior. *Research in Developmental Disabilities, 15*, 99-118.
- Dunst, C.J., Hamby, D., Trivette, C.M., & Bruder, M.B. (2000). Everyday family and community life and children's naturally occurring learning opportunities. *Journal of Early Intervention, 23*, 151-164.
- Friesen, B.J., & Koroloff, N.M. (1992). How parents view professional behaviors: A cross-professional analysis. *Journal of Child and Family Studies, 1*, 209-231.
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- Kalyanpur, M. (1998). The challenges of cultural blindness: Implications for family-focused service delivery. *Journal of Child and Family Studies, 7*, 317-332.
- McCroskey, J., & Meezan, W. (1998). Family-centered services: Approaches and effectiveness. *The Future of Children, 8*, 54-71.
- McGee, G.G., Morrier, M.J., & Daly, T. (1999). An incidental teaching approach to early intervention of toddlers with autism. *Journal of the Association for Persons with Severe Handicaps, 24*, 133-146.
- Sandall, S., Henneter, M. L., McLean, M., & Smith, B. J. (2004). *A comprehensive guide for practical application in early intervention/early childhood special education*. Longmont, CO: Sopris West.

- Turnbull, A., & Turnbull, R. (2001). *Families, professionals, and exceptionality: Positive outcomes through partnership and trust (5th ed.)*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Washington, K., Schwartz, I.S., & Swinth, Y. (1994). Physical and occupational therapists in naturalistic early childhood settings: Challenges and strategies for training. *Topics in Early Childhood Special Education, 14*, 333-349.

Prepared August 2007 by Jon Lee from the original draft created by Elizabeth C. Rightmyer, based on the EDSP 642 and 644 syllabi developed by Amy Lingo and Lisa Kemmerer, October, 2006.

EDSP 485 Practicum: Developmental Intervention HAT Rubric fall 2007

by Jon Lee

Purpose

Services for infants and toddlers require specialized skills, which differ from those utilized to provide services to preschool aged children. Teaching pedagogy, environmental conditions, assessment strategies and interactions with the child's family are all differentiated by the child's age. Brazelton & Greenspan (2000) define a set of 'irreducible needs' for infants and toddlers; (a. ongoing nurturing relationships, (b. physical protection, safety, and regulation, (c. experiences tailored to individual differences, (d. developmentally appropriate experiences (e. limit setting, structure, and expectations, (f. stable communities and cultural continuity, (g. adults to protect the future. Imagine the development of an infant or toddler whose irreducible needs are met, compared with the child whose needs are not.

The purpose of this hallmark is to evaluate the candidate's ability to demonstrate sensitivity to the needs of infants and toddlers through the preparation of learning experiences for the infant or toddler with disabilities.

The College of Education and Human Development's Conceptual Framework guides the development of the course objectives, and the instruction utilized in EDSP 485. Course activities, required readings and subsequent discussions, or experiences outside of class address each construct of the conceptual framework. Reviewing current research in the field applies the construct of Inquiry. Developing strategies to adapt instruction for children applies the construct of Action through practice. Community based learning through service will build upon the construct of Advocacy.

Process

The development of this ITP is intended to be contextualized within the experiences provided during your practicum. It should reflect the needs of an actual infant or toddler, while maintaining the child's privacy and upholding the strictest confidentiality.

You will design an individualized teaching plan (ITP) based on an IEP/IFSP skill/objective for a student in one of your field placements. Please request a copy of the child's actual IFSP (goals page) with any identifying information removed or covered.

- The ITP should include:
 - A description of the identified skill. Please reference the appropriate standard and benchmark from Kentucky's Early Childhood Standards - Birth to Three Years.
 - Utilize the Developmental Continuum from the standards to address the child's current abilities, and justification for focus on this skill/objective.
- An objective written in the correct format.
 - Appropriate objectives contain; a description of what the student will be able to do, the conditions under which the student will perform the task, the criteria for evaluating student performance.
- Pre-assessment data.
 - Pre-assessment data may be obtained from the IFSP, parent or cooperating Developmental Interventionist.
 - Identification of the perceived 'present level of functioning' and 'growth areas' for the child
- The intervention for meeting the objective described in detail.
 - Intervention methodology
 - Environmental considerations
 - Materials and their use
 - Inclusion of parent/family member
- Description of the data collection method.
- Representation of all data collected.
- A conclusion.
 - Recommendations for further work; perceived learning styles and possible parent / teacher practices and/or methodologies that may be appropriate for the subject child. Defend your thoughts with observational data.

This plan may be implemented by you in your field placement and submitted via LiveText.

Product

The product for this assessment is a word processed Individualized Teaching Plan, which follows the outline provided above.

The finished written work should be attached to this project template. Three to five pages of narrative is expected for each section of the analysis, and can be considered a minimum requirement.

Any additional materials that cannot be 'attached' electronically should be handed in to the instructor on the date due.

	Rubric		
	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
A description of the identified skill. (1, 14%) CEC2002.EC.10 CEC2002.EC.4 CEC2002.EC.5 CEC2002.EC.7 CEC2002.EC.8 KY-IECE.1 KY-IECE.4	A project receiving Target will include the listed requirements in great detail, utilizing a wide variety of information sources to draw upon and rich descriptive examples.	A project receiving Acceptable will include the listed requirements in detail, utilizing various sources of information to draw upon and descriptive examples.	A project receiving Unacceptable may include the listed requirements, utilizing various sources of information.
An objective written in the correct format. (1, 14%) CEC2002.EC.7 KY-IECE.1	The objective is clearly written and includes the following components; a description of what the student will be able to do, the conditions under which the student will perform the task, and the criteria for evaluating student performance.	The objective is acceptably written and includes the following components; a description of what the student will be able to do, the conditions under which the student will perform the task, and the criteria for evaluating student performance.	The objective is poorly written and may not include the following components; a description of what the student will be able to do, the conditions under which the student will perform the task, and the criteria for evaluating student performance.
Pre-assessment data. (1, 14%) CEC2002.EC.8 KY-IECE.4	The child's present level of functioning is clearly detailed utilizing observational and anecdotal data to support.	The child's present level of functioning is detailed utilizing either observational and/or anecdotal data in support.	The child's present level of functioning is not clearly detailed. Observational and anecdotal data is missing.
The intervention for meeting the objective described in detail. (1, 14%) CEC2002.EC.4 CEC2002.EC.5 CEC2002.EC.7 KY-IECE.1 KY-IECE.3	A project receiving Target will include the listed requirements in great detail. Specific detail will be provided regarding the intervention strategy, its purpose, origin and justification for use.	A project receiving Target will include the listed requirements in detail. Detail is provided regarding the intervention strategy, its purpose, origin and justification for use.	A project receiving Target may include the listed requirements. The intervention strategy, its purpose, origin and justification for use are not described adequately to justify its use.
Description of the data collection method. (1, 14%) CEC2002.EC.8 KY-IECE.4	Data collection methods are congruent with methods utilized in the intervention. The data collection methodology is precise and adequately measures the target objective.	Data collection methods are congruent with methods utilized in the intervention. The data collection methodology is adequately measures the target objective.	Data collection methods may not be congruent with methods utilized in the intervention. The data collection methodology does not adequately measure the target objective.
Representation of all data collected. (1, 14%) CEC2002.EC.8 KY-IECE.4	Data collected is represented clearly and with precision.	Data collected is represented clearly.	The data collected may not be represented clearly.
Conclusion. (1, 14%)	The conclusion will include detailed descriptive and insightful reflective information while providing justification for the recommendations that are appropriate to impact the student's learning.	The conclusion will include descriptive and reflective information while providing recommendations that are appropriate to impact the student's learning.	Data collection methods may not be congruent with methods utilized in the intervention. The data collection methodology does not adequately measure the target objective.

**EDTP 450/451: Student Teaching in Interdisciplinary Early Childhood Education
Program, Birth to Primary (3 credits each)**

Instructor:
Office Hours:
Telephone:
E-mail:

Catalog Description

Supervised observation, participation, and teaching in elementary schools, with two placements of seven weeks each, one in primary and the other in preschool. *Prerequisite: Passing mid-program assessment of teacher certification program.*

Course Purpose

Student teaching is that part of the pre-service education program in which the prospective teacher works full time in a school setting under the supervision of a cooperating teacher and university supervisor. Through guidance from the cooperating teacher and university supervisor, the student teacher takes on increasing responsibility for working with students (as well as other teachers, administrators, parents, and others) until he or she has assumed the full “load” of a classroom teacher.

Student Teaching is the culminating experience for the University of Louisville Teacher Certification Program. Accordingly, this course is the appropriate place for pre-service teachers to demonstrate the knowledge, skills, and commitment to teach diverse learners; develop their role as educational leaders; and strive to make a positive difference in the lives of children, as well as society as a whole.

Required Readings, Text

Required readings and/or texts will be individually assigned, based on the discretion of the university supervisor and cooperating teacher.

Course Objectives:

Students will:

1. plan, teach, assess, and reflect upon appropriate learning activities for elementary grades students;
2. teach his/her content accurately, effectively, and appropriately for the students in the classes;
3. effectively manage classroom elements, e.g., materials, time, student behavior, the physical environment, transitions, different types of learning activities, differentiation;
4. reflect upon classroom experiences and his/her personal and professional growth as a teacher;
5. develop collegial relationships with teachers, other school personnel, parents, and others;
6. act in a professional manner, consistent with the expectations of the teaching profession; and
7. Demonstrate all the knowledge, skills, practices and dispositions in the nine KY New Teacher Standards and the UofL Program Standard.

Relevant Professional Standards Addressed by Course

In student teaching, candidates demonstrate the following Kentucky New Teacher Standards and the UofL Standard:

Standard I: Designs/Plans Instruction

Standard II: Creates/Maintains Learning Climates

Standard III: Implements/Manages Instruction

Standard IV: Assesses and Communicates Learning Results

Standard V: Reflects/Evaluates Teaching/Learning

Standard VI: Collaborates with Colleagues/Parents/Others

Standard VII: Engages in Professional Development

Standard VIII: Demonstrates Knowledge of Content

Standard IX: Demonstrates Implementation of Technology

Standard X: Understands the Complex Lives of Children and Families

Conceptual Framework Summary

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.

<i>Conceptual Framework Constructs</i>	Inquiry	Action	Advocacy
<i>Constructs as Learned and Applied</i>	Research	Practice	Service
<i>Constructs Reflected in Candidates</i>	Critical Thinkers	Problem Solvers	Professional Leaders
<i>Unit Dispositions Reflected in Candidates</i>	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 positive difference

Course Content

1. Satisfactory teaching and classroom management
2. Satisfactory communication with cooperating teacher and university supervisor
3. Satisfactory attempts to respond to supervisory criticisms
4. Satisfactory interaction with students, teachers, and others
5. Satisfactory attendance
6. Additional requirements as specified by supervisor

Course Requirements (100%)

1. Completion of two seven week student teaching placements

At a minimum, the student teacher is expected to assume the full load of a regular teacher for one week in each seven week placement. The student teacher will be formally evaluated (as explained more fully hereafter) on at least four occasions by the university supervisor, as well as two times by each of the two cooperating teachers during the fourteen week student teaching placement. During any given evaluation period, effort, accuracy of content knowledge taught, pedagogical skills, student learning, classroom management skills, and the completion of other tasks and obligations during the school day will be considered.

2. Demonstration of proficiency on all Kentucky New and IECE Teacher Standards and U of L Teacher Standard

The university supervisor and cooperating teacher will use the Kentucky New Teacher Standards and the U of L Program Standard as the basis of diagnostic, formative, and summative assessments of the student teacher's performance. Student teachers may be evaluated using one or more teacher evaluation instruments of the supervisor's choosing, including, but not limited to, the Kentucky Teacher Internship Program (KTIP) Observation instrument.

3. Demonstration of "Meets Expectations" on all dispositions as outlined on the Candidate Dispositions Rating Sheet

Students are expected to demonstrate positive and professional dispositions throughout their student teaching experience. The university supervisor, cooperating teacher and candidate will each complete a Student Dispositions Rating Sheet at the end of each student teaching placement and as part of the final student teaching evaluation. The candidate must receive at least a "meets expectations" on each disposition at the end of each student teaching placement and at the end of the student teaching semester.

4. Instructional Sequence with Analysis of Assessment Data (Hallmark Assessment)

Candidates will apply content and pedagogical knowledge and skills to plan, teach, and analyze a week-long instructional sequence appropriate for students in their primary student teaching placement, with an emphasis on designing, using, and analyzing assessment data to inform subsequent instruction. This instructional sequence, reflection, and analysis of student learning will demonstrate the candidate's ability to design and plan instruction based on sound content knowledge, Kentucky content standards, and an understanding of the context and needs of the students s/he is teaching. It will also demonstrate the candidate's ability to create appropriate assessments, use data from those assessments to plan and adjust instruction, and to analyze student work to determine the effectiveness of instruction. See Hallmark Assessment and rubric at the end of the syllabus.

Criteria for Determination of Grade

Student teachers will earn a grade for each 7-week placement (EDTP 450 or 451) as judged by the cooperating teacher and the university supervisor on formal and informal evaluations and on the Student Dispositions Rating Sheet. Specific guidelines/rubrics for determination of grade can be found in the Student Teaching Handbook: <http://louisville.edu/education/departments/t-1/>
In general, however, the grades A, B, C, D, and F mean the following:

- A. This grade indicates performance or production well beyond basic requirements as demonstrated through creativity, depth, and refinement in the student teacher's performance during the field placement.
- B. This grade indicates solid work in the student teacher's performance during the field placement. The performance is of good quality, but lacks the depth, creativity, or originality of "A" work.
- C. This grade indicates minimally acceptable performance during the field placement. Some minor weakness and deficiencies may be apparent, but overall the work is acceptable.
- D. This grade indicated work which is below accepted minimum levels of performance. Such performances include inability to teach content effectively, carelessness in developing written lessons, errors in professional judgment, or poor child guidance and classroom organization.
- F. This grade indicated that none of the essential demands of the student teaching performance were met.

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Policy on Instructional Modifications:

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

CEHD Diversity Statement

Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. Students will be 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 will 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 will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

Technology Expectations:

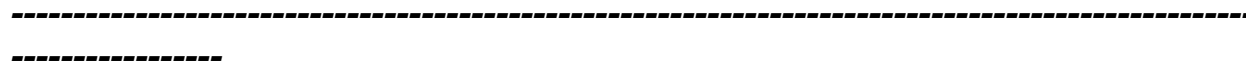
Assignments are to be word-processed. Continuing and regular use of e-mail is expected. Use of the Internet for research purposes may be required. Electronic submission using LiveText for some assignments is required.

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/>

Date prepared and by whom

This syllabus was prepared by the Elementary Program Committee, May, 2007



**Hallmark Assessment for Elementary/Middle/Secondary Student Teaching:
Standards-Based Instructional Sequence**

(Adapted from the KTIP Pilot Project Teacher Work Sample)

Candidates will apply previous content and pedagogical knowledge and skills to plan, teach, a week-long instructional sequence appropriate for students in their student teaching context, with an emphasis on designing, using, and analyzing assessment data to inform subsequent instruction. This instructional sequence, reflection, and analysis of student learning will demonstrate the candidate's ability to design and plan instruction based on sound content knowledge, Kentucky content standards, and an understanding of the context and needs of the students s/he is teaching. It will also demonstrate the candidate's ability to create appropriate assessments, use data from those assessments to plan and adjust instruction, and to analyze student work to determine the effectiveness of instruction. Outline of the project:

1. With your cooperating teacher, identify knowledge &/or skills appropriate for the content, grade level, and needs of the students, that can be taught and assessed in one week.
2. Identify state and national standards that the sequence will address.
3. Create an essential question and two to four learner outcomes that establish a framework for your planning and student learning.
4. Develop a pre-assessment and post-assessment that can be used to analyze student learning for the instructional sequence, and at least one formative assessment you will use during the week to inform your instruction.
5. Develop lesson plans for the instructional sequence.
6. Pre-assess before starting the unit, adjust your teaching plans based on that assessment data, teach, using formative assessment data to modify your plans as warranted, post-assess, and analyze your results.

Your final product will be submitted on LiveText and should include:

1. Description of community, school, classroom, and student contextual factors and their instructional implications for student learning;
2. Lesson plans (UofL/KTIP format) covering the instructional sequence.
3. Assessment Plan Organizer showing how each learner outcome will be assessed before, during, and at the end of the instructional sequence.
4. Analysis of student learning (pre-assessment, implications, how you responded; formative assessment and how you modified instruction based on that data; and an analysis of the pre- and post-assessment data to show students' progress related to each outcome).
5. Based on your analysis, describe a plan for advancing subsequent student learning and how you can improve your instructional practice.

Example of an Assessment Plan Organizer

Learner Objective*	Pre- Assessment	Formative Assessment(s)	Summative or Post Assessment
Objective 1			
Objective 2			
Objective 3			
Objective N			

*Objectives for your Instructional Sequence, identified within lesson plans

For each learner objective, identify the type of pre-tests, formative assessments, post-tests, and accommodations you plan to use for each objective.

This assignment will be assessed by the Capstone Seminar instructor, with input from the cooperating teacher. Rubrics (taken from the KTIP Pilot Project Teacher Work Sample) are on the following pages.

Hallmark Assessment Rubric

Rating → Benchmark ↓	Exceeds Standard	Meets Standard	Does Not Meet Standard
Displays a knowledge of community, school and classroom factors (Standard Ic)	Teacher prepares a Contextual Analysis that displays a comprehensive understanding of the community, school, and classroom characteristics that may affect learning. Factors are derived from multiple data sources.	Teacher prepares a Contextual Analysis that displays some understanding of the community, school, and classroom characteristics that may affect learning. Factors are derived from a limited number of data sources.	Teacher prepares a description of the community, school, and classroom characteristics, but does not analyze these characteristics to determine how they may affect learning.
Rating → Benchmark ↓	Exceeds Standard	Meets Standard	Does Not Meet Standard
Displays a knowledge of characteristics of students (Standard Ic)	Teacher prepares a Contextual Analysis that demonstrates a comprehensive understanding of student differences (e.g., development, interests, culture, abilities) that may affect learning. Student characteristics are derived from multiple data sources.	Teacher prepares a Contextual Analysis that demonstrates some understanding of student differences (e.g., development, interests, culture, abilities) that may affect learning. Student characteristics are derived from a limited number of data sources.	Teacher describes student differences (e.g., development, interests, culture, abilities) but does not analyze how these differences may affect learning.
Identifies implication of contextual factors for instructional planning and assessment (Standards Ic & Iib)	Teacher provides a comprehensive written analysis of two contextual factors that effectively connects the factors and instructional implications for identified student learning outcomes.	Teacher provides a written analysis of two contextual factors that loosely connects the factors and instructional implications for identified student learning outcomes.	Teacher's written analysis does not address contextual factors or ineffectively connects the factors and instructional implications for identified student learning outcomes.
Objectives are clearly stated as learning outcomes (Standard Ia)	Objectives are clearly stated as learning outcomes. Objectives include what the student will be expected to know and be able to do at the conclusion of instruction.	Objectives are clearly stated as learning outcomes, but do not include what the student will be expected to know and be able to do at the conclusion of instruction.	Objectives are not clearly stated as learning outcomes. Objectives do not include what the student will be expected to know and be able to do at the conclusion of instruction.
Objectives are aligned with district and state standards (Standard Ia)	Objectives are aligned with the Program of Studies, the Core Content for Assessment, and the KERA Academic Expectations.	Objectives are aligned with <u>some</u> , but <u>not all</u> of the Program of Studies, the Core Content for Assessment, and the KERA Academic Expectations.	Objectives are <u>not</u> aligned with the Program of Studies, the Core Content for Assessment, and the KERA Academic Expectations.
Objectives address significant content/skills and include higher order/critical thinking	Objectives address content/skills that reflect disciplinary concepts and principles (e.g., the Core Content) and include an appropriate range of low – to -	Objectives address content/skills that reflect disciplinary concepts and principles (e.g., the Core Content) but does not include an appropriate range of low –	Objectives do not address content/skills that reflect disciplinary concepts and principles (e.g., the Core Content) but do not include an appropriate range of low

(Standard 1a)	higher order and critical thinking tasks.	to - higher order and critical thinking tasks.	– to - higher order and critical thinking tasks.
Aligns assessments with objectives that are congruent with the Program of Studies and Core Content for Assessment (Standard IVa)	All assessments measure identified learner objectives aligned with the Program of Studies and the Core Content for Assessment.	Some assessments measure identified learner objectives aligned with the Program of Studies and the Core Content for Assessment.	Assessments do not measure identified learner objectives aligned with the Program of Studies and the Core Content for Assessment.
Rating → Benchmark ↓	Exceeds Standard	Meets Standard	Does Not Meet Standard
Uses multiple assessments and sources of data. (Standard IVb)	Multiple data sources to provide information on quantitative and qualitative indicators and measures.	Only one data source is used to provide information on quantitative and qualitative indicators and measures.	Data sources are not used to provide information on quantitative and qualitative indicators and measures.
Includes assessments that accommodate the learning needs of students (Standard IVd)	Teacher makes adaptations needed to insure that the assessments are appropriate to meet the characteristic needs of students as identified in the contextual analysis .	Teacher makes some adaptations needed to insure that the assessments are appropriate to meet the characteristic needs of students as identified in the contextual analysis .	Teacher makes no adaptations needed to insure that the assessments are appropriate to meet the characteristic needs of students as identified in the contextual analysis .
Uses appropriate strategies to engage students in learning content that is aligned with the Kentucky Program of Studies and the Core Content for Assessment (Standard III d)	*All lesson activities and assignments are aligned with appropriate learner objectives and contribute to students' learning of lesson content aligned with the Program of Studies and the Core Content.	*Most lesson activities and assignments are aligned with appropriate learner objectives and but may need refinement in order to contribute to students' learning of lesson content aligned with the Program of Studies and the Core Content.	*Lesson activities and assignments are not aligned with appropriate learner objectives and do not contribute to students' learning of lesson content aligned with the Program of Studies and the Core Content.
Demonstrates command of subject knowledge within discipline (Standard VIIIa)	Lesson content is congruent with the big ideas or structure of the discipline.	Lesson content represents a limited perspective of the big ideas or structure of the discipline.	Lesson content is incompatible with the big ideas or structure of the discipline.

<p>Integrates media and technology into instruction plan</p> <p>(Standard Ie, IXa, and IXb)</p>	<p>Teacher integrates appropriate media and technology that make a significant contribution to teaching and learning OR provides a strong rationale for not using technology.</p>	<p>Teacher integrates appropriate media and technology that make a minimal contribution to teaching and learning OR provides a weak rationale for not using technology.</p>	<p>Teacher does not integrate appropriate media and technology that make a significant contribution to teaching and learning OR does not provide a strong rationale for not using technology.</p>
<p>Conducts individual and group analyses of learning</p> <p>(Standard IVc)</p>	<p>Analysis of student learning is fully aligned with lesson objectives and provides a complete profile of student learning for both the whole class and identified subgroups and individuals. Analysis is data-based.</p>	<p>Analysis of student learning is partially aligned with lesson objectives and provides a partial profile of student learning for both the whole class and identified subgroups and individuals. Analysis is data-based.</p>	<p>Analysis of student learning is not aligned with lesson objectives and does not provide a profile of student learning for either the whole class or identified subgroups and individuals. Analysis is not data-based.</p>
<p>Rating → Benchmark ↓</p>	<p>Exceeds Standard</p>	<p>Meets Standard</p>	<p>Does Not Meet Standard</p>
<p>Provides analysis with clear and appropriate interpretations and conclusions</p> <p>(Standard IVf)</p>	<p>Analysis is easy to understand. Interpretation is meaningful and appropriate conclusions are drawn from the data.</p>	<p>Analysis is somewhat difficult to understand. Interpretation is trivial and conclusions need to be reconsidered.</p>	<p>Analysis is confusing or hard to follow. Interpretation is not meaningful and appropriate conclusions are not drawn from the data.</p>
<p>Focuses on student learning</p> <p>(Standard Va)</p>	<p>Documents the impact of context, instruction, and collaboration on student learning. Both student attitude and performance data provide a clear direction for plans to improve instruction and student learning.</p>	<p>Documents the impact of context, instruction, and collaboration on student learning. Data does not provide a clear direction for plans to improve instruction and student learning.</p>	<p>Does not document the impact of context, instruction, and collaboration on student learning. No data provides a clear direction for plans to improve instruction and student learning.</p>
<p>Provides evidence of impact on student learning</p> <p>(Standard IVe)</p>	<p>Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learner objective.</p>	<p>Analysis of student learning includes incomplete evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learner objective.</p>	<p>Analysis of student learning does not include evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learner objective.</p>
<p>Describes a plan for improving instructional practice</p> <p>(Standard Vb)</p>	<p>Teacher's plan identifies the changes in instructional practices needed to effectively improve student learning.</p>	<p>Teacher's plan loosely identifies the changes in instructional practices needed to effectively improve student learning.</p>	<p>Teacher's plan does not identify the changes in instructional practices needed to effectively improve student learning.</p>