

Shaping Tomorrow: Ideas to Action

College of Education and Human Development



University of Louisville

PROGRAM SUBMISSION

**Bachelor of Science,
English and Communications, 5-9
Bachelor of Science, English 8-12**

Program Description:

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

Governing Kentucky Regulation:

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

September, 2007

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College of Education and Human Development

Bachelor of Science, English and Communications, Grades 5-9

Bachelor of Science, English, Grades 8-12

Date Submitted: September, 2007

Signature: _____

Robert Felner, Ph.D.

Dean of the College of Education and Human Development

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Executive Summary, Undergraduate Educator Preparation, University of Louisville Bachelor of Science, English and Communications 5-9; English 8-12

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 graduate 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 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.

Program B.S. English and Communications, Grades 5-9 and English, Grades 8-12
Program Experiences
Language Arts (5-9) and English (8-12)

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

Shaping Tomorrow: Ideas to Action

The English and Communications and English Education program for prospective middle grades and high school teachers is designed with ideas to action at its core. It provides multiple experiences for candidates to learn in collaboration with English teachers, their students, and the community of professional teaching networks. A significant illustration of this commitment to ideas to action is that the special methods course itself has been planned with the input of former language arts and English Education students, our colleagues in area schools, faculty in the English department, education faculty who have taught the course in past years, doctoral students in teaching and learning, and other program instructors.

Candidates are expected to see their teaching roles as encompassing more than academic instruction and are challenged to view teaching as a practice nested within professional, school, and local communities. A theory-to-practice approach begins with a first course in the program, in which candidates are expected to participate as members of a community of learners and continues after they complete their certification and begin teaching careers in schools, complete the Kentucky Teacher Internship Program and continue studies in graduate education.

<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 English and Communications and English Education programs and the other elements of the conceptual framework (see chart, above) is described below.

Critical Thinkers (Inquiry applied through Research)

Inquiry

Language Arts/English candidates must engage in inquiry to develop a knowledge base that will equip them to teach in grade 5-9 and 8-12 classrooms. This inquiry allows them to:

- use a variety of planning, teaching, and assessment strategies that typify best practice English language arts teaching;
- study and model examples of powerful practice;
- construct knowledge about local school initiatives and state mandates, including the ways in which school contexts influence change initiatives, in order to develop strategies and resources for teaching middle or secondary English language arts curricula;
- 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 valuable, why it is valuable, 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.

Research

As candidates mature in their understandings of best practices in English and Communications/English Education, they are supported in initiating their own developmental level of 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

- read and write independently, conduct research, and formalize inquiries, socially and independently;
- analyze and reflect on an instructional sequence with student assessment data; and
- reflect the high caliber and quality of work expected in other professional, graduate programs.

Critical Thinkers

CEHD candidates will be expected to demonstrate beginning stages of 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.

Problem Solvers (Action applied through Practice)

Action

Language Arts/English Education 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 must

- explore and understand paradigms of the English language arts curriculum, models of instruction, the role of diagnosis and assessment in English language arts curriculum, and the role of educational reform initiatives such as the ***Kentucky Education Reform Act*** in answering curriculum questions and planning curriculum experiences for English and Communications/English Education students;
- develop sound content knowledge in English and Communications for grades 5-9 and English 8-12 and knowledge of how to apply developmentally and cognitively appropriate methods to teach content to middle school children and adolescents, especially the use of literacy to support the learning of content material;
- transform NCTE/IRA Standards for English Language Arts into English language lessons that exemplify best practices in reading, writing, listening, speaking, and thinking;
- develop an awareness of and become more knowledgeable about English language arts curriculum for a culturally diverse and democratic society, developing a culturally responsive unit and designing 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 and procedures for communicating assessment results and feedback, focusing 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 for Preparation and Certification to organize and construct a professional B.S. electronic teaching portfolio;
- understand and identify key issues in education in the 21st century, as well as the community’s role in education; and
- explore and implement classroom management theories and approaches; and
- construct a set of guiding principles from which they develop a conceptual metaphor for middle grades or secondary English teaching.

Practice

Multiple field experiences and student teaching allow candidates to put into practice the ideas they have enacted through their English and Communications/English Education 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 a middle grades or secondary English curriculum, teaching lessons that exemplify best practice as defined by NCTE/IRA Standards for English Language Arts.
- collaborate with the regular education teacher and ECE teacher of students with exceptional learning needs in an inclusive educational setting, participating in instructional activities and interacting with students who have exceptional learning needs.
- differentiate lessons, developing strategies and resources to acknowledge the worth, value, and needs of diverse student populations in English and Communications/English classrooms.
- construct and present a satisfactory mid-point portfolio as a prerequisite for student teaching and a satisfactory exit portfolio as a prerequisite for certification and program completion;
- demonstrate skill in pedagogy and in creating 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.

Problem Solvers

Candidates are asked to adopt a problem-solving perspective with respect to their practice through learning and application of curriculum and instruction grounded in theories of cognition, language, and the discipline of English Education. Candidates focus the learning from the action and practice elements of the program to adapt to changing situations in order to address this key goal: Meet the needs of diverse student populations in English and Communications/English classrooms through an emerging repertoire of strategies and resources in order to teach *every child, every day* and to apply their knowledge of teaching and learning in professional practice settings.

Leaders (Advocacy applied through Service)

Advocacy

Candidates are charged with using their knowledge to improve the lives of students, parents, and community members. They are prepared to

- take informed stands on issues of concern to the profession;
- 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 sociopolitical contexts in urban and rural settings, with the goal of ably serving diverse learners in culturally and linguistically responsive ways.

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 must

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

Leaders

Teachers who are specialists in English and Communications/English Education are expected to be visible, emerging leaders within the school community and assume appropriate, initial leadership roles that may be used to bring about sound visions of English and Communications/English Education curriculum as part of school reform efforts. In assisting candidates as they develop leadership talents, CEHD faculty introduce pre-service teachers to opportunities to assume and provide evidence of beginning leadership roles within the English language arts profession.

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. Middle School and Secondary Education program is delivered on the Belknap campus at the University of Louisville and is offered in a traditional classroom environment. Admission to the Middle School or Secondary Education BS program with Certification in English and Communications 5 -9 or English 8 - 12, is based on CEHD admissions requirements and additional program requirements. All students who complete the BS program will earn either English and Communications or English Certification at the Middle or Secondary level. Admission to the professional program occurs once per year - every spring. Candidates are required to have a minimum of 45 semester credit hours in approved courses for admission to the professional program and a minimum 2.75 cumulative GPA (suggested). Candidates must have an ACT minimum composite score of 21 (suggested) and a grade of "C" or better in both English 102 and a 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, signed Acceptable Use of Technology Agreement, signed Professional Code of

Ethics for Kentucky School Personnel form, a Tuberculosis test form, and Statement of Understanding of Admissions Guidelines. As a part of the application process candidates need three (3) letters of recommendation: one from a university/college faculty member, one concerning work in the community (for example: employer, church, organizations, etc.), and one that describes their ability to work with children. 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 prepared 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 BS Middle and Secondary Education Program, Certification in English and Communications, 5-9 and English, 8-12. Each Hallmark is defined with a purpose, process, and product, and the assessment rubric is aligned with Kentucky New Teacher Standards, Specialized Professional Association and/or the CEHD Diversity Standard. As candidates progress through the program, there is on-going development of an electronic portfolio, which incorporates Hallmark assessments, as well as other course and field/clinical experience artifacts related to standards. The portfolio is assessed by the advisor at mid-point, prior to student teaching. Dispositions Assessments are completed by the candidate and course instructor in EDTP 407 or EDTP 409, Special Methods in English. Candidates must have completed core and methods courses with a C or better and have the approval of the Middle/Secondary Program Committee.

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 dispositions by their supervising teacher and the university coordinator. They must have earned a B- or better in student teaching, successfully completed an electronic portfolio that meets the Kentucky New Teacher standards and the CEHD Diversity Standard and demonstrates alignment with the Conceptual Framework and have a GPA of 2.5 in English education content courses and a 3.0 in professional core classes.

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. BS candidates with certification in English and Communications, 5 -9 or English, 8-12 take the Praxis Content exams 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 TC-1 and employment application procedures. Candidates complete these

processes upon successful Praxis completion with the assistance of the certification officer in the Education Advising Center.

III. Program Experiences

Description of the B.S. English and Communications (5-9) and English (8-12) Education Program's Courses and Experiences

A. Explanation of Coursework

1. Professional Courses (See syllabi in Appendix A)

The professional courses required during the undergraduate program for preparation as English and Communications/English teachers include: EDTP 107, 201, 301, 328, 330, 345, 346, 355, 407, 408, 420, 506, 417/419, and 477. Syllabi are provided for these professional courses in Appendix A.

Program Language Arts, 5-8 and English, 8-12		
Course	Title	Description
EDTP 107	Human Development and Learning	Prerequisite: EDTP 201 Introduction to the basic principles of human development and learning as applied to home and school settings of children from birth to adolescence.
EDTP 201	The Teaching Profession – SB	Provides opportunities to survey the field of education through the study of educational theories, field experiences, and evaluation of education as a career. Some fieldwork required during class hours.
EDTP 301	General Methods	Prepares 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.
EDTP 328	Building Learning Communities	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.
EDTP 330	Building Learning Communities Field Experience	Prerequisite: Concurrent enrollment in EDTP 301 and 328 Field experience observing and working in middle/secondary classrooms.
EDTP 345	Special Populations in Schools	Characteristics and needs of gifted / talented, students with disabilities, English language learners, and other special populations; curricular and instructional approaches to challenge and support them in the regular classroom.
EDTP 346	Special Populations in Schools Field Experience	Field experience observing and working in middle/secondary classrooms.
EDTP 355	Assessment and Research	Theory and practice of educational decision-making based on analysis of assessment data and professional research; introduction to key concepts in analyzing and conducting

Course	Title	Description
		educational research.
EDTP 407	Special Methods in Middle/Secondary School Teaching	An application of methods and materials to teaching, appropriately in specific content areas of certification.
EDTP 408	Middle/Secondary Content Methods Field Experience	Field experience observing and working in middle/secondary classrooms.
EDTP 420	Reading and Writing Across the Curriculum/Adolescent Literature	Prerequisite: Admission to Teacher Education and one of the B.S. Middle and Secondary programs. Exploring the processes, products and values of literacy in various areas of the curriculum, this course explores and applies literature of all forms in service to the various disciplines and societal roles.
EDTP 506	Public Schools in America	An examination of the historical and philosophical foundations of education in a socially and culturally diverse country.
EDTP 417/ EDTP 419	Middle Grades Student Teaching OR Secondary Grades Student Teaching	Co-requisite: Concurrent enrollment in EDTP 477. Fourteen weeks of supervised observation, participation, and teaching in grades 5-9 in middle schools. Co-requisite: Concurrent enrollment in EDTP 477. Fourteen weeks of supervised observation, participation, and teaching grades 8-12 in secondary schools.
EDTP 477	Capstone Student Teaching Seminar	Analysis, synthesis, and evaluation skills applied to the student teaching experience; collaborative problem solving; action research in classrooms.

2. Course Descriptions for Content Courses

a. Language Arts B.S. Grades 5-9 Course Descriptions for Content Courses

Program Language Arts, B.S., Grades 5-9

Course	Title	Description
Certification in Content Area: English and Communications		
ENGL 551	Teaching Creative Writing	Topics to be announced in Schedule of Courses.
ENGL 310	Writing about Literature	Extensive practice in literary analysis and in the forms and conventions of writing about various literary genres.
ENGL 506	Teaching of Writing	Introduction to the theory, research, and practice that informs the effective teaching of writing.
EDTP 540	Teaching Adolescent Readers	Examines active reading processes, instructional strategies, and appropriate adolescent literature for teaching both the developmental and the remedial reader in secondary English/Language Arts.
ENGL 311, 312, 318, 319, 320, 321, 322, 323	American Literature	<p>311: A survey of American literature from its beginnings to the recent past. First course ends at Civil War.</p> <p>312: A survey of American literature from its beginnings to the recent past. First course ends at Civil War.</p> <p>318: Note: Approved for the Arts and Sciences upper-level requirement in written communication (WR). Study of selected works, in a variety of genres, produced before 1830. Taught with attention to historical and cultural context.</p> <p>319: Note: Approved for the Arts and Sciences upper-level requirement in written communication (WR). Study of selected works, in a variety of genres, from 1830 to the Civil War. Taught with attention to historical and cultural context.</p> <p>320: Note: Approved for the Arts and Sciences upper-level requirement in written communication (WR). Study of selected works, in a variety of genres, from the Civil War to 1910. Taught with attention to historical and cultural context.</p> <p>321: Note: Approved for the Arts and Sciences upper-level requirement in written communication (WR). Study of selected works, in a variety of genres, from 1910 to 1960. Taught with attention to historical and cultural context.</p> <p>322: Study of selected works, in a variety of genres, from American literature since 1960. Taught with attention to historical and cultural context.</p> <p>323: Study of selected works, in a variety of genres, by African American writers from 1845 to the present. Taught with attention to historical and cultural context.</p>

Course	Title	Description
ENGL 301, 313, 541, 561	Pre-Renaissance Literature	301: A two-semester survey course in the study of British writers, taught with a significant element of historicity. Literature 313: Study of selected works, in a variety of genres, from the beginning to Shakespeare. Taught with attention to historical and cultural context. 541: In-depth study of selected movements, genres, topics, or groupings of writers from the Old and/or Middle English periods. 561: Close reading of the major works, in the context of medieval traditions and fourteenth-century English society.
ENGL 333, 334, 562	Drama in English	333: A two-semester study of selected plays of Shakespeare. 334: A two-semester study of selected plays of Shakespeare 562: Close reading of the major works, in the context of medieval traditions and fourteenth-century English society.
ENGL 342, 368, 369, 549, 567	Minority Literature	342: Selected novels by cotemporary African, African American, and Caribbean women writers, in-depth and in comparative study. 368: An exploration of literary traditions in English coming from groups under-represented in traditional literary studies. 369: An exploration of literatures from African, Hispanic, Aisan/Pacific Islander, or Native American populations within the United States. 549: In-depth study of selected movements, genres, topics, or groupings of writers in post-colonial and/or ethnic literature. 567: Examination of "post-coloniality" through a selection of fiction and literary criticism by African writers.
ENGL 518, 522, 535	English Language	518: A survey of contemporary theories of language, from structuralism to transformational grammar; the relationship of linguistics to literature, psychology, philosophy, reading, and sociology. 522: Examination of the structure of American English; emphasis on grammatical terminology and systems of classification. Recommended for prospective English teachers. 535: Applied linguistics and its application to an understanding of speaking, listening, reading, and writing processes.
HUM 301, 302, 303, 338, 339, 354, 355, 356, 357, 591, 592	Medieval and Renaissance Culture	301: Interdisciplinary study of ancient Greece and Rome with emphasis on the distinctive characteristics of the arts, literature, and religious and philosophical thought in their cultural context. 302: Interdisciplinary study of the Middle Ages with emphasis on the distinctive characteristics of the arts, literature, and religious and philosophical thought in their cultural context. 303: Interdisciplinary study of the Italian Renaissance, the Northern Renaissance, and of consequent traditions, with emphasis on the distinctive characteristics of the arts, literature, and religious and philosophical thought in their

Course	Title	Description
		<p>cultural context.</p> <p>338: Mythology of Greek gods and goddesses through the study of ancient texts, major sites of worship, and ancient representations of these deities.</p> <p>339: Comparison and contrast of different mythic systems. Emphasis on myth as response to the demands of specific cultural experiences.</p> <p>354: Close study of selected great works in their cultural context.</p> <p>355: Close study of selected great works in their cultural context.</p> <p>356: Close study of selected great works in their cultural context.</p> <p>357: Close study of selected great works in their cultural context.</p> <p>591: Interdisciplinary study of fundamental aspects of ancient culture by means of individual readings and critical writing projects.</p> <p>592: Interdisciplinary study of fundamental aspects of medieval culture by means of individual readings and critical writing projects.</p>
Related and Supporting Courses		
EDAP 645, ENGL/ WGST 326	Children's Literature	<p>EDAP 645: Explores literature available for preschool through 8th grade; studies the role of literature in child development and curriculum; identifies trends and issues; and develops evaluative criteria.</p> <p>ENGL/WGST 326: Examination of gender in British and North American literature for children/young adults from the late 19th century to the present with attention to the intersection of gender with common themes (e.g., heroic journey). (Humanities).</p>
TA 300+, EDAP 597	Creative Drama	<p>EDAP 597: The investigation of special problems in education.</p> <p>Theatre Arts course, 300-level or above</p>
WGST 395, HUM 325, COMM 305	Media Studies/ Media Literacy	<p>WGST 395: A critical examination of how women are represented in film, television, advertising, and other media forms.</p> <p>HUM 325: A study of films in their cultural and historical contexts.</p> <p>COMM 305: Survey of media institutions and effects.</p>
HUM 300+	Humanities	Humanities course, 300-level or above

b. English B.S. Grades 8-12 Course Descriptions for Content Courses

Program _____ **English, BS, Grades 8-12** _____

Course	Title	Description
Certification in Content Area: English		
ENGL 310	Writing about Literature	Extensive practice in literary analysis and in the forms and conventions of writing about various literary genres.
ENGL 506	Teaching of Writing - WR	Introduction to the theory, research, and practice that informs the effective teaching of writing.
ENGL 518, 522, 535	English Language	518: A survey of contemporary theories of language, from structuralism to transformational grammar; the relationship of linguistics to literature, psychology, philosophy, reading, and sociology. 522: Examination of the structure of American English; emphasis on grammatical terminology and systems of classification. Recommended for prospective English teachers. 535: Applied linguistics and its application to an understanding of speaking, listening, reading, and writing processes.
ENGL 500-level	Literature	Literature Course approved by advisor
Historical Survey/Period Courses		Students must select courses from 3 of the 4 different survey/period courses listed below. Students may only substitute courses with the permission of their advisor.
Division A: ENGL 301, ENGL 313, ENGL 314	British Literature I; British Literature from the Beginning through Shakespeare; British Literature from Shakespeare through Neo-Classical Period	301: A two-semester survey course in the study of British writers, taught with a significant element of historicity. Literature 313: Study of selected works, in a variety of genres, from the beginning to Shakespeare. Taught with attention to historical and cultural context. 314: Note: Approved for the Arts and Sciences upper-level requirement in written communication (WR). Study of selected works, in a variety of genres, from Shakespeare through the eighteenth century. Taught with attention to historical and cultural context.
Division B: ENGL 302, 315, 316, 317	British Literature II; Nineteenth-Century British Literature; Modern British and Irish Literature; Contemporary British and Post-Colonial Literature	302: A two-semester survey course in the study of British writers, taught with a significant element of historicity. Literature 315: Approved for the Arts and Sciences upper-level requirement in written communication (WR). Study of selected works, in a variety of genres, from British literature of the nineteenth century. Taught with attention to historical

Course	Title	Description
		<p>and cultural context.</p> <p>316: Approved for the Arts and Sciences upper-level requirement in written communication (WR). Study of selected works, in a variety of genres, from British and Irish literature, 1900 to 1950. Taught with attention to historical and cultural context.</p> <p>317: Approved for the Arts and Sciences upper-level requirement in written communication (WR). Study of selected works, in a variety of genres, from contemporary British literature and the literature of former colonies. Taught with attention to historical and cultural context.</p>
<p>Division C: ENGL 311, ENGL 318, ENGL 319</p>	<p>American Literature I; American Literature to 1830; American Literature from 1830-1865</p>	<p>311: A survey of American literature from its beginnings to the recent past. First course ends at Civil War</p> <p>318: Approved for the Arts and Sciences upper-level requirement in written communication (WR). Study of selected works, in a variety of genres, produced before 1830. Taught with attention to historical and cultural context.</p> <p>319: Approved for the Arts and Sciences upper-level requirement in written communication (WR). Study of selected works, in a variety of genres, from 1830 to the Civil War. Taught with attention to historical and cultural context.</p>
<p>Division D: ENGL 312; ENGL 320; ENGL 321; ENGL 322; ENGL 323</p>	<p>American Literature II; American Literature 1865-1920; American Literature from 1920-1960; American Literature from 1960-Present; African American Literature from 1845-Present</p>	<p>312: A survey of American literature from its beginnings to the recent past. First course ends at Civil War.</p> <p>320: Approved for the Arts and Sciences upper-level requirement in written communication (WR). Study of selected works, in a variety of genres, from the Civil War to 1910. Taught with attention to historical and cultural context.</p> <p>321: Approved for the Arts and Sciences upper-level requirement in written communication (WR). Study of selected works, in a variety of genres, from 1910 to 1960. Taught with attention to historical and cultural context.</p> <p>322: Study of selected works, in a variety of genres, from American literature since 1960. Taught with attention to historical and cultural context.</p> <p>323: Study of selected works, in a variety of genres, by African American writers from 1845 to the present. Taught with attention to historical and cultural context.</p>

3. National Council of Teachers of English (NCTE) Content Standards

The following holistic matrix for content standards in English and Communications/English provides the reader with information regarding where the standard is introduced, where candidates further develop their skills and practice of the standard, and where candidates are expected to attain master of the standard commensurate with initial certification.

KEY: I = Introducing; D = Developing; M = Mastery

a. English and Communications BS, 5-9 Holistic Matrix for NCTE Content Standards

Course	1.0 ELA Candidate Program Structure. Candidates follow a specific curriculum; expected to meet appropriate performance assessments for pre-service ELA teachers.	2.1 Create and sustain an inclusive and supportive learning environment in which all students can engage in learning;	2.2 Use ELA extensively and creatively to help their students become more familiar with their own and others' cultures;	2.3 Use results of reflective practice to adapt instruction and behavior to assist all student to learn; to design a plan for pd that features collaboration with the academic community, professional	2.4 Design and implement instruction and assessment that assist students in developing habits of critical thinking;	2.5 Make meaningful and creative connections between the ELA curriculum and developments in culture, society, and education;	2.6 Plan and carry out frequent and extended learning experiences that integrate arts and humanities into the daily learning of their students.	3.1 Knowledge of, and skills in the use of, the English language.	3.2 Knowledge of the practices of oral, visual, and written literacy.	3.3 Knowledge of reading processes.	3.4 Knowledge of different composing processes.	3.5 Knowledge of, and uses for, an extensive range of literature.	3.6 Knowledge of the range and influence of print and non-print media and technology in contemporary culture	3.7 Knowledge of research theory and findings in English language arts.	4.0 (4,1 – 4.10) Candidate Pedagogy: Dispositions and skills needed to integrate knowledge of E/LA, students, & teaching.
ENGL 551 TEACHING CREATIVE WRITING		D			D			M	D	D	M				D
ENGL 310 WRITING ABOUT LITERATURE						I		I	I	I	I	I	I	I	
ENGL 506 TEACHING OF WRITING		D	D	M	D	D	D	M	D	M	D		D	M	M
EDTP 540 TEACHING ADOLESCENT READERS															
ENGL 311, 312, 318, 319, 320, 321, 322, 323 AMERICAN LITERATURE COURSE			I			I		D	D	D	D	D	D	D	
ENGL 301, 313, 541, 561 PRE-RENAISSANCE COURSES COURSE			I			I		D	D	D	D	D	D	D	

Course	1.0 ELA Candidate Program Structure. Candidates follow a specific curriculum; expected to meet appropriate performance assessments for pre-service ELA teachers.	2.1 Create and sustain an inclusive and supportive learning environment in which all students can engage in learning;	2.2 Use ELA extensively and creatively to help their students become more familiar with their own and others' cultures;	2.3 Use results of reflective practice to adapt instruction and behavior to assist all student to learn; to design a plan for pd that features collaboration with the academic community, professional	2.4 Design and implement instruction and assessment that assist students in developing habits of critical thinking;	2.5 Make meaningful and creative connections between the ELA curriculum and developments in culture, society, and education;	2.6 Plan and carry out frequent and extended learning experiences that integrate arts and humanities into the daily learning of their students.	3.1 Knowledge of, and skills in the use of, the English language.	3.2 Knowledge of the practices of oral, visual, and written literacy.	3.3 Knowledge of reading processes.	3.4 Knowledge of different composing processes.	3.5 Knowledge of, and uses for, an extensive range of literature.	3.6 Knowledge of the range and influence of print and non-print media and technology in contemporary culture	3.7 Knowledge of research theory and findings in English language arts.	4.0 (4,1 – 4.10) Candidate Pedagogy: Dispositions and skills needed to integrate knowledge of E/LA, students, & teaching.
ENGL 333, 334, 562 DRAMA IN ENGLISH COURSE			I			I		D	D	D	D	D	D	D	
ENGL 342, 368, 369, 549, 567 MINORITY LITERATURES COURSE			D			D		D	D	D	D	D	D	D	
ENGL 518, 522, 535 ENGLISH LANGUAGE COURSE			D			M		M	M	D	D	D	D	M	
HUM 301, 302, 303, 338, 339, 354, 355, 356, 357, 591, 592 MEDIEVAL AND RENAISSANCE CULTURES COURSE															
EDAP 645, ENGL/ WGST 326 CHILDREN'S LITERATURE COURSE			D			D		D	D	D	D	D	D	D	
TA 300+, EDAP 597 CREATIVE DRAMA COURSE															
WGST 395, HUM 325, COMM 305 MEDIA STUDIES/MEDIA LITERACY COURSE															
HUM 300+															

Course	1.0 ELA Candidate Program Structure. Candidates follow a specific curriculum; expected to meet appropriate performance assessments for pre-service ELA teachers.	2.1 Create and sustain an inclusive and supportive learning environment in which all students can engage in learning;	2.2 Use ELA extensively and creatively to help their students become more familiar with their own and others' cultures;	2.3 Use results of reflective practice to adapt instruction and behavior to assist all student to learn; to design a plan for pd that features collaboration with the academic community, professional	2.4 Design and implement instruction and assessment that assist students in developing habits of critical thinking;	2.5 Make meaningful and creative connections between the ELA curriculum and developments in culture, society, and education;	2.6 Plan and carry out frequent and extended learning experiences that integrate arts and humanities into the daily learning of their students.	3.1 Knowledge of, and skills in the use of, the English language.	3.2 Knowledge of the practices of oral, visual, and written literacy.	3.3 Knowledge of reading processes.	3.4 Knowledge of different composing processes.	3.5 Knowledge of, and uses for, an extensive range of literature.	3.6 Knowledge of the range and influence of print and non-print media and technology in contemporary culture	3.7 Knowledge of research theory and findings in English language arts.	4.0 (4, 1 – 4.10) Candidate Pedagogy: Dispositions and skills needed to integrate knowledge of E/LA, students, & teaching.
EDTP 407 SPECIAL METHODS FOR MIDDLE SCHOOL ENGLISH AND COMMUNICATIONS	D	D	D	D	D	D		D	D	D	D	D	D	I	D
ECPY 107		D		D					D		D				
EDTP 301					D								D		D
EDTP 345/346/355		D	D		D	D									D
EDTP 408 MIDDLE/ SECONDARY CONTENT METHODS FIELD EXPERIENCE	D	D	D	D	D	D					D		D		
EDTP 420 READING AND WRITING ACROSS THE CURRICULUM/ ADOLESCENT LITERATURE								D	D	D	D	D	D	D	D
STUDENT TEACHING EDTP 417/419	D	D							D	D	D	D	D		D
CAPSTONE SEMINAR EDTP 477	D			D											D

b. English and Communications BS Holistic Matrix for National Middle School Association Standards (NMSA)

Course	Standard 1: Young Adolescent Development.	Standard 2: Middle Level Philosophy and School Organization.	Standard 3: Middle Level Curriculum and Assessment.	Standard 4: Middle Level Teaching Fields.	Standard 5: Middle Level Instruction and Assessment.	Standard 6: Family and Community Involvement.	Standard 7: Middle Level Professional Roles.
EDTP 201 Teaching Profession	X	X					X
EDTP 107 Human Growth and Development	X						
EDTP 301 General Methods			X	X	X		
EDTP 328/330 Building Learning Communities and Field Work					X	X	
EDTP 345/346 Special Populations and Field Work					X	X	
EDTP 355 Assessment and Research			X				
EDTP 407/408 Special Methods and Field Work		X	X	X	X		X
EDTP 420 Reading and Writing Across the Curriculum/Adolescent Literature				X			
EDTP 506 Public Schools in America						X	X
EDTP 417 Middle Grades Student Teaching (Clinical Placement)		X	X	X	X	X	X
EDTP 477 Capstone Seminar	X	X	X	X	X		X

c. English, BS, 8-12 Holistic Matrix for NCTE Content Standards

Course	1.0 ELA Candidate Program Structure. Candidates follow a specific curriculum; expected to meet appropriate performance assessments for pre-service ELA teachers.	2.1 Create and sustain an inclusive and supportive learning environment in which all students can engage in learning;	2.2 Use ELA extensively and creatively to help their students become more familiar with their own and others' cultures;	2.3 Use results of reflective practice to adapt instruction and behavior to assist all student to learn; to design a plan for pd that features collaboration with the academic community, professional	2.4 Design and implement instruction and assessment that assist students in developing habits of critical thinking;	2.5 Make meaningful and creative connections between the ELA curriculum and developments in culture, society, and education;	2.6 Plan and carry out frequent and extended learning experiences that integrate arts and humanities into the daily learning of their students.	3.1 Knowledge of, and skills in the use of, the English language.	3.2 Knowledge of the practices of oral, visual, and written literacy.	3.3 Knowledge of reading processes.	3.4 Knowledge of different composing processes.	3.5 Knowledge of, and uses for, an extensive range of literature.	3.6 Knowledge of the range and influence of print and non-print media and technology in contemporary culture	3.7 Knowledge of research theory and findings in English language arts.	4.0 (4.1 – 4.10) Candidate Pedagogy: Dispositions and skills needed to integrate knowledge of E/LA, students, & teaching.
ENGL 310 WRITING ABOUT LITERATURE															
ENGL 506 TEACHING OF WRITING						I		I	I	I	I	I	I	I	
Division A: British Literature ENGL 301 BRITISH LITERATURE; ENGL 313 BRITISH LITERATURE FROM THE BEGINNING THROUGH SHAKESPEARE; ENGL 314 BRITISH LITERATURE FROM SHAKESPEARE THROUGH NEO-CLASSICAL PERIOD			I			I		D	D	D	D	D	D	D	
Division B: British Literature ENGL 302 BRITISH LITERATURE II; ENGL 315 NINETEENTH- CENTURY BRITISH LITERATURE; ENGL 316 MODERN BRITISH AND IRISH LITERATURE; ENGL 317 CONTEMP-ORARY BRITISH AND POST-COLONIAL LITERATURE			D			D		D	D	D	D	D	D	D	

Course	1.0 ELA Candidate Program Structure. Candidates follow a specific curriculum; expected to meet appropriate performance assessments for pre-service ELA teachers.	2.1 Create and sustain an inclusive and supportive learning environment in which all students can engage in learning;	2.2 Use ELA extensively and creatively to help their students become more familiar with their own and others' cultures;	2.3 Use results of reflective practice to adapt instruction and behavior to assist all student to learn; to design a plan for pd that features collaboration with the academic community, professional	2.4 Design and implement instruction and assessment that assist students in developing habits of critical thinking;	2.5 Make meaningful and creative connections between the ELA curriculum and developments in culture, society, and education;	2.6 Plan and carry out frequent and extended learning experiences that integrate arts and humanities into the daily learning of their students.	3.1 Knowledge of, and skills in the use of, the English language.	3.2 Knowledge of the practices of oral, visual, and written literacy.	3.3 Knowledge of reading processes.	3.4 Knowledge of different composing processes.	3.5 Knowledge of, and uses for, an extensive range of literature.	3.6 Knowledge of the range and influence of print and non-print media and technology in contemporary culture	3.7 Knowledge of research theory and findings in English language arts.	4.0 (4.1 – 4.10) Candidate Pedagogy: Dispositions and skills needed to integrate knowledge of E/LA, students, & teaching.
Division C: American Literature ENGL 311 AMERICAN LITERATURE I; ENGL 318 AMERICAN LITERATURE TO 1830; ENGL 319 AMERICAN LITERATURE FROM 1830-1865			I			I		D	D	D	D	D		D	
Division D: American Literature ENGL 312 AMERICAN LITERATURE II; ENGL 320 AMERICAN LITERATURE 1865-1910; ENGL 321 AMERICAN LITERATURE FROM 1920-1960; ENGL 322 AMERICAN LITERATURE FROM 1960-PRESENT; ENGL 323 AFRICAN-AMERICAN LITERATURE FROM 1845-PRESENT			I			I		D	D	D	D	D	D	D	
EDTP 407 SPECIAL METHODS FOR MIDDLE SCHOOL ENGLISH AND COMMUNICATIONS	D	D	D	D	D	D		D	D	D	D	D	D	I	D

Course	1.0 ELA Candidate Program Structure. Candidates follow a specific curriculum; expected to meet appropriate performance assessments for pre-service ELA teachers.	2.1 Create and sustain an inclusive and supportive learning environment in which all students can engage in learning;	2.2 Use ELA extensively and creatively to help their students become more familiar with their own and others' cultures;	2.3 Use results of reflective practice to adapt instruction and behavior to assist all student to learn; to design a plan for pd that features collaboration with the academic community, professional	2.4 Design and implement instruction and assessment that assist students in developing habits of critical thinking;	2.5 Make meaningful and creative connections between the ELA curriculum and developments in culture, society, and education;	2.6 Plan and carry out frequent and extended learning experiences that integrate arts and humanities into the daily learning of their students.	3.1 Knowledge of, and skills in the use of, the English language.	3.2 Knowledge of the practices of oral, visual, and written literacy.	3.3 Knowledge of reading processes.	3.4 Knowledge of different composing processes.	3.5 Knowledge of, and uses for, an extensive range of literature.	3.6 Knowledge of the range and influence of print and non-print media and technology in contemporary culture	3.7 Knowledge of research theory and findings in English language arts.	4.0 (4.1 – 4.10) Candidate Pedagogy: Dispositions and skills needed to integrate knowledge of E/LA, students, & teaching.
EDTP 408 MIDDLE/ SECONDARY CONTENT METHODS FIELD EXPERIENCE															
EDTP 420 READING AND WRITING ACROSS THE CURRICULUM/ ADOLESCENT LITERATURE															
STUDENT TEACHING EDTP 417															
CAPSTONE SEMINAR EDTP 677															

4. Language Arts, BS, 5-9 Holistic Matrix for National Council of Teachers of English (NCTE) Content Standards

a. Analytic Matrix for NCTE Content Standards B.S., English and Communications 5-9

SPA Standards/Indicators	Course(s)	Example of Course Activities/ Assessments/ Field Experiences
1.0 ELA Program Structure		<i>This information is provided in detail in the NTS chart above.</i>
1.1 Complete a program of study with a clear conceptual framework that reflects a strong integration of content, current theory, and practice in ELA	EDTP 407/408 EDTP 417/419 EDTP 477 EDTP 420	Candidates design a standards-based unit of study with a set of standards-based assessments, including pre-assessments, formative and summative assessments similar in the style of KCCT assessments. At conclusion of student teaching, ½ of indicators of each of the New Teacher Standards must be met at the satisfactory or target level in the candidate’s mid-point CARDS 2 program electronic portfolio. Hallmark Assessment and Professional Growth Plan. Instructional sequence with analysis of student learning. Project includes a sequence of standards-based lessons, a series of assessments, and evaluation of impact on student learning (Teacher Performance Assessment, KTIP TPA). Readers/Writers Project
1.2 Explore a strong blend of theory and practice in their ELA preparation with evidence of completing assessed performances in fully supervised field experiences that reflect a variety of settings and student populations and which include more than 10 weeks of student teaching in classrooms with ELA licensed teachers	EDTP 407/408 EDTP 417/419	Special Methods Fieldwork assignment – candidates teach a content lesson and reflect on effectiveness based on viewing videotape and discussion with mentor teacher. One semester of field work in the context of a special methods university course. The University of Louisville partners with JCPS, OVEC and surrounding districts to place candidates for student teaching in classrooms with cooperating teachers who will provide candidates with the opportunity to work with students from diverse backgrounds (e.g., SES, race, gender, language, ethnicity, exceptionalities) in English and Communications/English.

SPA Standards/Indicators	Course(s)	Example of Course Activities/ Assessments/ Field Experiences
1.0 ELA Program Structure		<i>This information is provided in detail in the NTS chart above.</i>
1.3 Work with college, university, and school faculty in English and education who collaborate on a regular basis to strengthen their teaching, develop curriculum, and pursue knowledge in the content, pedagogy, and attitudes appropriate to the preparation of ELA teachers	EDTP 407/408 EDTP 417/419	<p>Candidates design and teach a standards-based content lesson in field placement; videotape lesson and reflect on effectiveness of methods of instruction and interactions with adolescent students. Candidate receives feedback on the lesson from mentor teacher and university special methods instructor.</p> <p>Candidates are placed in a clinical experience 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 teaching load and responsibility for working with students (as well as other teachers, administrators, parents, and others). 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 emerging education professionals; and strive to make a positive difference in the lives of children, the community and society as a whole. In short, student teachers put into practice the College of Education and Human Development's Conceptual Framework Theme: <i>Shaping Tomorrow: Ideas to Action</i>.</p>
1.4 Meet performance benchmarks and/or gateways within an ELA program assessment system that regularly evaluates candidate performances by using multiple forms of assessment which demonstrate validity and reliability and which are common to all candidates	EDTP 407/408	<p>Faculty and candidate self-assessments at beginning, middle, and end of program, CARDS 1, 2 and 3.</p> <p>Initial Assessment: A minimum of 45 semester hours completed; 2.75 overall recommended GPA; 3.04 or higher overall GPA in EDTP 201 and EDTP 107; 21 or higher ACT composite score recommended; C or better in ENGL 102 and Oral Communication. Other requirements as outlined in program application packet. Admission to University and Teacher Education (CARDS 1).</p> <p>Mid-Point Assessment: Prior to Student Teaching: Assessment of Progress Field Experiences; Satisfactory dispositions assessment; satisfactory mid-point certification portfolio using Kentucky New Teacher Standards and UofL Diversity Standard assessed by advisor; positive recommendation from Middle/Secondary Program Committee;</p>

SPA Standards/Indicators	Course(s)	Example of Course Activities/ Assessments/ Field Experiences
1.0 ELA Program Structure		<i>This information is provided in detail in the NTS chart above.</i>
	EDTP 417/419	<p>Completion of required Pre-Professional Core (6 hours); Completion of required Professional Core (39 hours), including core and methods courses with a grades of C or better (CARDS 2).</p> <p>Assessment of Progress in 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 clinical experiences by cooperating teachers and by a university supervisor and a cooperating teacher during the clinical experience. Programs work closely with the CEHD Office of Educator Development and Clinical Practice for candidate placements, evaluations, and disposition assessments.</p> <p>Certification Assessment: After Student Teaching: Satisfactory dispositions assessment; All certification course work completed with 2.5 cumulative GPA; 2.5 cumulative GPA in content course requirements; 2.0 GPA or higher in student teaching; satisfactory exit electronic certification portfolio using Kentucky New Teacher Standards and U of L Diversity Standard; Passing scores on PRAXIS content and PLT examinations; Positive recommendation from Middle/Secondary Program Committee (CARDS 3).</p> <p>At the conclusion of the program, ½ of indicators of the Kentucky New Teacher Standards and U of L Diversity Standard must be met at the satisfactory or target level in the exit electronic certification program portfolio (CARDS 3).</p> <p>Hallmark Assessment: Candidates design an instructional sequence of standards-based lessons, a series of assessments (diagnostic, formative, summative), and evaluate impact on student learning (KTIP TPA) (CARDS 3).</p>
	EDTP 477	

SPA Standards/Indicators	Course(s)	Example of Course Activities/ Assessments/ Field Experiences
2.0 ELA Candidate Attitudes		
2.1 Create and sustain an inclusive and supportive learning environment in which all students can engage in learning	ECPY 107	In a tutoring project with struggling learners and by studying a variety of instruction management systems through course content, examinations, group projects, and presentations, candidates demonstrate effective, efficient, and practical applications of such strategies through examination of factors influencing learning. Candidates also demonstrate an ability to make sophisticated observations of the child's learning behavior (process and product), making relevant and accurate use of the tools for teaching and other resources in teaching and instruction managing practices.
	EDTP 345	Develop meaningful and culturally responsive units of study for a teaching context; provide rationales for instructional decisions based on empirical and theoretical notions of culturally responsive teaching
	EDTP 345	Differentiated lesson addressing student readiness differences. Candidates design, plan and accommodate objectives, instructional strategies and teaching 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.
	EDTP 407/408	Standards-based unit of study requirement that candidates discuss ways in which the instruction and assessment may need to be differentiated in order to meet the needs of students based on exceptionalities, language or other factors.
	EDTP 417/419	Candidates analyze the contextual factors of the community, the school and the classroom in order to address the needs of those students who are in achievement gap groups (e.g., males, students with disabilities, English learners, African American, Hispanic students).

SPA Standards/Indicators	Course(s)	Example of Course Activities/ Assessments/ Field Experiences
2.0 ELA Candidate Attitudes		
2.2 Use ELA extensively and creatively to help their students become more familiar with their own and others' cultures	<p>ENGL 301, 309, 311, 312, 313, 318, 319, 320, 321, 322, 323, 333, 334, 342, 368, 369, 506, 518, 522, 535, 541, 549, 561, 562, 567; ENGL/WGST 326</p> <p>EDTP 345</p> <p>EDTP 345 and General Education Courses (Cultural Diversity Requirement)</p> <p>EDTP 407/408</p>	<p>Quizzes and papers and tests Papers use collaborative project presentations</p> <p>Academic Community Literacy Paper</p> <p>Candidates design teaching 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>All assessment and course experiences are directly linked to support this goal, including readings, discussions, and in-class activities.</p> <p>Class activities include using a variety of materials, and presenting a variety of perspectives and experiences.</p> <p>Standards-based unit of study requirement that candidates discuss ways in which the instruction and assessment may need to be differentiated in order to meet the needs of students based on exceptionalities, language or other factors.</p>
2.3 Use the results of reflective practice not only to adapt instruction and behavior to assist all students to learn but also to design a well-conceived plan for professional development that features collaboration with the academic community, professional organizations, and others	<p>ECPY 107</p> <p>EDTP 407/408</p>	<p>By developing individual learning theory, candidates assess, analyze, and communicate the effectiveness of instruction and makes appropriate changes to improve student learning through thoughtful reflection and analyzing learners' learning outcomes. Candidates become aware of the impact of one's own and others' understanding; able to recognize strengths and weaknesses of each component. Importantly, by being involved in writing series of assignment papers, candidates have continuous and numerous opportunities to reflect on their own practice, their learning, and the learners' learning and achievement through rigorous analysis methods.</p> <p>Candidates teach and videotape a lesson which they evaluate and discuss in a reflection.</p> <p>Reflection is the focus of the Hallmark Assessment (instructional sequence, pre and</p>

SPA Standards/Indicators	Course(s)	Example of Course Activities/ Assessments/ Field Experiences
2.0 ELA Candidate Attitudes		
	EDTP 477 ENGL 506	post assessments, analysis, reflection); discussion of teaching; evidence discussed and included in candidate electronic portfolio. Papers, quizzes and tests; presentations; collaborative projects and writing portfolio
2.4 Design and implement instruction and assessment that assist students in developing habits of critical thinking	EDTP 301 EDTP 345 EDTP 407/408 ENGL 506, 551	Microteaching Lesson Plan (in certification area) must show evidence of the knowledge, skills and thinking of the students in both communications and student work samples. Differentiated lesson is assessed on whether the lesson assessment appropriately addresses the learner outcome in thinking level. Design curricular assessments that reflect student-made decisions using higher order thinking Papers, quizzes and tests; presentations; collaborative projects and writing portfolio
2.5 Make meaningful and creative connections between the ELA curriculum and developments in culture, society, and education	EDTP 345 EDTP 407/408 EDTP 407/408 ENGL 301, 310, 311, 312, 313, 318, 319, 320, 321, 322, 323, 333, 334, 342, 368, 369, 506, 518, 528, 535, 541, 549, 562, 567, ENGL/WGST 326	Candidates create and share with peers lesson plans or a standards-based unit of study designed to integrate multicultural content and culturally responsive teaching strategies. Design curricular assessments that reflect an authentic and culturally relevant context that actively engages student and appropriate uses of technology. Quizzes, papers and tests; presentations; collaborative projects and writing portfolio
2.6 Plan and carry out frequent and extended learning experiences that integrate arts and humanities into the daily learning of their students	ENGL 506	Quizzes, papers and tests; presentations; collaborative projects and writing portfolio

SPA Standards/Indicators	Course(s)	Example of Course Activities/ Assessments/ Field Experiences
3.0 Knowledge of content		
3.1 Knowledge of, and skills in the use of, the English language	<p>COMPOSITION (6 hours) from ENGL 202 ENGL 303 ENGL 306 ENGL 309</p> <p>LINGUISTICS ENGL/LING 535</p> <p>EDTP 407/408</p> <p>EDTP 420]</p> <p>ENGL 301, 310, 311, 312, 313, 318, 319, 320, 321, 322, 323, 333, 334, 342, 368, 369, 506, 518, 528, 535, 541, 549, 551, 562, 567, ENGL/WGST 326</p>	<p>Participation in oral and written critiques of writing Collaborative Project Demonstration of business writing skills through 4 major writing assignments Personal Literacy Paper and Literacy Project</p> <p>Group presentation and Exams</p> <p>Reflections for Course Text Readings--practice in and understanding of the role of writing to learn in learning content/ constructing knowledge</p> <p>Readers/Writers Discussion Board, Book Talk, and Book Group Participation</p> <p>Quizzes, papers and tests; presentations; collaborative projects and writing portfolio</p>
3.2 Knowledge of the practices of oral, visual, and written literacy	<p>ECPY 107</p> <p>EDTP 407/408</p> <p>EDTP 417/419</p> <p>EDTP 420</p>	<p>Review of campus literary event or performance Completion of portfolio of writings Speech about business writing skills and practices Reading Responses</p> <p>Lesson plan involving teaching language concepts and categories for English students</p> <p>Candidates design and plan instruction for struggling readers</p> <p>Reflections on Course Text Readings--practice in and understanding of the role of writing to learn in learning content / constructing knowledge</p> <p>Student teaching experience</p> <p>Readers/Writers Discussion Board, Book Talk, and Book Group Participation</p>

SPA Standards/Indicators	Course(s)	Example of Course Activities/ Assessments/ Field Experiences
3.0 Knowledge of content		
	ENGL 301, 310, 311, 312, 313, 318, 319, 320, 321, 322, 323, 333, 334, 342, 368, 369, 506, 518, 528, 535, 541, 549, 551, 562, 567, ENGL/WGST 326	Quizzes, papers and tests; presentations; collaborative projects and writing portfolio
3.3 Knowledge of reading processes	EDTP 407/408 EDTP 417/419 EDTP 420 ENGL 301, 310, 311, 312, 313, 318, 319, 320, 321, 322, 323, 333, 334, 342, 368, 369, 506, 518, 528, 535, 541, 549, 551, 562, 567, ENGL/WGST 326	Reflections for Course Text Readings--practice in and understanding of the role of writing to learn in learning content / constructing knowledge through reading Student teaching experience Responses to course readings (posted to an online journal) Quizzes, papers and tests; presentations; collaborative projects and writing portfolio
3.4 Knowledge of different composing processes	COMPOSITION (6 hours) from ENGL 202 ENGL 303 ENGL 306 ENGL 309 EDTP 407/408 EDTP 417/419 EDTP 420	Completion of a portfolio of writings Completion of portfolio of writings Demonstration of business writing skills through 4 major writing assignments Reflection paper "Inspiring Active Readers and Writers with New Technologies Project, involving HS and MS students who are working on writing portfolios Student teaching experience Responses to course readings (posted to an

SPA Standards/Indicators	Course(s)	Example of Course Activities/ Assessments/ Field Experiences
3.0 Knowledge of content	ENGL 301, 310, 311, 312, 313, 318, 319, 320, 321, 322, 323, 333, 334, 342, 368, 369, 506, 518, 528, 535, 541, 549, 551, 562, 567, ENGL/WGST 326	online journal) Quizzes, papers and tests; presentations; collaborative projects and writing portfolio
3.5 Knowledge of, and uses for, an extensive range of literature	<p>AMERICAN LITERATURE (3 hours) ENGL 311 or ENG 312</p> <p>BRITISH LITERATURE ENGL 301 or ENGL 302</p> <p>WOMEN IN LIT ENGL 373</p> <p>AFRICAN AMERICAN LIT PAS 340</p> <p>EDTP 407/408</p> <p>EDTP 417/419</p> <p>EDTP 420</p> <p>ENGL 301, 310, 311, 312, 313, 318, 319, 320, 321, 322, 323, 333, 334, 342, 368, 369, 518, 522, 535, 549, 562, 567, 568,</p>	<p>Collaborative Scholarship in Literature Project, including creation of website relating to an early American cultural group Quizzes, tests, and essay; attendance at the Watson Conference</p> <p>Quizzes, exams, and participation in text analysis workshops Essay (literary analysis, comparative analysis, or research), Literary Work Presentation, and Tests/Quizzes</p> <p>Quizzes, midterm and final exam</p> <p>“What is English/Language Arts?” induction into the profession project</p> <p>Student teaching experience</p> <p>Professional Story Project-- paper in which candidates discuss those key ideas that intrigue them about using literacy to support the learning of content material; Book Talk Project sharing how to teach a specific adolescent novel</p> <p>Quizzes, papers and tests; presentations; collaborative projects and writing portfolio</p>

SPA Standards/Indicators	Course(s)	Example of Course Activities/ Assessments/ Field Experiences
3.0 Knowledge of content		
3.6 Knowledge of the range and influence of print and non-print media and technology in contemporary culture	ENGL/WGST 326 EDTP 301 EDTP 407/408, 420 ENGL 301, 310, 311, 312, 313, 318, 319, 320, 321, 322, 323, 333, 334, 342, 368, 369, 518, 506, 522, 535, 549, 562, 567, 568, ENGL/WGST 326	Candidates critically analyze articles from current news, web pages, and/or course readings. Candidates imbed student learning activities with new technologies into lesson and unit plans (examples: Digital Story, Flickr, and Podcast, and Wikis). Candidates use and apply new technologies in special methods field experience. Quizzes, papers and tests; presentations; collaborative projects and writing portfolio
3.7 Knowledge of research theory and findings in English language arts	ENGL 303 EDTP 407/408 EDTP 417/418 EDTP 420 ENGL 301, 310, 311, 312, 313, 318, 319, 320, 321, 322, 323, 333, 334, 342, 368, 369, 518, 506, 522, 535, 549, 562, 567, 568, ENGL/WGST 326	Reading of current studies in one's specialized field Empirical research article study and review Student teaching experience Reader's/Writer's Project Quizzes, papers and tests; presentations; collaborative projects and writing portfolio

SPA Standards/Indicators	Course(s)	Example of Course Activities/ Assessments/ Field Experiences
4.0 Candidate Pedagogy: Dispositions and skills needed to integrate knowledge of E/LA, students, & teaching.	ENGL 506, 551	
4.1 Understand the purposes and characteristics of different kinds of curricula and related teaching resources and select or create instructional materials that are consistent with what is currently known about student learning in ELA	EDTP 301 EDTP 345 EDTP 407/408 EDTP 417,419	Ethnography of a Learning Environment Reflective Logs on readings about curricular and instructional approaches to challenge and support students in the regular classroom Standards-Based Curriculum Unit of Study Assessments by cooperating teacher and university supervisor
4.2 Create literate classroom communities by presenting varied structures and techniques for group interactions by employing effective classroom management strategies and by providing students with opportunities for feedback and reflection	EDTP 301 EDTP 345/346 EDTP 407/408 EDTP 417/419	Classroom management group presentation on the principles, underlying assumptions, specific strategies, benefits and limitations, contradictions and challenges of a instructional or management approach and or program. Classroom management reflective paper Hallmark Assessment: Standards-based Unit of Study Assessments by supervising teacher and university coordinator
4.3 Work with teachers in other content areas to help students connect important ideas, concepts, and skills within ELA with similar ones in other disciplines		
4.4 Create opportunities for students to analyze how social context affects language and to monitor their own language use and behavior in terms of demonstrating respect for individual differences of ethnicity, race, language, culture, gender, and ability	EDTP 345 EDTP 355 EDTP 345 EDTP 417/419 EDTP 477	Course readings, responses, and exams Lesson Plan/Strategy Notebook (Hallmark) Assessments by supervisor and coordinator Reflection on sequence of standards-based lessons, a series of assessments (diagnostic, formative, summative), and impact on student learning.
4.5 Help students to participate in dialogue within a community of learners by making explicit	EDTP 417/419 EDTP 477	Assessments by supervisor and coordinator Reflection on sequence of standards-based lessons

SPA Standards/Indicators	Course(s)	Example of Course Activities/ Assessments/ Field Experiences
4.0 Candidate Pedagogy: Dispositions and skills needed to integrate knowledge of E/LA, students, & teaching.	ENGL 506, 551	
for all students the speech and related behaviors appropriate for conversing about ideas presented through oral, written, and/or visual forms		to evaluate impact on student learning.
4.6 Engage students in critical analysis of different media and communications technologies and their effect on students' learning	EDTP 417/419	Collaborative project (JCSP on-line) and middle and secondary high school student portfolio writing
4.7 Integrate throughout the ELA curriculum learning opportunities in which students demonstrate their abilities to use language for a variety of purposes in communication	EDTP 407/408 EDTP 417/419 EDTP 477	Standards-based unit of study Assessments by cooperating teacher and university supervisor Reflection on sequence of standards-based lessons to evaluate instruction and assessment and impact on student learning.
4.8 Engage students in discovering their personal response to texts and ways to connect such responses to other larger meanings and critical stances	EDTP 407/408 EDTP 417/419 EDTP 477	Standards-based unit of study Assessments by cooperating teacher and university supervisor Reflection on sequence of standards-based lessons to evaluate instruction and assessment and impact on student learning.
4.9 Demonstrate how reading comprehension strategies are flexible for making and monitoring meaning in both print and non-print texts and teach a wide variety of such strategies to all students	EDTP 407/408 EDTP 420	Standards-based unit of study Reader's/Writer's Project
4.10 Integrate assessment consistently into instruction by:		
<ul style="list-style-type: none"> Establishing criteria and developing strategies for assessment that allow all students to understand what they know and can do in light of their instructional experiences 	EDTP 407/408 EDTP 417/418 EDTP 477	Standards-based unit of study Assessments by cooperating teacher and university supervisor and coordinator Candidates design a sequence of standards-based lessons, a series of assessments (diagnostic, formative, summative), and evaluate impact on student learning.
<ul style="list-style-type: none"> Interpreting the individual 	EDTP 345	Candidates create and teach a differentiated lesson

SPA Standards/Indicators	Course(s)	Example of Course Activities/ Assessments/ Field Experiences
4.0 Candidate Pedagogy: Dispositions and skills needed to integrate knowledge of E/LA, students, & teaching.	ENGL 506, 551	
and group results of any assessments and drawing upon a variety of information in these assessments to inform instruction	EDTP 477	in context of student teaching assignment and evaluate effectiveness of addressing the needs of gifted learners. Candidates design a sequence of standards-based lessons, a series of assessments (diagnostic, formative, summative), and evaluate impact on student learning.
<ul style="list-style-type: none"> Assisting all students in becoming monitors of their own work and growth in speaking, listening, writing, reading, enacting, and viewing 	EDTP 407/408 EDTP 417. 419 EDTP 477	Standards-based unit of study Assessments by cooperating teacher and university supervisor Candidates design a sequence of standards-based lessons, a series of assessments (diagnostic, formative, summative), and evaluate impact on student learning.
<ul style="list-style-type: none"> Explaining to students, parents, and others concerned with education how students are assessed 	EDTP 417/419	Assessments by cooperating teachers and university supervisor
<ul style="list-style-type: none"> Understand the purposes and characteristics of different kinds of curricula and related teaching resources and select or create instructional materials that are consistent with what is currently known about student learning in ELA 	EDTP 407/408 EDTP 417/419 EDTP 420 EDTP 477	Standards-based unit of study Assessments by cooperating teacher and university supervisor Reader's/Writer's Project Candidates design a sequence of standards-based lessons, a series of assessments (diagnostic, formative, summative), and evaluate impact on student learning.

NMSA Standards	Course(s)	Example of Course Activities/ Assessments/ Field/PPD Experiences
<p>Standard 3: Middle Level Curriculum and Assessment. Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.</p>	EDTP 301	<p>Hallmark Assessment Task: Candidates design and teach to peers a standards-based lesson plan in their chosen field. The lesson plan includes appropriate instructional and assessment strategies.</p> <p>Candidates participate in expert groups who study major theories and principles and make a reciprocal teaching presentation to the class.</p>
	EDTP 355	<p>Candidates examine and apply important concepts and practices related to classroom assessment. They design a variety of assessments and rubrics, and consider the ethical issues related to assessment.</p>
	EDTP 407/408	<p>Candidates examine and use middle grades Kentucky curriculum documents to design appropriate assessments of student learning. They develop standards-based, assessment-driven units of study in their chosen fields. Candidates have an extended field work experience in a middle grades classroom in which they observe, participate and teach a lesson which based on appropriate curriculum and incorporating an assessment component.</p>
	EDTP 417	<p>Candidates complete a 14 week student teaching experience in a middle level classroom and as a member of an interdisciplinary team. Candidates have multiple experiences designing lessons, a unit, with appropriate assessments for middle level learners/</p>
	EDTP 477	<p>Hallmark Assessment Task – Candidates develop a sequence of lessons and an assessment plan consistent with the KTIP Teacher Performance Assessment which includes diagnostic, formative and summative assessments aligned to objectives based on middle level curriculum.</p>
<p>Standard 4: Middle Level Teaching Fields. Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents’ competence in subject matter and skills.</p>	EDTP 301	<p>Hallmark Assessment Task: Candidates develop and teach a lesson in their chosen field that is intended to create meaningful experiences through appropriate strategies and based on the use of tools of inquiry, standards, knowledge of content.</p>
	EDTP 407/ 408	<p>Candidates develop standards-based unit of study for middle level learners in their chosen teaching field employing strategies that use the important concepts of the field, develop critical thinking skills and engage students in meaningful activities. Candidates teach a minimum of one lesson in the field work experience on which they receive feedback about the elements and effectiveness of the lesson.</p>
	EDTP 420	<p>Candidates apply important strategies that engage middle level learners in reading and writing in their chosen field: Reader/ Writers Project, book trailer project, reciprocal teaching, book discussions.</p>
	EDTP 417	<p>Candidates complete a 14 week student teaching experience in a middle level classroom and as a member of an interdisciplinary team. Candidates have multiple experiences designing lessons, a unit, with appropriate assessments for middle level learners in their chosen</p>

NMSA Standards	Course(s)	Example of Course Activities/ Assessments/ Field/PPD Experiences
	EDTP 477	field. Hallmark Assessment Task – Candidates develop a sequence of lessons and an assessment plan consistent with the KTIP Teacher Performance Assessment which includes diagnostic, formative and summative assessments aligned to objectives based on middle level curriculum in their chosen field.
<p>Standard 5: Middle Level Instruction and Assessment. Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.</p>	<p>EDTP 301</p> <p>EDTP 328/330</p> <p>EDTP 345/346</p> <p>EDTP 407</p> <p>EDTP 417</p> <p>EDTP 477</p>	<p>Candidates are introduced to important theories (e.g., multiple intelligences) and principles (e.g., differentiation) and apply them to the development of a lesson plan. Hallmark Assessment Task: Lesson plan and microteaching experience.</p> <p>After examining multiple strategies and practices related to classroom management, candidates develop and write a personal discipline philosophy. Hallmark Assessment Task: Candidates write a plan of developing a classroom community in the context of the middle school.</p> <p>Candidates develop a lesson plan notebook with strategies and adaptations for lessons modified to meet the needs of students with giftedness, English as a second language, learning disabilities, ADD/ADHD, and behavior disorders in a middle level classroom.</p> <p>Candidate design a lesson focusing on a topic/skill appropriate for their field experience classroom. They include adaptations/differentiation that will challenge and support students with learning disabilities, giftedness, and limited English proficiency (whether they are present or not). They teach the lesson to the field experience class, collect assessment data, and complete the reflection and refinement sections of the plan.</p> <p>Hallmark Assessment Task: Develop and implement a collaboration plan with mentor teacher for a student with special needs in the regular middle level classroom.</p> <p>Candidates develop a standards-based unit of study in their chosen field. A required component is a discussion of adaptations and strategies that would address the needs of all students.</p> <p>Candidates complete a 14 week student teaching experience in a middle level classroom and as a member of an interdisciplinary team. Candidates have multiple experiences designing lessons, a unit, with appropriate assessments for middle level learners in their chosen field. As a part of the lesson planning process, candidates are expected to identify and implement strategies and adaptations that are developmentally appropriate for all learners in their middle level classroom.</p> <p>Hallmark Assessment Task – Candidates develop a sequence of lessons and an assessment plan consistent</p>

NMSA Standards	Course(s)	Example of Course Activities/ Assessments/ Field/PPD Experiences
		with the KTIP Teacher Performance Assessment which includes diagnostic, formative and summative assessments aligned to objectives based on middle level curriculum in their chosen field. A significant part of the Hallmark Assessment is descriptions of the contextual factors (e.g., students in classroom, school, and community) that may have influence the strategies they use.
<p>Standard 6: Family and Community Involvement. Middle level teacher candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents.</p>	<p>EDTP 328/330</p> <p>EDTP 345/346</p> <p>EDTP 506</p> <p>EDTP 417</p>	<p>Candidates attend a parent conference or a parent night to observe parent and teacher interactions. They discuss and reflect on their experience. Candidates develop a resource notebook of strategies for working with parents.</p> <p>Hallmark Assessment Task: With their cooperating teacher, candidates develop an action plan for their 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. They use the Kentucky Guide to Reflective Teaching as one source for the reflection regarding collaboration</p> <p>Candidates examine the goals of School-Based Decision Making Councils and Boards of Education, and attend a meeting, observing how educators collaborate with parents and community representatives to establish policies that maximize learning for all students.</p> <p>Candidates are required to participate in parent conferences at middle school where they are student teaching and reflect on the practices that maximize student learning through collaborating with parents.</p>
<p>Standard 7: Middle Level Professional Roles. Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.</p>	<p>EDTP 201</p> <p>EDTP 407</p> <p>EDTP 417</p> <p>EDTP 477</p> <p>EDTP 506</p>	<p>Candidates observe in three different public school settings and middle level candidates write an ethnography of a middle school classroom based on their observations. Candidates are introduced to the concept of the “teaching profession.”</p> <p>Candidates have an extended field work experience in a middle grades classroom and engage in the complexity of teaching young adolescents with an experienced middle level teacher as a mentor. Their behavior and practices are observed and evaluated.</p> <p>Candidates have a 14 week experience as a student teacher and as a member of a middle level interdisciplinary team. They get consistent feedback from their supervising teachers and the university coordinator about the expectations of a professional teacher.</p> <p>Candidates participate in a weekly seminar in which they contribute to the discussion as a professional, receiving and giving feedback on the complex issues that arise in a middle level classroom.</p> <p>Candidates examine in depth their personal pedagogical creed and participate in an I-Search project related to their goals as a professional middle level educator.</p>

c. Analytic Matrix for NCTE Content Standards, English 8-12

SPA Standards/Indicators	Course(s)	Example of Course Activities/ Assessments/ Field Experiences
1.0 ELA Program Structure		<i>This information is provided in detail in the NTS chart above.</i>
1.1 Complete a program of study with a clear conceptual framework that reflects a strong integration of content, current theory, and practice in ELA	<p>EDTP 407/408</p> <p>EDTP 417/419</p> <p>EDTP 477</p> <p>EDTP 420</p>	<p>Candidates design a standards-based unit of study with a set of standards-based assessments, including pre-assessments, formative and summative assessments similar in the style of KCCT assessments.</p> <p>At conclusion of student teaching, ½ of indicators of each of the New Teacher Standards must be met at the satisfactory or target level in the candidate's mid-point CARDS 2 program electronic portfolio.</p> <p>Hallmark Assessment and Professional Growth Plan. Instructional sequence with analysis of student learning. Project includes a sequence of standards-based lessons, a series of assessments, and evaluation of impact on student learning (Teacher Performance Assessment, KTIP TPA).</p> <p>Readers/Writers Project</p>
1.2 Explore a strong blend of theory and practice in their ELA preparation with evidence of completing assessed performances in fully supervised field experiences that reflect a variety of settings and student populations and which include more than 10 weeks of student teaching in classrooms with ELA licensed teachers	<p>EDTP 407/408</p> <p>EDTP 417/419</p>	<p>Special Methods Fieldwork assignment – candidates teach a content lesson and reflect on effectiveness based on viewing videotape and discussion with mentor teacher.</p> <p>One semester of field work in the context of a special methods university course. The University of Louisville partners with JCPS, OVEC and surrounding districts to place candidates for student teaching in classrooms with cooperating teachers who will provide candidates with the opportunity to work with students from diverse backgrounds (e.g., SES, race, gender, language,</p>

SPA Standards/Indicators	Course(s)	Example of Course Activities/ Assessments/ Field Experiences
1.0 ELA Program Structure		<i>This information is provided in detail in the NTS chart above.</i>
1.4 Meet performance benchmarks and/or gateways within an ELA program assessment system that regularly evaluates candidate performances by using multiple forms of assessment which demonstrate validity and reliability and which are common to all candidates	<p data-bbox="862 810 963 867">EDTP 407/408</p> <p data-bbox="862 1268 963 1325">EDTP 417/419</p>	<p data-bbox="1019 352 1354 474">Faculty and candidate self-assessments at beginning, middle, and end of program, CARDS 1, 2 and 3.</p> <p data-bbox="1019 506 1409 898">Initial Assessment: A minimum of 45 semester hours completed; 2.75 overall recommended GPA; 3.04 or higher overall GPA in EDTP 201 and EDTP 107; 21 or higher ACT composite score recommended; C or better in ENGL 102 and Oral Communication. Other requirements as outlined in program application packet. Admission to University and Teacher Education (CARDS 1).</p> <p data-bbox="1019 930 1409 1478">Mid-Point Assessment: Prior to Student Teaching: Assessment of Progress Field Experiences; Satisfactory dispositions assessment; satisfactory mid-point certification portfolio using Kentucky New Teacher Standards and UofL Diversity Standard assessed by advisor; positive recommendation from Middle/Secondary Program Committee; Completion of required Pre-Professional Core (6 hours); Completion of required Professional Core (39 hours), including core and methods courses with a grades of C or better (CARDS 2).</p> <p data-bbox="1019 1509 1421 1896">Assessment of Progress in 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</p>

SPA Standards/Indicators	Course(s)	Example of Course Activities/ Assessments/ Field Experiences
1.0 ELA Program Structure		<i>This information is provided in detail in the NTS chart above.</i>
	EDTP 477	<p>clinical experiences by cooperating teachers and by a university supervisor and a cooperating teacher during the clinical experience. Programs work closely with the CEHD Office of Educator Development and Clinical Practice for candidate placements, evaluations, and disposition assessments.</p> <p>Certification Assessment: After Student Teaching: Satisfactory dispositions assessment; All certification course work completed with 2.5 cumulative GPA; 2.5 cumulative GPA in content course requirements; 2.0 GPA or higher in student teaching; satisfactory exit electronic certification portfolio using Kentucky New Teacher Standards and UofL Diversity Standard; Passing scores on PRAXIS content and PLT examinations; Positive recommendation from Middle/Secondary Program Committee (CARDS 3).</p> <p>At the conclusion of the program, ½ of indicators of the Kentucky New Teacher Standards and UofL Diversity Standard must be met at the satisfactory or target level in the exit electronic certification program portfolio (CARDS 3).</p> <p>Hallmark Assessment: Candidates design an instructional sequence of standards-based lessons, a series of assessments (diagnostic, formative, summative), and evaluate impact on student learning (KTIP TPA) (CARDS 3).</p>

SPA Standards/Indicators	Course(s)	Example of Course Activities/ Assessments/ Field Experiences
2.0 ELA Candidate Attitudes		
2.1 Create and sustain an inclusive and supportive learning environment in which all students can engage in learning	<p>ECPY 107</p> <p>EDTP 345</p> <p>EDTP 345</p> <p>EDTP 407/408</p> <p>EDTP 417/419</p>	<p>In a tutoring project with struggling learners and by studying a variety of instruction management systems through course content, examinations, group projects, and presentations, candidates demonstrate effective, efficient, and practical applications of such strategies through examination of factors influencing learning. Candidates also demonstrate an ability to make sophisticated observations of the child's learning behavior (process and product), making relevant and accurate use of the tools for teaching and other resources in teaching and instruction managing practices.</p> <p>Develop meaningful and culturally responsive units of study for a teaching context; provide rationales for instructional decisions based on empirical and theoretical notions of culturally responsive teaching</p> <p>Differentiated lesson addressing student readiness differences.</p> <p>Candidates design, plan and accommodate objectives, instructional strategies and teaching 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>Standards-based unit of study requirement that candidates discuss ways in which the instruction and assessment may need to be differentiated in order to meet the needs of students</p>

SPA Standards/Indicators	Course(s)	Example of Course Activities/ Assessments/ Field Experiences
2.0 ELA Candidate Attitudes		
		<p>based on exceptionalities, language or other factors.</p> <p>Candidates analyze the contextual factors of the community, the school and the classroom in order to address the needs of those students who are in achievement gap groups (e.g., males, students with disabilities, English learners, African American, Hispanic students).</p>
<p>2.2 Use ELA extensively and creatively to help their students become more familiar with their own and others' cultures</p>	<p>ENGL 309</p> <p>EDTP 345</p> <p>EDTP 345 and General Education Courses (Cultural Diversity Requirement)</p> <p>EDTP 407/408</p> <p>ENGL 311, 318, 319, 312, 320, 321, 322, 323</p>	<p>Academic Community Literacy Paper</p> <p>Candidates design teaching 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>All assessment and course experiences are directly linked to support this goal, including readings, discussions, and in-class activities.</p> <p>Class activities include using a variety of materials, and presenting a variety of perspectives and experiences.</p> <p>Standards-based unit of study requirement that candidates discuss ways in which the instruction and assessment may need to be differentiated in order to meet the needs of students based on exceptionalities, language or other factors.</p> <p>Quizzes, papers and tests</p>
<p>2.3 Use the results of reflective practice not only to adapt instruction</p>	<p>ECPY 107</p>	<p>By developing individual learning theory, candidates assess, analyze, and communicate the</p>

SPA Standards/Indicators	Course(s)	Example of Course Activities/ Assessments/ Field Experiences
2.0 ELA Candidate Attitudes		
<p>and behavior to assist all students to learn but also to design a well-conceived plan for professional development that features collaboration with the academic community, professional organizations, and others</p>	<p>EDTP 407/408</p> <p>EDTP 477</p>	<p>effectiveness of instruction and makes appropriate changes to improve student learning through thoughtful reflection and analyzing learners' learning outcomes. Candidates become aware of the impact of one's own and others' understanding; able to recognize strengths and weaknesses of each component. Importantly, by being involved in writing series of assignment papers, candidates have continuous and numerous opportunities to reflect on their own practice, their learning, and the learners' learning and achievement through rigorous analysis methods.</p> <p>Candidates teach and videotape a lesson which they evaluate and discuss in a reflection.</p> <p>Reflection is the focus of the Hallmark Assessment (instructional sequence, pre and post assessments, analysis, reflection); discussion of teaching; evidence discussed and included in candidate electronic portfolio.</p>
<p>2.4 Design and implement instruction and assessment that assist students in developing habits of critical thinking</p>	<p>EDTP 301</p> <p>EDTP 345</p> <p>EDTP 407/408</p>	<p>Microteaching Lesson Plan (in certification area) must show evidence of the knowledge, skills and thinking of the students in both communications and student work samples.</p> <p>Differentiated lesson is assessed on whether the lesson assessment appropriately addresses the learner outcome in thinking level.</p> <p>Design curricular assessments that reflect student-made decisions using higher order thinking</p>

SPA Standards/Indicators	Course(s)	Example of Course Activities/ Assessments/ Field Experiences
2.0 ELA Candidate Attitudes		
2.5 Make meaningful and creative connections between the ELA curriculum and developments in culture, society, and education	EDTP 345 EDTP 407/408 EDTP 407/408 ENGL 506, 301, 313, 314, 302, 315, 316, 317, 311, 318, 319, 312, 320, 321, 322, 323	Candidates create and share with peers lesson plans or a standards-based unit of study designed to integrate multicultural content and culturally responsive teaching strategies. Design curricular assessments that reflect an authentic and culturally relevant context that actively engages student and appropriate uses of technology. Quizzes, papers and tests
2.6 Plan and carry out frequent and extended learning experiences that integrate arts and humanities into the daily learning of their students		
3.0 Knowledge of content		
3.1 Knowledge of, and skills in the use of, the English language	EDTP 407/408 EDTP 420 ENGL 301, 302, 314, 315, 311, 312, 316, 317, 318, 319, 320, 321, 322, 323, 506	202 Participation in oral and written critiques of writing 303 Collaborative Project Group presentation and Exams Reflections for Course Text Readings--practice in and understanding of the role of writing to learn in learning content/ constructing knowledge Readers/Writers Discussion Board, Book Talk, and Book Group Participation Quizzes, papers and tests

SPA Standards/Indicators	Course(s)	Example of Course Activities/ Assessments/ Field Experiences
3.0 Knowledge of content		
3.2 Knowledge of the practices of oral, visual, and written literacy	ECPY 107 EDTP 407/408 EDTP 420 ENGL 301, 302, 314, 315, 311, 312, 316, 317, 318, 319, 320, 321, 322, 323, 506	Candidates design and plan instruction for struggling readers Reflections on Course Text Readings--practice in and understanding of the role of writing to learn in learning content / constructing knowledge Readers/Writers Discussion Board, Book Talk, and Book Group Participation Quizzes, papers and tests
3.3 Knowledge of reading processes	EDTP 407/408 EDTP 420 ENGL 301, 302, 314, 315, 311, 312, 316, 317, 318, 319, 320, 321, 322, 323, 506	Reflections for Course Text Readings--practice in and understanding of the role of writing to learn in learning content / constructing knowledge through reading Responses to course readings (posted to an online journal) Quizzes, papers and tests
3.4 Knowledge of different composing processes	COMPOSITION (6 hours) from ENGL 202 ENGL 303 ENGL 306 ENGL 309 EDTP 407/408 EDTP 420 ENGL 301, 302, 314, 315, 311, 312, 316, 317, 318, 319, 320, 321, 322, 323, 506	Completion of a portfolio of writings Completion of portfolio of writings Demonstration of business writing skills through 4 major writing assignments Reflection paper "Inspiring Active Readers and Writers with New Technologies Project, involving HS and MS students who are working on writing portfolios Responses to course readings (posted to an online journal) Quizzes, papers and tests
3.5 Knowledge of, and uses for, an extensive range of literature	EDTP 407/408 EDTP 420	Collaborative Scholarship in Literature Project, including creation of website relating to an early American cultural group Quizzes, tests, and essay;

SPA Standards/Indicators	Course(s)	Example of Course Activities/ Assessments/ Field Experiences
3.0 Knowledge of content		
	ENGL 301, 302, 314, 315, 311, 312, 316, 317, 318, 319, 320, 321, 322, 323, 506	<p>attendance at the Watson Conference</p> <p>Quizzes, exams, and participation in text analysis workshops</p> <p>Essay (literary analysis, comparative analysis, or research), Literary Work Presentation, and Tests/Quizzes</p> <p>Quizzes, midterm and final exam</p> <p>“What is English/Language Arts?” induction into the profession project</p> <p>Professional Story Project-- paper in which candidates discuss those key ideas that intrigue them about using literacy to support the learning of content material; Book Talk Project sharing how to teach a specific adolescent novel</p> <p>Quizzes, papers and tests</p>
3.6 Knowledge of the range and influence of print and non-print media and technology in contemporary culture	EDTP 301 EDTP 407/408 ENGL 301, 302, 314, 315, 312, 316, 317, 320, 321, 322, 323, 506	<p>Candidates critically analyze articles from current news, web pages, and/or course readings.</p> <p>Candidates imbed student learning activities with new technologies into lesson and unit plans (examples: Digital Story, Flickr, and Podcast, and Wikis). Candidates use and apply new technologies in special methods field experience.</p> <p>Quizzes, papers and tests</p>
3.7 Knowledge of research theory and findings in English language arts	EDTP 407/408 EDTP 420 ENGL 301, 302, 314, 315, 311, 312, 316, 317, 318, 319, 320, 321, 322, 323, 506	<p>Reading of current studies in one’s specialized field</p> <p>Empirical research article study and review</p> <p>Reader’s/Writer’s Project</p> <p>Quizzes, papers and tests</p>

SPA Standards/Indicators	Course(s)	Example of Course Activities/ Assessments/ Field Experiences
4.0 Candidate Pedagogy: Dispositions and skills needed to integrate knowledge of E/LA, students, & teaching.		
4.1 Understand the purposes and characteristics of different kinds of curricula and related teaching resources and select or create instructional materials that are consistent with what is currently known about student learning in ELA	EDTP 301 EDTP 345 EDTP 407/408 EDTP 417/419	Ethnography of a Learning Environment Reflective Logs on readings about curricular and instructional approaches to challenge and support students in the regular classroom Standards-Based Curriculum Unit of Study Assessments by cooperating teacher and university supervisor
4.2 Create literate classroom communities by presenting varied structures and techniques for group interactions by employing effective classroom management strategies and by providing students with opportunities for feedback and reflection	EDTP 301 EDTP 345/346 EDTP 407/408 EDTP 417/419	Classroom management group presentation on the principles, underlying assumptions, specific strategies, benefits and limitations, contradictions and challenges of a instructional or management approach and or program. Classroom management reflective paper Hallmark Assessment: Standards-based Unit of Study Assessments by supervising teacher and university coordinator
4.3 Work with teachers in other content areas to help students connect important ideas, concepts, and skills within ELA with similar ones in other disciplines		
4.4 Create opportunities for students to analyze how social context affects language and to monitor their own language use and behavior in terms of demonstrating respect for individual differences of ethnicity, race, language, culture, gender, and ability	EDTP 345 EDTP 355 EDTP 345 EDTP 417/419 EDTP 477	Course readings, responses, and exams Lesson Plan/Strategy Notebook (Hallmark) Assessments by supervisor and coordinator Reflection on sequence of standards-based lessons, a series of

SPA Standards/Indicators	Course(s)	Example of Course Activities/ Assessments/ Field Experiences
4.0 Candidate Pedagogy: Dispositions and skills needed to integrate knowledge of E/LA, students, & teaching.		
		assessments (diagnostic, formative, summative), and impact on student learning.
4.5 Help students to participate in dialogue within a community of learners by making explicit for all students the speech and related behaviors appropriate for conversing about ideas presented through oral, written, and/or visual forms	EDTP 417/419 EDTP 477	Assessments by supervisor and coordinator Reflection on sequence of standards-based lessons to evaluate impact on student learning.
4.6 Engage students in critical analysis of different media and communications technologies and their effect on students' learning	EDTP 417/419	Collaborative project (JCSP on-line) and middle and secondary high school student portfolio writing
4.7 Integrate throughout the ELA curriculum learning opportunities in which students demonstrate their abilities to use language for a variety of purposes in communication	EDTP 407/408 EDTP 417/419 EDTP 477	Standards-based unit of study Assessments by cooperating teacher and university supervisor Reflection on sequence of standards-based lessons to evaluate instruction and assessment and impact on student learning.
4.8 Engage students in discovering their personal response to texts and ways to connect such responses to other larger meanings and critical stances	EDTP 407/408 EDTP 417/419 EDTP 477	Standards-based unit of study Assessments by cooperating teacher and university supervisor Reflection on sequence of standards-based lessons to evaluate instruction and assessment and impact on student learning.
4.9 Demonstrate how reading comprehension strategies are flexible for making and monitoring meaning in both print and non-print texts and teach a wide variety of such strategies to all students	EDTP 407/408 EDTP 420	Standards-based unit of study Reader's/Writer's Project
4.10 Integrate assessment consistently into instruction by:		
• Establishing criteria and developing strategies for assessment that allow all students to understand what they know and can do in light of their instructional experiences	EDTP 407/408 EDTP	Standards-based unit of study Assessments by cooperating teacher and university supervisor

SPA Standards/Indicators	Course(s)	Example of Course Activities/ Assessments/ Field Experiences
4.0 Candidate Pedagogy: Dispositions and skills needed to integrate knowledge of E/LA, students, & teaching.		
	417/418 EDTP 477	and coordinator Candidates design a sequence of standards-based lessons, a series of assessments (diagnostic, formative, summative), and evaluate impact on student learning.
• Interpreting the individual and group results of any assessments and drawing upon a variety of information in these assessments to inform instruction	EDTP 345 EDTP 477	Candidates create and teach a differentiated lesson in context of student teaching assignment and evaluate effectiveness of addressing the needs of gifted learners. Candidates design a sequence of standards-based lessons, a series of assessments (diagnostic, formative, summative), and evaluate impact on student learning.
• Assisting all students in becoming monitors of their own work and growth in speaking, listening, writing, reading, enacting, and viewing	EDTP 407/408 EDTP 417/419 EDTP 477	Standards-based unit of study Assessments by cooperating teacher and university supervisor Candidates design a sequence of standards-based lessons, a series of assessments (diagnostic, formative, summative), and evaluate impact on student learning.
• Explaining to students, parents, and others concerned with education how students are assessed	EDTP 417/419	Assessments by cooperating teachers and university supervisor
• Understand the purposes and characteristics of different kinds of curricula and related teaching resources and select or create instructional materials that are consistent with what is currently known about student learning in ELA	EDTP 407/408 EDTP 417/419 EDTP 420 EDTP 477	Standards-based unit of study Assessments by cooperating teacher and university supervisor Reader's/Writer's Project Candidates design a sequence of standards-based lessons, a series of assessments (diagnostic, formative, summative), and evaluate impact on student learning.

B. Alignment of Experiences

1. KY New Teacher Standards Holistic Matrix

Holistic matrix for the Language Arts, BS, Grades 5-9 or English, BS, Grades 8-12 Program

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 Knowledge of content	Standard 9 Implement Technology	Standard 10 Diversity (UoL)
EDTP 201 – The Teaching Profession										X
EDTP 107 – Human Development and Learning					X		X			X
EDTP 301 – General Methods	X	X	X	X	X	X	X	X	X	X
EDTP 328 – Building Learning Communities		X	X		X	X	X			X
EDTP 330 – Building Learning Communities Field Experience		X	X		X	X	X			X
EDTP 345 – Special Populations in Schools	X	X	X		X	X			X	X
EDTP 346 - Special Populations in Schools Field Experience	X	X	X		X	X				X
EDTP 355 - Assessment and Research			X	X	X				X	X
EDTP 407 - Special Methods in Middle School English and Communications/Secondary English	X	X	X	X	X	X	X	X	X	X
EDTP 408 – Special Methods Field Experience	X	X	X	X	X	X		X		X
EDTP 420 – Reading and Writing Across the Curriculum/ Adolescent Literature	X	X	X	X	X	X	X	X	X	X
EDTP 506 – Public Schools in America								X	X	X
EDTP 417 – Student Teaching	X	X	X	X	X	X	X	X	X	X
EDTP 477 – Capstone Seminar	X	X	X	X	X	X	X			X

2. KY New Teacher Standards Analytic Matrix

Analytic Matrices for the Language Arts/English, B.S.,
Grades 5-9 or Grades 8 - 12 Program

New Teacher Standard 1: Designs/Plans Instruction

Courses	Title	Examples of Experiences/Assessments
EDTP 301	General Methods	Designs two lesson plans
EDTP 345/346	Special Populations/ Field work	Designs lesson plan, focusing on a topic/skill appropriate for field work placement site, including adaptations/differentiation that will challenge and support students with learning disabilities, giftedness, and LEP.
EDTP 407/408	Special Methods for Middle School English and Communications /English Field work	Design standards-based unit of study appropriate for grades 6 – 8, including essential questions, 4 lesson plans, assessment plan and a discussion of differentiation strategies appropriate to unit.
EDTP 420	Reading and Writing Across the Curriculum/ Adolescent Literature	Choose a one author, one genre, one theme to study in depth. Present three different ways to teach using research-based instructional strategies.
EDTP 417	Student Teaching	Extended clinical experience with multiple lessons and one week-long sequence of lessons with assessment plan.
EDTP 477	Capstone Seminar	Teacher performance task includes an instructional sequence with standards-based, assessment driven lessons

New Teacher Standard 2: Create/Maintain Learning Climate

Courses	Title	Examples of Experiences/Assessments
EDTP 301	General 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 328/330	Building Learning Communities	Create a written plan for how to build a classroom community Examination of managing physical and emotional environment Explain theoretical models of behavior and theoretical bases of a variety of classroom management programs.
EDTP 345/346	Special Populations in Schools	Develop lesson plan book with strategies and adaptations for lessons modified to meet the needs of students with giftedness, learning disabilities, and English as a Second Language.
EDTP 407/408	Special Methods for Middle School English and Communications /English Field Experience	Designs and teaches standards-based lesson in field placement. Video tapes lesson and reflects on effectiveness of methods of instruction and interactions with students.

New Teacher Standard 2: Create/Maintain Learning Climate

Courses	Title	Examples of Experiences/Assessments
EDTP 420	Reading and Writing Across the Curriculum/Adolescent Literature	Readers/Writers Weblog entries (in comments)
EDTP 417	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.
EDTP 477	Capstone Seminar	Discussion of student teaching incidents and issues; evidence discussed and included in portfolio.

New Teacher Standard 3: Implement Manage Instruction

Courses	Title	Examples of Experiences/Assessments
EDTP 301	General 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/ 330	Building Learning Communities	Lead an activity or teach part of a lesson designed by mentor teacher. Create a mini-plan for lesson/activity implementation, teach and write reflection afterward.
EDTP 345/ 346	Special Populations in Schools	Field Work and Reflective logs Teach a tiered lesson in field placement
EDTP 355	Educational Assessment and Research	Clinical logs and synthesis of portfolio action research project.
EDTP 407/408	Special Methods for Middle School English and Communications /English Field Experience	Candidates design and teach a standards-based lesson in the classroom of their mentor teacher (field placement).
EDTP 417	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.
EDTP 420	Reading and Writing Across the Curriculum/Adolescent Literature	Reciprocal Teaching of a Content-Area Literacy Strategy
EDTP 477	Capstone Seminar	Discussion of student teaching incidents and issues; evidence discussed and included in portfolio

New Teacher Standard 4: Assess/Communicate Learning Results

Courses	Title	Examples of Experiences/Assessments
EDTP 301	General Methods	Teacher candidate analyzes the effectiveness of their microteaching instruction in addressing the lesson plan's objectives using a LIVETEXT template that follows the KTIP format.
EDTP 355	Educational Assessment and Research	Course readings. 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.
EDTP 407/408	Special Methods for Middle School English and Communications /English Field Experience	Designs a variety of assessments focused on KY academic standards and similar in format and design to KCCT items.
EDTP 420	Reading and Writing. Across the Curriculum/Adolescent Literature	Reciprocal Teaching of a Content-Area Literacy Strategy
EDTP 417	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.
EDTP 477	Capstone Seminar	Focus of the hallmark assessment; evidence discussed and included in portfolio.

New Teacher Standard 5: Reflect Evaluate Teaching/Learning

Courses	Title	Examples of Experiences/Assessments
EDTP 107	Human Development and Learning	Synthesis and Reflection Paper based on field experiences
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/ 330	Building Learning Communities	Reflection on teaching experience in field Reflection on classroom climate, management strategies, student/teacher interactions
EDTP 345/346	Special Populations in Schools	Field work, Reflective Logs and Hallmark Assessment
EDTP 355	Educational Assessment and Research	Clinical Logs and Synthesis of Portfolio Action Research Project Communication Conference with Parent /Team Teachers/Counselor/Principal
EDTP 407/408	Special Methods for Middle School English and Communications /English Field Experience	Field work assignment – candidates teach lesson and reflect on effectiveness based on viewing video tape and discussion with mentor teacher.
EDTP 417	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.
EDTP 420	Reading and Writing Across the	HAT – Readers/Writers Project Readers/Writers Weblog

New Teacher Standard 5: Reflect Evaluate Teaching/Learning

Courses	Title	Examples of Experiences/Assessments
	Curriculum/Adolescent Literature	Book Club Project Digital Story Reciprocal Teaching of a Content-Area Literacy Strategy
EDTP 477	Capstone Seminar	Focus of the hallmark assessment; discussion of teaching; evidence discussed and included in portfolio.

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

Courses	Title	Examples of Experiences/Assessments
EDTP 301	General Methods	Teacher candidates collaborate in research and group presentation of an instructional strategy, and participate collegially in all class activities.
EDTP 420	Reading and Writing Across the Curriculum/Adolescent Literature	Book Club Project Reciprocal Teaching of a Content-Area Literacy Strategy
EDTP 328/ 330	Building Learning Communities	Cooperate with school staff to maintain school climate
EDTP 407/408	Special Methods in Middle School English and Communications /English Field Experience	Collaborate with colleagues to develop standards-based unit of study to meet the needs of all students Collaborate with mentor teacher to design and implement lesson plan
EDTP 345/ 346	Exceptional Child in the Regular Classroom	Parent /Teacher Interview of IEP and educational goals.
EDTP 417	Student Teaching	Collaboration with cooperating teacher, participation in parent conferences, collaboration with special educators 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	In discussions, around portfolio entries, evidence discussed and included in portfolio.

New Teacher Standard 7: Engage in Professional Development

Courses	Title	Examples of Experiences/Assessments
EDTP 107	Human Development and Learning	Synthesis and Reflection paper addressing preconceptions about various age groups and how those preconceptions have changed Self-assessment of strengths, weaknesses, personality and suitability for teaching
EDTP 301	General 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 328/330	Building Learning Communities	Create Professional Growth Plan with respect to classroom management and building/maintaining learning communities

New Teacher Standard 7: Engage in Professional Development

Courses	Title	Examples of Experiences/Assessments
EDTP 407	Special Methods for Middle School English and Communications /English Field Experience	Introduction to the professional organizations and journals of the field of social studies. Candidates review journal articles and current literature of the field. All candidates complete a self-assessment of course work and personal experiences in the scholarly areas of each of the NCSS themes and set professional goals for improving content knowledge.
EDTP 420	Reading and Writing Across the Curriculum/ Adolescent Literature	Book Club project Reader's / Writer's Weblog Reader's Writer's Project
EDTP 417	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	Revised Professional Growth Plan and mini-unit with analysis of student learning.

New Teacher Standard 8: Knowledge of Content

Courses	Title	Examples of Experiences/Assessments
EDTP 301	General Methods	Teacher candidates complete weekly metacognitive journal entries related to course readings and learning.
EDTP 407/ 408	Special Methods for Middle School English and Communications /English Field Experience	Curriculum assessment – KCCT-like assessment of social studies curriculum and applications to classroom Standards-based unit of study Field work assignment
EDTP 420	Reading and Writing Across Curriculum/Adolescent Literature	HAT: Readers/Writers Project Readers/Writers Weblog Reciprocal Teaching of a Literacy Strategy
EDTP 506	Public Schools in America	I – Search Project
EDTP 417	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 9: Demonstrates Implementation of Technology

Courses	Title	Examples of Experiences/Assessments
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 345/346	Special Populations in Schools	Teacher candidate demonstrates individual instructional technology use through LIVETEXT, e-mail and Blackboard (threaded discussions, daily updates, downloading information). Teacher

New Teacher Standard 9: Demonstrates Implementation of Technology

Courses	Title	Examples of Experiences/Assessments
		candidates apply the principles of Universal Design for Learning.
EDTP 355	Educational Assessment and Research	Sample assessments and electronic grade book HALLMARK Graphic Representation and or Metaphor
EDTP 407	Special Methods in Middle School English and Communications /English Field Experience	Student use of technology embedded in standards-based unit of study
EDTP 506	Public Schools in America	Multi-media presentation to colleagues on I – Search project
EDTP 417	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.
EDTP 420	Reading and Writing Across Curriculum/Adolescent Literature	HAT: Readers/Writers Project Readers/Writers Weblog Book Club Project (Podcast) Book Trailer Project Digital Story

New Teacher Standard 10: Diversity (UofL)

Courses	Title	Examples of Experiences/Assessments
EDTP 201	The Teaching Profession	Ethnography of a Classroom project
EDTP 107	Human Development and Learning	Class readings and discussions
EDTP 301	General 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.
EDTP 328	Building Learning Communities	Create professional growth plan with respect to classroom management and building/maintaining learning communities with emphasis on cross-cultural competencies for teacher candidates and social support for student learning.
EDTP 345/346	Special Populations in Schools	Hallmark Assessment, Lesson Plan/Strategy Notebook Adapts instructional content to meet the learning needs of diverse students. Reflective Logs
EDTP 355	Educational Assessment and Research	Sample assessments and electronic grade book Developing an appropriate assessment format that reflects the age, level of development of the learners and the teaching
EDTP 407	Special Methods for Middle School English and Communications /English Field Experience	Standards-based unit of study Weekly class work

New Teacher Standard 10: Diversity (UofL)

Courses	Title	Examples of Experiences/Assessments
EDTP 417	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 420	Reading and Writing Across the Curriculum/Adolescent Literature	Digital Story Book Club Project (Podcast)
EDTP 506	Public Schools in America	I-Search and Multimedia presentation
EDTP 477	Capstone Seminar	HAT: Instructional Sequence and Assessment Plan

3. KERA P-12 Curricular Requirements Matrix

Analytic Matrix for Language Arts, BS, Grades 5-9 or English, BS, Grades, 8-12 program

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 107 Human Development and Learning	Candidates consider the importance of Learner Goal 1 in relation to their field work experience.	Candidates observe implementation of POS at three different grade levels	Candidates observe instruction related to KCCT at three different grade levels.	Candidates observe in JCPS at three different developmental levels, analyzing the school setting and self, relative to goals of
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 develop and refine lesson plans based on state standards as defined in KERA documents.

Course	KERA Goals & Academic Expectations	Program of Studies	Core Content for Assessment 4.1	Examples of course/field work experiences
EDTP 328/ 330 Building Learning Communities	Expand candidates' understanding of the Six Goals and Academic Expectations. Expect candidates to relate Goals and Expectations to classroom management and climate.	Expand candidates' understanding of the Program of Studies and using the POS bullets and Big Ideas as a basis for designing classroom activities.	Expand candidates' understanding of the Core Content for Assessment, using the bullets as a basis for designing classroom activities.	Examine theoretical bases for classroom management systems and models. Work in field placement to develop knowledge of how to establish a learning community in a standards-based context.
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 355 Educational Assessment and Research	Expand candidates' understanding of the Six Goals and Academic Expectations. Expect candidates to relate Goals and Expectations to classroom assessment and action research in the school setting.	Candidates demonstrate knowledge of all Kentucky curriculum framework.	Candidates demonstrate knowledge of all Kentucky curriculum framework.	Create Graphic Representation or Metaphor showing the relationship among state assessment model including KERA Goals, Academic Expectations, Core Content, Program of Studies as well as Early Childhood Continuous Assessment.

Course	KERA Goals & Academic Expectations	Program of Studies	Core Content for Assessment 4.1	Examples of course/field work experiences
EDTP 407/408 Special Methods for Middle School English and Communications /English	Expand candidates' understanding of the Six Goals and Academic Expectations: Candidates to relate the Goals and AE to curriculum, instruction and assessment in middle grades Language Arts.	Candidates use the Program of Studies to design lessons and assessments within the context of a standards-based unit of study.	Candidates use the Core Content for Assessment (4.1) to design lessons and assessments within the context of a standards-based unit of study.	<ul style="list-style-type: none"> • Candidates examine the POS and Core Content to develop 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.
EDTP 420 Reading and Writing Across the Curriculum	All candidates, regardless of certification area, explore the expectations of Learner Goals 1 and 2 in regard to literacy.	All candidates engage in and design reading and writing activities or strategies based on standards identified in the Program of Studies (i.e., Reading, Writing, and relevant content area)	All candidates engage in and design reading and writing activities or strategies based on standards identified in the Core Content for Assessment in Reading, Writing, and relevant content areas.	Weblog Reader's Writer's Project Book Club Project Inquiry Digital Story Bridge Assessment with Adolescent Literature
EDTP 506 Public Schools in America	Examine the Goals and Academic Expectations of Kentucky schools in the larger historical, social and political contexts of American education.	Candidates will demonstrate understanding of the importance of the Program of Studies in the context of Kentucky and national school reform movement	Candidates will demonstrate understanding of KCCT and CATS in the context of Kentucky's reform movement.	Class readings and discussion I-Search project related to specific areas of teaching in a standards-based environment.

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 417 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
Content Courses taken outside the CEHD	Through required content courses, candidates develop deeper understanding and achieve a broader appreciation of the relevant Language Arts Academic Expectations: 2.14 2.15 2.16 2.17 2.18 2.19 2.20	Through required and elected content courses, candidates develop a deeper understanding and broader content knowledge of relevant Program of Studies: <ul style="list-style-type: none"> • Big Ideas • Enduring Knowledge • Skills and Concepts 	Through required and elected content courses, candidates develop a deeper understanding and broader content knowledge of relevant Core Content for Assessment content bullets at various Depth of Knowledge levels.	Apply content knowledge and research skills to produce: <ul style="list-style-type: none"> • Group projects • Extended research papers • Journal entries • Written examinations • Case studies Apply content knowledge to participate in: <ul style="list-style-type: none"> • Discussions • Field experiences or internships • Debates

4. Code of Ethics

The Professional Code of Ethics for Kentucky School Personnel (<http://www.kyepsb.net/legal/ethics.asp>) is integrated throughout the continuous assessment plan within the College of Education and Human Development. 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 with EPSB Themes

1. EPSB Themes Holistic Matrix

Holistic matrix for Language Arts, BS, Grades 5-9; English, BS, Grades 8-12

Courses	1: Diversity	2: Assessment	3: Literacy Education	4: Strategies for Closing the Achievement Gap
EDTP 107: Human Development and Learning	X			X
EDTP 201: The Teaching Profession	X			X
EDTP 301: General Methods	X	X		X
EDTP 328/ 330: Building Learning Communities	X			X
EDTP 345/346: Special Populations in Schools	X	X	X	X
EDTP 355: Educational Assessment and Research	X	X	X	X
EDTP 407/408: English and Communications/English Methods	X	X	X	X
EDTP 420: Reading and Writing Across the Curriculum/Adolescent Literature	X	X	X	X
EDTP 506: Public Schools in America	X			
EDTP 417: Student Teaching	X	X	X	X
EDTP 477: Capstone Seminar	X	X		X

2. EPSB Themes Analytic Matrix

Analytic Matrix for Language Arts, BS, Grades 5-9; English, BS, Grades 8-12 Program

Course	Title	EPSB Theme 1: Diversity
EDTP 107	Human Development and Learning	Candidates research differences in cognitive, physical, language, social-emotional, moral development.

Course	Title	EPSB Theme 1: Diversity
EDTP 201	The Teaching Profession	Teacher candidates complete a minimum of 15 hours (10 for 502 candidates) of field experiences at a designated school. From this experience, teacher candidates will write an Ethnography of a Learning Environment designed to 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 will include the following sections: Students/Learning Environment Diversity Teacher/Teaching Curriculum Insights into the Teaching Profession
EDTP 301	General 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.
EDTP 328/ 330	Building Learning Communities	Candidates create a classroom management plan that supports the physical, social, and cultural diversity of a variety of students, shows sensitivity to differences. In field experiences, candidates will manage a variety of instructional strategies in ways that maximize learning for all students.
EDTP 345	Exceptional Child in the Regular Classroom	The teacher designs, plans and accommodates objectives, instructional strategies and teaching materials that reflect the needs of students with disabilities, giftedness, and LEP <u>*Field Work-Classroom Observations and Reflective Logs.</u>
EDTP 355	Educational Assessment and Research	Candidates create a variety of sample formative assessments in order to adjust instruction to meet the needs of students.
EDTP 417	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 420	Reading and Writing Across the Curriculum/Adolescent Literature	Digital Story Book Club Project (Podcast)
EDTP 477	Capstone Seminar	Candidates complete a sequence of

Course	Title	EPSB Theme 1: Diversity
		instruction, implement a variety of formative assessments and collect data about the adjustments they made in instruction in order to meet the needs of individual students.
EDTP 506	Public Schools in America	Class readings and discussions about issues of diversity in public schools, locally and nationally.

Course	Title	EPSB Theme 2: Assessment
EDTP 301	General Methods	<p>Teacher candidate analyzes the effectiveness of their microteaching lesson and how the measurable objectives were met.</p> <p>Teacher candidate designs a method to assess the learning as a result of their microteaching lesson.</p>
EDTP 345	Special Populations in Schools	Hallmark Assessment, Lesson Plan Strategy Notebook – Develops assessments to measure student learning (student work, rubrics, etc.).
EDTP 355	Educational Assessment and Research	Candidates create sample assessments; learn to design rubrics and scoring guides. Candidates participate in parent conferences in order to learn to interpret and communicate student's performance.
EDTP 407/408	Special Methods in Middle School English and Communications /English	<p>Examples of Experiences and Assessments that meet this Standard.</p> <p>All candidates complete an assessment project that includes formative assessment, the development of ORQs, multiple choice questions, performance assessment tasks, and the appropriate scoring guides and rubrics.</p>
EDTP 417	Student Teaching	<ul style="list-style-type: none"> At conclusion of student teaching, ½ of indicators of standard must be met at the satisfactory or higher level in the program portfolio. Candidates complete an assessment plan for a sequence of lessons taught and analyzed.
EDTP 420	Reading and Writing Across the Curriculum/ Adolescent Literature	Reciprocal Teaching – Candidates are responsible for teaching a selected strategy by leading a content-specific lesson, assessing learning, and leading a reflective discussion.
EDTP 477	Capstone Seminar	Candidates design a sequence of standards-based lessons, a series of assessments (diagnostic, formative, summative), and evaluate impact on student learning.

Course	Title	EPSB Theme 3: Literacy Education
EDTP 345	Special Populations in Schools	Collaboration with ECE teacher and general education teacher and develop assessment procedures to support student literacy skills.
EDTP 355	Educational Assessment and Research	Clinical experience with students in JCPS working on Writing Portfolio development, providing feedback
EDTP 407/408	Special Methods in Middle School English and Communications/English	Candidates engage in a variety of literacy strategies (i.e., Socratic Seminar, Save the Last Word for Me, double-entry journals, concept maps, reading the subtext, QAR) in the context of teaching Middle School English and Communications/Secondary English.
EDTP 420	Reading and Writing Across the Curriculum/Adolescent Literature	HAT: Readers/Writers Project Readers/Writers Weblog Book Club Project (Podcast) Book Trailer Project Digital Story Reciprocal Teaching of a Content Literacy Strategy
EDTP 417	Student Teaching	Candidates participate in teaching school-wide literacy programs during their student teaching experience in the Jefferson County Public Schools and other surrounding districts.

Course	Title	EPSB Theme 4: Achievement Gap
EDTP 107	Learning Theory and Human Growth and Development	Candidates acquire foundational knowledge about learning theories and how individual differences in human development affect readiness for learning in children and youth.
EDTP 201	The Teaching Profession	Candidates continue to develop foundational knowledge by reading, interpreting, analyzing perspectives on learning and development, socio-linguistics, and demography through course readings and discussions.
EDTP 301	General Methods	Candidates are introduced to instructional strategies that will improve the learning opportunities for diverse student populations. 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 328	Building Learning Communities	Candidates describe how to create a welcoming environment for students and parents of diverse cultures, socio-economic status, and educational levels during in formal and informal communications; also examine how to engage parents and/or guardians effectively as partners in improving student achievement.

Course	Title	EPSB Theme 4: Achievement Gap
EDTP 345	Special Populations in Schools	Collaboration with ECE teacher and general education teacher to use instructional and assessment strategies that improve student achievement.
EDTP 407	Special Methods in Middle School English and Communications/ English	Candidates read journal articles regarding the achievement gap for analysis and discussion.
EDTP 417	Student Teaching	Hallmark Assessment: Candidates analyze the contextual factors of the community, the school, and the classroom in order to address the needs of those students who are in achievement gap groups (e.g., males, students with disabilities, English learners, African-American or Hispanic students).
EDTP 477	Capstone Seminar	Candidates examine student work and discuss strategies for improving achievement of students in various “gap groups” in their student teaching placement.

D. Program Faculty Matrix

Name of Faculty Member	Latricia Posey Bronger
Highest Degree	M.Ed.
Field/s of Specialization	Special Education/Learning and Behavioral Disorders
University	University of Louisville
Assignment	Special Education Program Co-Director, Elementary Program, Doctoral Program, Initial and Advanced Programs
Faculty Rank	Instructor
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Effective Academic and social interventions for students with learning disabilities and behavior disorders. Council for Exceptional Children. International Reading Association, Teachers of Other Special Languages, Learning Disabilities Association of Kentucky
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
Teaching or other professional experience in P-12 schools	General and special education teacher P-12, Collaboration Specialist, Instructional Strategy Training, Striving Readers Grant, CBM and Progress Monitoring with Ohio Valley Education Cooperative – Bullitt County; Learning Disabilities Association of Kentucky; Board of Kentucky Autism Training Center

Name of Faculty Member	E. Todd Brown
Highest Degree	PhD
Field/s of Specialization	Mathematics Education, generalist
University	University of Louisville
Assignment	Elementary Education Program
Faculty Rank	Assistant Professor
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	<p>Brown, E.T., McGatha, M., & Karp, K. (200, May). Assessing teacher knowledge: Diagnostic assessments for elementary and middle school teachers, <i>New England Journal of Mathematics</i>, 37-50.</p> <p>Brown, E.T. (2005) The influence of teachers' efficacy and beliefs on mathematics instruction in the early childhood classroom, <i>Journal of Early Childhood Teacher Education</i>, 26, 239-257.</p> <p>W. Bush, R. Ronau, C. Thompson, M. McGatha, & K. Karp. (2006, January). <i>What mathematics do middle school teachers know?</i> Presentation at the National Association of Mathematics Teacher Educators, Tampa, Florida.</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
Teaching or other professional experience in P-12 schools	Taught for 27 years in KY, Missouri and Iowa, Mathematics Resource Teacher for JCPS, Scale-Up Mathematics Grant Project with OVEC and Head Start programs, U of L Liaison at King and Luhr Elementary, Mathematics Network Leader for Bullitt county

Name of Faculty Member	Jean Anne Clyde
Highest Degree	Ed.D. Language Education
Field/s of Specialization	Literacy Education
University	Indiana University
Assignment	Elementary Education Program
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 (on leave, 07-08)
Relationship (full-time, part-time) to the program	Full-Time (on leave, 07-08)
Teaching or other professional experience in P-12 schools	Ongoing co-teaching grades 1-4 with teacher/research team from 1999-2005 (Shelli Barber Wheatley Elementary, and later the Brown School), Sandra Hogue (Stonestreet Elementary), Laura Wasz (Byck Elementary), literacy lessons in kindergarten (Debbie Rutledge; co-teaching with current teacher/research partner (Angela Hicks, grade 5, Crestwood Elementary).

Name of Faculty Member	Betty Doyle
Highest Degree	M.Ed.
Field/s of Specialization	Early childhood/elementary education
University	University of Louisville
Assignment	Early Childhood and Elementary Program
Faculty Rank	Instructor
Scholarship, Leadership in Professional Associations, and service: List up to 3 major contributions in the last 3 years	Liaison to McFerran Elementary School 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
Teaching or other professional experience in P-12 Schools	Taught in elementary schools in Brandenburg, JCPS, Louisville Deaf Oral School and the Walden School. Liaison to McFerren Elementary School , conducted several grant-funded projects in local schools

Name of Faculty Member	Nicole Fenty
Highest Degree	Ph.D.
Field/s of Specialization	Special education, reading disabilities and behavior disorders
University	University of Florida
Assignment	Special Education
Faculty Rank	Assistant Professor
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Holmes Scholar Published 5 peer-reviewed articles, 1 book, 21 national and regional presentations Worked on two grants on students with significant cognitive impairments and using a web-based video library to support teacher and student learning
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
Teaching or other professional experience in P-12 schools	Experience as a paraprofessional in inclusive classrooms, taught in resource rooms with students with varying exceptionalities, reading intervention teacher in inclusive settings. Pre-K through fourth grade.

Name of Faculty Member	Penny B. Howell
Highest Degree	Ed. D
Field/s of Specialization	Teacher Education, Adolescent Literacy
University	Teachers College – Columbia University
Assignment	Middle and Secondary Program
Faculty Rank	Assistant Professor
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Howell, P. & Arrington, J. (In-Press). Negotiating differences: Early field experiences in a diverse middle school. <i>Middle Grades Research Journal</i> . Howell, P. (Revise and Resubmit). The Legacy of the Cooperating Teacher. <i>The Teacher Educator</i> . Howell, P. (2007). Middle level teacher education: Conceptualizing developmentally responsive teaching practices in early field experiences. Paper presented at the annual meeting of the American Educational Research Association. Paper presentation, MLRSIG. Chicago, Illinois.
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
Teaching or other professional experience in P-12 schools	Middle school classroom teacher – Language Arts/Social Studies – 5 years; Middle School Literacy Consultant – New York City Board of Education; Research Consultant – National Board for Professional Teaching Standards; Portfolio Manger – National Board for Professional Teaching Standards; Central High School Signature Partnership with Brandeis Law School.

Name of Faculty Member	Eunjoo Jung
Highest Degree	Ed. D
Field/s of Specialization	Curriculum and Instruction, Educational Psychology, Educational Research and Measurement
University	Illinois State University
Assignment	Early Childhood and Elementary Program (also teaches students in Middle/Secondary Program)
Faculty Rank	Assistant Professor
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Recipient of the Institute of Education Sciences/National Center for Education Sciences Training Institute Grant Recipient of the Training Institute Grant funded through Spencer Foundation Supervision of tutorships and field experiences resulting in research and funded grant Developing (on-going) comprehensive disposition assessment model for teacher education programs
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
Teaching or other professional experience in P-12 schools	Academic intervention/research for the preschool program children; Counseling elementary school students; Advising elementary school children; Teaching ESL students in K-8 students; Tutoring reading for K-3 students; Mentoring for elementary and middle school students; Volunteer in P-12 school programs and after school programs.

Name of Faculty Member	Sara Kajder
Highest Degree	Ph.D.
Field/s of Specialization	English Education, Instructional Technology
University	University of Virginia
Assignment	
Faculty Rank	Assistant Professor
Scholarship, Leadership in Professional Associations and Service: List up to 3 major contributions in the past 3 years.	CEE Technology Commission Chair, SITE English Education Committee Chair, SITE Teacher Education Council, National Technology Leadership Coalition – English Education Representative, 21 st Century Skills – NCTE Representative and Co-Author, National Technology Leadership Coalition Summit Participant and Speaker
Relationship (full-time, part-time) to the institution	Tenure-track
Relationship (full-time, part-time) to the unit	Full-time (on leave, 07-08)
Relationship (full-time, part-time) to the program	Full-time (on leave, 07-08)
Teaching or other professional experience in P-12 schools	

Name of Faculty Member	Ann Elisabeth Larson
Highest Degree	Ph.D.
Field/s of Specialization	Curriculum and Instruction, Teacher Education, English Education, Social Foundations of Education
University	University of Illinois, Urbana-Champaign
Assignment	Middle and Secondary Program, Doctoral Program
Faculty Rank	Associate Dean and Associate Professor
Scholarship, Leadership in Professional Associations and Service: List up to 3 major contributions in the past 3 years.	<p>Rightmyer, E.C. and Larson, A. (2006) Sociocultural Strategies for Recruiting Teachers into Urban Classrooms: Building Informed Private Theories. In, <i>Recruiting, Preparing and Retaining Teachers for Urban Schools</i> by Howey, Post and Zimpher.</p> <p>Ryan, S., Metcalf-Turner, P and Larson, A. (2002) Standardization or Standards for Professional Practice: Public and Private Theories of Teaching in <i>Professional Development Schools in Rethinking Standards through Teacher Preparation Partnerships</i> by Griffin and Whitford.</p> <p>National Council of Teachers of English, Jefferson County Public Schools, Ohio Valley Education Cooperative, National Board for Professional Teaching Standards, Education Professional Standards Board, Holmes Partnership, University of Louisville Graduate Council</p>
Tenure/Non-Tenure Track	Tenured
Relationship (full-time, part-time) to the unit	Full-Time
Relationship (full-time, part-time) to the program	Part-Time
Teaching or other professional experience in P-12 schools	National Board for Professional Teaching Standards Consultation (OVEC, JCPS); Waggener Traditional High School Writing Partnership; Central High School Signature Partnership with Brandeis Law School; KTIP Teacher Educator.

Name of Faculty Member	Marcia Lile
Highest Degree	MA
Field/s of Specialization	Elementary Education/ Social Studies Education
University	Northern Michigan University
Assignment	Middle and Secondary Program Director, Elementary Program
Faculty Rank	Instructor
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	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	Non-tenure track
Relationship (full-time, part-time) to the unit	Full-Time
Relationship (full-time, part-time) to the program	Full Time
Teaching or other professional experience in P-12 schools.	Classroom teacher – 29 years; Social Studies Consultant for Kentucky Department of Education – 3 years; Co-PI and Pedagogical Consultant on Teaching American History Grants with JCPS – 4years; KTIP Resource Teacher – 10 years; Provider to multiple teacher academies in Kentucky since 1999.

Name of Faculty Member	Ann Marie 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 past 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
Teaching or other professional experience in P-12 schools	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	Elizabeth Campbell Rightmyer
Highest Degree	Ed.D.
Field/s of Specialization	Supervision (Curriculum and Instruction in Early Childhood, Birth to Age 8)
University	University of Louisville
Assignment	Early Childhood Program
Faculty Rank	Assistant Professor
Scholarship, Leadership in Professional Associations, and service: List up to 3 major contributions in the last 3 years	<p>Rightmyer, E. C., McIntyre, E., & Petrosko, J. (2006). Instruction, development, and achievement of struggling primary grade readers. <i>Reading Research and Instruction</i>, 45, 209-241.</p> <p>Rightmyer, E. C., & Larson, A. E. (2006). Sociocultural strategies for recruiting teachers into urban classrooms. In K. Howey & N. Zimpher (Eds.). <i>Recruiting, preparing and retaining teachers for urban school</i> (pp. 23-47). Washington, DC: AACTE.</p> <p>Evaluation of Metro United Way <i>Learning Matters</i>. (\$20,382). Metro United Way, Louisville, KY. With co-researchers Jeanette Nunnelley (IUS) and Jonathan Lee (Bellarmine University). Fall 2006-Spring 2007.</p>
Tenure/Non-Tenure track	Tenure Track
Relationship (full-time, part-time) to the unit	Full-Time; Resigned June, 2007.
Relationship (full-time, part-time) to the program	Full-Time; Resigned June, 2007
Teaching or other professional experience in P-12 schools	

Name of Faculty Member	Gina D. Schack
Highest Degree	Ph.D.
Field/s of Specialization	Gifted/Talented Education; Talent Development; Learning Styles and Multiple Intelligences; Curriculum and Instruction
University	University of Connecticut
Assignment	Assistant Chair, Middle and Secondary Program
Faculty Rank	Professor
Scholarship, Leadership in Professional Associations, and service: List up to 3 major contributions in the last 3 years	Principal Investigator, Louisville Regional Partnership for Teacher Recruitment and Retention; funded by the U.S. Department of Education (Transition to Teaching), \$263,899 across 5 years. Chair CEHD Curriculum Committee Chair Self-Study/NCATE Standard I Committee
Tenure/Non-Tenure track	Tenured
Relationship (full-time, part-time) to the unit	Full-time
Relationship (full-time, part-time) to the program	Full-time
Teaching or other professional experience in P-12 schools	Five (5) years teaching middle grades (mathematics, social studies); 2 years as teacher/coordinator of a district-wide gifted/talented program; two years as a half-time teacher of the gifted; PDS liaison; KTIP teacher educator (18 years)

Name of Faculty Member	Christine Sherretz
Highest Degree	Ed.D.
Field/s of Specialization	Curriculum and Instruction, Literacy
University	Georgia Southern University
Assignment	Elementary Program
Faculty Rank	Instructor
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Advisor in Graduate Programs at SUNY Potsdam Liaison with SUNY Potsdam and Ft. Drum Education Center Board Member of Jefferson-Lewis Teacher Center/Watertown, New York
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	Part-Time
Teaching or other professional experience in P-12 schools	10 years of public school teaching experience in grades 1-6 Kentucky Certification in Early Childhood, Childhood, Special Education, and Reading PDS liaison

Name of Faculty Member	J. Lea Smith
Highest Degree	Ph.D.
Field/s of Specialization	Literacy Education
University	University of Louisville
Assignment	Adolescent Readers/Adolescent Literature
Faculty Rank	Associate Professor
Scholarship, Leadership in Professional Associations and Service: List up to 3 major contributions in the past 3 years.	Post doctoral Studies: Stanford University <u>Dramatic Literacy: Using Drama & Literature in the Middle Level Classroom</u> National Council Teachers of English, International Reading Association, American Association of Education Research
Tenure/Non-Tenure track	Tenure Track
Relationship (full-time, part-time) to the unit	Full-Time; Retired June, 2007
Relationship (full-time, part-time) to the program Teaching or other professional experience in P-12 schools	Full-Time; Retired June, 2007

E. Curriculum contract

University of Louisville
 College of Education and Human Development
 Bachelor of Science in Middle and Secondary Education
 With Certification in English and Communications, Grades 5-9

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. Academic Orientation is also required (1 hour).

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 (6 hours)						
EDTP	201	Teaching Profession (FE) *	3			
EDTP	107	Human Development and Learning (FE)	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 and 107; 21 or higher ACT composite score recommended; C or better in ENGL 102 and Oral Communication; Other requirements as outlined in application packet.						
Professional Core (39 hours) You must be admitted to Teacher Education before enrolling in Professional Core courses.						
EDTP	301	General Methods (FE)	3			
EDTP	328	Building Learning Communities	3			
EDTP	330	Building Learning Communities Field Experience	1			
EDTP	345	Special Populations in Schools	3			
EDTP	346	Special Populations in Schools Field Experience	1			
EDTP	355	Assessment and Research	3			
EDTP	407	Special Methods in Middle/Secondary School Teaching	3			
EDTP	408	Middle/Secondary Content Methods Field Experience	1			
EDTP	420	Reading and Writing Across the Curriculum/Adolescent Literature	3			
EDTP	506	Public Schools in America	3			
Midpoint Assessment: Prior to Student Teaching: Satisfactory dispositions assessment; Satisfactory midpoint portfolio; Positive recommendation from Middle/Secondary Program committee; Completion of required core and methods courses with a C or better.						
EDTP	417	Middle Grades Student Teaching (Clinical Practice)	12			
EDTP	477	Capstone Seminar	3			
Minimum Total Hours			45			

Certification in Content Area (30 hours)						
ENGL	551	Special Topics: Teaching Creative Writing	3			
ENGL	310	Writing About Literature	3			
ENGL	506	Teaching of Writing	3			
EDTP	540	Teaching Adolescent Readers	3			
ENGL		American Literature: e.g. ENGL 311, ENGL 312, ENGL 318, ENGL 319, ENGL 320, ENGL 321, ENGL 322, ENGL 323 (course approved by advisor)	3			
ENGL		Pre-Renaissance Literature: e.g. ENGL 301, ENGL 313, ENGL 541, ENGL 561 (course approved by advisor)	3			

FE – Field Experience required

(Continue to next page)

University of Louisville
 College of Education and Human Development
 Bachelor of Science in Middle and Secondary Education
 With Certification in English and Communications, Grades 5-9
 (Continued)

Name _____
 Student ID # _____
 Degree Program _____

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 Louisville, KY. 40292
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COURSE PREFIX	COURSE NUMBER	COURSE TITLE	CREDIT HOURS	TENTATIVE SEMESTER OFFERED	HOURS EARNED	GRADE EARNED
ENGL		Drama in English: ENGL 333, ENGL 334, or ENGL 562	3			
ENGL		Minority Literatures: e.g. ENGL 342*, ENGL 368*, ENGL 369*, ENGL 549, ENGL 567 or other course approved by advisor.	3			
ENGL		English Language: ENGL 518, ENGL 522 or ENGL 535	3			
HUM		Medieval and Renaissance Cultures: Choose one from HUM 301, 302, 303, 338, 339, 354, 355, 356, 357, 591, 592	3			
Minimum Total Hours			30			

Related and Supporting Courses (minimum 15 hours) Must be approved by advisor.						
		Children's Literature: EDAP 645 or ENGL/WGST 326	3			
		Creative Drama: TA 300+ Theater Arts or EDAP 597 Kentucky Institute for Arts in Education	3			
		Media Studies/Media Literacy: WGST 395* Women, Media, & Culture or HUM 325* Survey of Film & Culture or COMM 305 Intro to Mass Com.	3			
HUM	300+	Course above 300 level or above	6			

Electives (as needed) Electives must be approved by CEHD advisor.						

Courses taken for the content area will not also be counted for related and supporting courses.
 *This course also meets a General Education requirement.

Minimum total program hours required for degree completion 123

Exit Requirements:

1. Passing scores on appropriate Praxis Examinations:
 - Praxis _____ (Advisor fills in appropriate test number(s))
 - Praxis PLT
2. Electronic portfolio that meets New Teacher standards and CEHD Diversity Standard and demonstrates alignment with the conceptual framework
3. B- or higher in each student teaching experience
4. Successful evaluation on Dispositions Evaluation Forms
5. Overall GPA of 2.5 in content area and 3.0 in professional core.

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

University of Louisville
 College of Education and Human Development
 Bachelor of Science in Middle and Secondary Education
 With Certification in English, Grades 8-12

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. Academic Orientation is also required (1 hour).

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 Core (6 hours)						
EDTP	201	Teaching Profession (FE) *	3			
EDTP	107	Human Development and Learning (FE)	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 and 107; 21 or higher ACT composite score recommended; C or better in ENGL 102 and Oral Communication; Other requirements as outlined in application packet.						
Professional Core (39 hours) You must be admitted to Teacher Education before enrolling in Professional Core courses.						
EDTP	301	General Methods (FE)	3			
EDTP	328	Building Learning Communities	3			
EDTP	330	Building Learning Communities Field Experience	1			
EDTP	345	Special Populations in Schools	3			
EDTP	346	Special Populations in Schools Field Experience	1			
EDTP	355	Assessment and Research	3			
EDTP	407	Special Methods in Middle/Secondary School Teaching	3			
EDTP	408	Middle/Secondary Content Methods Field Experience	1			
EDTP	420	Reading and Writing Across the Curriculum/Adolescent Literature	3			
EDTP	506	Public Schools in America	3			
Midpoint Assessment: Prior to Student Teaching: Satisfactory dispositions assessment; Satisfactory midpoint portfolio; Positive recommendation from the Middle/Secondary Program committee; Completion of required core and methods courses with a C or better.						
EDTP	419	Secondary Student Teaching (Clinical Practice)	12			
EDTP	477	Capstone Seminar	3			
Minimum Total Hours			45			
Certification in Content Area (30 hours)						
ENGL	310	Writing About Literature	3			
ENGL	506	Teaching of Writing – WR	3			
ENGL		English Language: ENGL 518, ENGL 522, or ENGL 535	3			
ENGL		500-level literature course (approved by advisor)	3			
ENGL		Literature Survey/ Period (from A, B, C, or D) * ^	3			
ENGL		Literature Survey/ Period (from A, B, C, or D) * ^	3			
ENGL		Literature Survey/ Period (from A, B, C, or D) * ^	3			
ENGL		Shakespearean Literature: ENGL 333, ENGL 334, or ENGL 562	3			

FE - Field Experience required

(Continue to next page)

University of Louisville
 College of Education and Human Development
 Bachelor of Science in Middle and Secondary Education
 With Certification in English, Grades 8-12
 (Continued)

Name _____
 Student ID # _____
 Degree Program _____

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

COURSE PREFIX	COURSE NUMBER	COURSE TITLE	CREDIT HOURS	TENTATIVE SEMESTER OFFERED	HOURS EARNED	GRADE EARNED
ENGL		Minority Literatures: e.g. ENGL 342, ENGL 368, ENGL 369, ENGL 549, ENGL 567 or other course approved by advisor	3			
ENGL		Gender in Literature: e.g. ENGL 342, ENGL 373 or other course approved by advisor	3			
			30			

Related and Supporting Courses (Minimum 15 hours) Must be approved by advisor; courses taken for the content area will not also be counted for related and supporting courses.						
HUM		Ancient Through Renaissance Culture: Choose one from HUM 301, 302, 303, 338, 339, 354, 355, 356, 357, 591, 592	3			
HUM	300+	Humanities elective	3			
HUM		Humanities elective	3			
HUM		Humanities elective	3			
TA EDAP	300+ 597	Theatre Arts course OR KY Institute for Arts in Education	3			
Electives (as needed) Electives must be approved by CEHD advisor						
^ Student must select survey courses from three of the four different survey/periods. (A, B, C, and D; see attached sheet)						
* This course also meets a General Education requirement.						
Minimum total program hours required for degree completion			123			

Exit Requirements:

6. Passing scores on appropriate Praxis Examinations:
 - Praxis _____ (Advisor fills in appropriate test number(s))
 - Praxis PLT _____
7. Electronic portfolio that meets Kentucky New Teacher standards and CEHD Diversity Standard and demonstrates alignment with the conceptual framework
8. B- or higher in each student teaching experience
9. Successful evaluation on Dispositions Evaluation Forms
10. Overall GPA of 2.5 in content area and 3.0 in professional core

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

University of Louisville
 College of Education and Human Development
 Bachelor of Science in Middle and Secondary Education
 With Certification in English, Grades 8-12

COURSE PREFIX	COURSE NUMBER	COURSE TITLE	CREDIT HOURS
Literature Survey/Period Courses: (9 hours) Students must select courses from three of the four different divisions listed below. Students may only substitute courses with the permission of their advisor.			
Division A			
Survey			
ENGL	301	British Literature I	3
Period			
ENGL	313	British Literature from the Beginning through Shakespeare	3
ENGL	314	British Literature from Shakespeare through Neo-Classical Period	3
Division B			
Survey			
ENGL	302	British Literature II	3
Period			
ENGL	315	Nineteenth-Century British Literature	3
ENGL	316	Modern British and Irish Literature	3
ENGL	317	Contemporary British and Post-Colonial Literature	3
Division C			
Survey			
ENGL	311	American Literature I	3
Periods			
ENGL	318	American Literature to 1830	3
ENGL	319	American Literature from 1830-1865	3
Division D			
Survey			
ENGL	312	American Literature II	3
Periods			
ENGL	320	American Literature 1865-1910	3
ENGL	321	American Literature from 1910-1960	3
ENGL	322	American Literature from 1960-Present	3
ENGL	323	African-American Literature from 1845-Present	3

IV. Appendix A

A. Professional Course Syllabi

Professional Core
Course Title
EDTP 107: Human Development and Learning
EDTP 201: The Teaching Profession
EDTP 301: General Methods
EDTP 328: Building Learning Communities
EDTP 330: Building Learning Communities Field Experience
EDTP 345: Special Populations in Schools
EDTP 346: Special Populations in Schools Field Experience
EDTP 355: Assessment and Research
EDTP 407: Special Methods Middle/Secondary School Teaching
EDTP 408: Middle/Secondary Content Methods Field Experience
EDTP 417: Middle Grades Student Teaching OR
EDTP 419: Secondary Student Teaching
EDTP 420: Reading and Writing Across the Curriculum/Adolescent Literature
EDTP 477: Capstone Student Teaching Seminar
EDTP 107: Human Development and Learning
EDTP 201: The Teaching Profession
EDTP 506: Public Schools in America: Understanding our Past to Envision our Future
ENGL 321: American Literature from 1910 to 1960
ENGL 506: Teaching of Writing
ENGL 491: Interpretive Theory: The New Criticism to the Present

EDTP 107: Human Development and Learning (3 credit hours)

Instructor: Nate Mitchell, M.Ed.

Office Hours: TR 2:30-3:45

Telephone: 502-852-0589

E-mail: nate.mitchell@louisville.edu ** “EDTP 107” must be included in the subject line***

Catalog Description

Introduction to the basic principles of human development and learning as applied to home and school settings of children from birth to adolescence.

Course Purpose

The purpose of this course is to provide an overview and awareness of the development issues of human beings from birth through adolescence and throughout the lifespan. Focus will be on the development of school-age children and youth and on those topics and issues of concern to teachers: cognitive development, social-emotional and personality development, physical development, and children with special learning needs. It also addresses how people learn, and applications and implications for teaching in B-12 schools.

Required Reading

McDevitt, T. M. & Ormrod, J. E. (2004). *Child development (3rd Ed.)*. Upper Saddle River, NJ: Pearson Prentice Hall.

LiveText.

Additional readings addressing and expanding on diversity issues.

Relevant Professional Standards Addressed by this Course

This course addresses the following KY New Teacher Standards and UofL Standard:

- KY-NTS 5.1: Accurately assesses, analyzes, and communicates the effectiveness of instruction and makes appropriate changes to improve student learning. (Assignment 1)
- KY-NTS 7.1: Provides evidence of performance levels and articulates strengths and priorities for growth. (Assignment 4)
- KY-NTS 7.4: Shows evidence of improvement in performance and evidence of an increased capacity to facilitate student learning. (Assignment 4)
- U of L 11: Understands the complex lives of students and adults in schools and society (Assignment 1; class readings and discussions)

Course Objectives

Students will be able to:

- 1 Explain theories of human development and learning (i.e., behaviorist, humanist, socio-cultural, cognitive, information processing) and how they relate to children and youth from different cultural backgrounds. (quizzes, exams, observation forms)
- 2 Demonstrate an understanding of multiple intelligences, motivation (at minimum, intrinsic and extrinsic), and attribution theories and the impact of these theories on child development and learning. (quizzes, exams, observation forms)
- 3 Demonstrate an understanding of typical and atypical physical, cognitive, language, literacy, and emotional/social/moral development of children and youth, as well as the possible effects of gender, racial, cultural, and SES identity and contexts on child development. (quizzes, exams, observation forms)
- 4 Demonstrate an understanding of how individual differences in human development affect readiness for learning in children and youth. (mini-PLT, exams, observation forms)

- 5 Synthesize your understanding of learning theories and human development and apply them to the educational needs of students and how you might teach them. (Hallmark Assessment)
- 6 Analyze school settings with respect to developmental appropriateness and theoretical perspectives of learning and development. (observation forms and class discussions)

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

Course Content

1. Research evidence supporting theoretical views of human development and learning;
2. Human development: physical, cognitive, language, and social-emotional-moral;
3. Theories of multiple intelligences, motivation, attribution;
4. Conceptualizing behavior change across different ages and states of development;
5. Universality and diversity in development;
6. Development of gender, racial, and cultural identity;
7. Theoretical views of cognition, behavior, cultural influences, and characteristics that influence learning; and
8. Implications for B-12 classrooms and other learning settings.

Course Requirements

A. Field Experience (successful completion required in order to pass the course) (25 pts. @, total 125)

3 hours in classrooms with children at each of the following levels: pre-school/kindergarten, primary grades (P2-P4); intermediate grades (4th/5th); middle school (6th-8th); and high school (9th-12th).

Observations completed and observation forms word-processed and turned in on time; assessed for completeness and accuracy (with respect to areas covered in class). (NTS 5.1)

B. Class Participation (25 pts.)

Students are expected to complete all assigned readings prior to class and actively participate in class discussions and activities. While it is possible to attend and not participate, it is impossible to participate if you don't attend.

C. Case Studies &/or In-class Quizzes (50 pts.)

Written or oral responses to case studies in the texts or multiple choice quizzes covering material from text &/or lecture.

D. Synthesis and Reflection Paper (125 pts.) Hallmark Assessment

Of the five age groups you observed, choose the one you think you would most like to teach. Explain your preconceptions about this group and how those have changed as a result of the course. Using what you have learned from your readings, class activities, and field experience observations, describe typical and atypical physical, cognitive, language, literacy, and social/emotional/ moral characteristics of children in this age group as well as possible effects of gender, racial, cultural, and SES identity and contexts. Refer to these as you explain why you are drawn to this group. This will require that you reflect about your strengths, weaknesses, personality, reasons for teaching, etc. and compare those to the physical, cognitive, language, literacy, social/emotional/moral, and racial/cultural characteristics demonstrated by children at this stage of development. You may also bring in learning from EDTP 201 about societal and institutional expectations for schooling at the various levels. Use the same comparison process (your characteristics and the developmental characteristics of the age group) to explain the challenges you might face when teaching students of this age group. [This paper must be submitted via LiveText and will be part of the materials considered if/when you apply to a teacher education program.] (NTS 7.1, 7.4)

E. Mini-PLT (25 pts.) This assessment will present you with a scenario involving children from birth to high school in an educational setting. You'll have multiple choice short-answer essay questions asking you to apply what you have learned about growth, development, and learning to the incident(s) in the scenario. [These may be required to be submitted on LiveText.] (NTS 5.1, 7.4)

F. Mid-term Exam (75 pts.) This exam will be cumulative to the point in the course at which it is given and will cover material in the readings and classes. Format will include multiple choice, short answer, and essay questions that will involve the application of knowledge, not just recall. (NTS 7.4)

G. Final Exam (75 pts.) This exam will cover material from readings and classes since the midterm. Format will include multiple choice, short answer, and essay questions that will involve the application of knowledge, not just recall. (NTS 7.4)

Criteria for Determination of Grades – Satisfactory completion of field work requirements is required in order to pass the course.

Field experience observations & reflections	25%	Synthesis & reflection paper *	25%
Case studies &/or quizzes	10%	Mini-PLT	5%
Midterm exam	15%	Class participation	5%
		Final exam	15%

* *Hallmark Assessment*

Grading scale: A: 90% and above; B: 80-89%; C: 70-79%; D: 60-69%; F: below 60% of possible points

Bibliography

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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 using Microsoft Word or saved as a Rich Text File (RTF). Continuing and regular use of e-mail is expected. Use of the Internet for research purposes may be required. UofL email address and ability to use both Blackboard and LiveText platforms are required. Some assignments must be submitted to LiveText.

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*.

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

Course Policies

- Cell phones must be turned off before class begins. If there is a critical reason you need to be available for a telephone call, inform the instructor before class begins and be sure your phone is in vibrate mode.
- Late assignments will be penalized 20% of the total possible points if not turned in during the class in which they are due and an additional 1% for each 24 hour period afterward.
- Make-up mid-term and final examinations will only be allowed with documentation of illness, death in the family, or other serious and unavoidable circumstance and at the discretion of the instructor. Make-up exams must be taken within one week of the scheduled exam date. In order to protect the integrity of the examinations, make-up exams will be conducted orally.
- Students can not make up quizzes or case studies. However all students will be given the opportunity to drop the lowest grade.

Date prepared and by whom

This syllabus was prepared by the Core Courses Committee, May, 2006.

Hallmark Assessment: EDTP-107-HAT-Teaching Level Paper

Purpose

In this early, pre-professional course, students have learned about developmental characteristics of children from pre-school to adolescence and have observed in classrooms representing this range of ages. This task allows candidates to synthesize what they have learned and observed in schools about developmental characteristics of children, reflect about their own characteristics and personality, and make a more informed decision about the age/grade level they feel is the best match for them. They then compare and contrast developmental characteristics of that level with their own to identify potential areas of synergy and challenges based on the match, and explain them. This demonstrates candidates' understanding of human growth and development and its implications for teaching.

Process

1. Of the five age groups you observed, choose the one you think you would most like to teach.
2. Explain your preconceptions about this group and how those have changed as a result of the course.
3. Using what you have learned from your readings, class activities, and field experience observations, describe typical and atypical physical, cognitive, language, literacy, and social/emotional/ moral characteristics of children in this age group as well as possible effects of gender, racial, cultural, and SES identity and contexts.
4. Refer to these as you explain why you are drawn to this group. This will require that you reflect about your strengths, weaknesses, personality, reasons for teaching, etc. and compare those to the physical, cognitive, language, literacy, social/emotional/moral, and racial/cultural characteristics demonstrated by children at this stage of development. You may also bring in learning from EDTP 201 about societal and institutional expectations for schooling at the various levels.
5. Use the same comparison process (your characteristics and the developmental characteristics of the age group) to explain the challenges you might face when teaching students of this age group.

Product: Synthesis and Reflection Paper

Of the five age groups you observed (pre-school/kindergarten, primary, intermediate, middle school, high school), choose the one you think you would most like to teach. In this paper, you should address: 1) your preconceptions about this age group and how those have changed as a result of the course; 2) your understanding of the typical and atypical physical, cognitive, language, literacy, social/emotional/moral, and racial/cultural characteristics of children in this age group; 3) an analysis of your strengths, weaknesses, personality, reasons for teaching, etc.; and 4) a synthesis of this information that explains why this is the best level for you to teach, as well as the challenges you anticipate (based on the your personal qualities, the developmental characteristics of the age group, and what you know of schools).

Reference the course readings, class activities, and field experience observations. You may also bring in learning from EDTP 201 about societal and institutional expectations for schooling at the various levels.

The paper should be created in LiveText using the EDTP 107 Hallmark Assessment Template and will be part of the materials you submit when you apply to Teacher Education.

Rubric	Target	Acceptable	Unacceptable
Pre-conceptions and how they have changed (5.4%) NTS 7.1, 7.4	Thorough, insightful discussion of preconceptions in 3 or more areas of development, how they have changed, and elements of the course that led to those changes.	Explanation of preconceptions in one or two areas of development and how they have changed.	Missing preconceptions &/or how they have changed
Physical Characteristics (8.1%)	Accurate description of multiple aspects of physical development and how they change within this age span; description of most common examples of atypical development.	Accurately describes several characteristics of physical development in typical children this age, with some mention of atypical development.	Inaccurate or no descriptions of physical development &/or no mention of atypical development.
Cognitive Characteristics (8.1%)	Accurate description of multiple aspects of cognitive development and how it changes within this age span; description of most common examples of atypical development.	Accurately describes several characteristics of cognitive development in typical children this age, with some mention of atypical development.	Inaccurate or no descriptions of cognitive development &/or no mention of atypical development.
Social/Emotional/Moral Characteristics (8.1%)	Accurate description of multiple aspects of social, emotional, and moral development and how they change within this age span; description of most common examples of atypical development.	Accurately describes several characteristics of social, moral, and emotional development in typical children this age, with some mention of atypical development.	Inaccurate or no descriptions of social, emotional, moral development &/or no mention of atypical development.
Language Characteristics (8.1%)	Accurate description of multiple aspects of language development and how it changes within this age span; description of most common examples of atypical development.	Accurately describes several characteristics of language development in typical children this age, with some mention of atypical development.	Inaccurate or no descriptions of language development &/or no mention of atypical development.

Rubric	Target	Acceptable	Unacceptable
Literacy Characteristics (8.1%)	Accurate description of multiple aspects of literacy development and how it changes within this age span; description of most common examples of atypical development.	Accurately describes several characteristics of literacy development in typical children this age, with some mention of atypical development.	Inaccurate or no descriptions of literacy development &/or no mention of atypical development.
Racial/Cultural Identity Characteristics (8.1%)	Accurate description of multiple aspects of racial/cultural identity development and how it changes within this age span.	Accurately describes several characteristics of racial/cultural identity development in children this age.	Inaccurate or no descriptions of racial/cultural identity development.
Reflection About Self (8.1%)	Identifies more than three intellectual, social, emotional, &/or personality characteristics of self that are substantively related to developmental characteristics of the age group chosen.	Identifies at least three intellectual, social, emotional, &/or personality characteristics of self that relate to developmental characteristics of the age group chosen.	Identifies fewer than three intellectual, social, emotional, &/or personality characteristics of self &/or identifies ones not related to developmental characteristics of the age group chosen.
Explanation of fit (11.1%) NTS.PRE.6	Identifies more than three reasons why teaching this age level is a good personal fit; clearly explains why/how characteristics of the age level match characteristics of the student in his/her self-reflection.	Identifies more than three reasons why teaching this age level is a good personal fit; explains why/how these reasons relate to characteristics of the age level.	Identifies three or fewer reasons why teaching this age level is a good personal fit OR does not accurately explain why/how these reasons relate to characteristics of the age level.
Potential Challenges (5.4%) NTS.PRE.6 NTS.7.4	Identifies more than two challenges of teaching this age level and clearly explains why/how those challenges result from an interaction of characteristics of the age level and the student's self-reflection.	Identifies more than two challenges of teaching this age level and explains why/how those challenges result from characteristics of the age level &/or the student's self-reflection.	Identifies two or fewer challenges of teaching this age level OR does not accurately explain why/how those challenges relate to characteristics of the age level or the student's self-

Rubric	Target	Acceptable	Unacceptable
Writing (8.1%) NTS 5.4, 9.6	Writing and organization clearly and fully communicates ideas without excess verbiage; few if any errors in grammar, spelling, usage, etc.	Writing and organization are sufficient to communicate ideas; may have some errors in grammar, spelling, usage, etc. that distract but don't interfere with understanding.	reflection. Writing and/or organization make it hard to understand ideas; errors in grammar, spelling, usage, etc. interfere with understanding.

EDTP 201: The Teaching Profession
(3 credits)
Spring 2007

Instructor: Betty Doyle
Office: ED 263
Phone: 852-3538
Email: bsdoyl01@louisville.edu
Office Hours: Tuesday and Wednesday, 2:00 - 4:00 and by appointment

Catalog Description

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

Course Purpose

This course, designed for students interested in teaching as a possible career, offers multiple opportunities for undergraduates to participate in a variety of activities in urban school classrooms. Emphasis is on construction of knowledge about and reflection on teaching and learning. The course will revolve around the essential question, “What would it take (for me) to be an effective teacher in the 21st Century?”

Required Readings, Texts

Ayers, W. (2001). *To teach: The journey of a teacher*. New York: Teachers College Press.

Louisville Urban League. (2002). *The state of African-American youth in metropolitan Louisville. A preliminary investigation*. Available: www.lul.org and in pdf format on the class Blackboard website.

One other book on teaching, selected from a group of titles provided by the instructor.

LiveText

Various articles and web sites as assigned by course instructor and presenters.

Relevant Professional Standards Met by Course

This course addresses the following KY New Teacher Standards, KY IECE Standards, and UofL Standard:

Standard I: Designs and Plans Instruction (Collaborative Book Discussion Project presentation)

Standard II: Creates and Maintains Learning Climates (Ethnography of a Classroom Project which includes teacher-student relationships)

Standard III: Implements and Manages Instruction (Collaborative Book Response Project presentation; Current events; Ethnography of a Classroom which includes classroom curriculum)

Standard V: Reflects and Evaluates Teaching and Learning (Ethnography of a Classroom; Book Discussion Project)

Standard VI: Collaborates with Colleagues, Parents and Others (Partner and small group discussion activities in class; Book Response Project)

- Standard VII: Engages in Professional Development (Ethnography of a Classroom analysis; observation and field notes)
- Standard IX: Implements Technology (Word-processing of homework assignments; researching and reading web-based information; LiveText submission of Ethnography of a Classroom)
- Standard X: U of L Program Standard: Demonstrates understanding of the complex lives of students and adults in schools and society (Readings about the intricacies of teaching, curriculum, assessment, and classroom environment; field observations in urban settings; analysis of observations in Ethnography of a Classroom)

Course Objectives

Students will:

1. Describe, analyze, and reflect about the schools and social contexts in which they observe and participate (5.1, 5.2, 10.4);
2. Describe the aims of education in historic and contemporary perspectives; show how issues of race, class, gender, and ability influence educational opportunities for students at various ages and in various contexts (1.4; 2.5, 3.9, 7.3, 10.);
3. Reflect on the school as a public institution and the historical and contemporary context of the teaching profession; address current implications for professional agency and change (1.4, 2.5, 3.9, 7.3);
4. Analyze their field-placements with respect to how theories of learning and development can be applied in various school contexts (5.1, 5.2, 10.4);
5. Demonstrate observation, data collection and analysis skills appropriate to the various field experience settings (10.4);
6. Apply social science knowledge to solve problems related to student learning, development, and access to knowledge (5.1, 5.2, 10.4);
7. Examine the place of social foundations in teacher education; examine educational ideology and teacher professionalization in school and contemporary society (10);
8. Interpret and analyze perspectives of human learning and development, socio-linguistics, and demography through course readings and discussions (6.4, 7.3); and
9. Demonstrate the skills and dispositions of personal inquiry and self-reflection (7.1, 7.2).

Behavioral Science General Education Requirements

Social and behavioral sciences are concerned with understanding human behavior, human interactions, human environment, and the related social structures and forms. Students must demonstrate that they are able to *1) communicate an understanding of how social science knowledge is established and how and why it changes over time; 2) evaluate evidence and apply it to solving problems through social science methods; and 3) communicate an understanding of a body of social science knowledge and its disciplinary perspective.* EDTP 201 meets the requirements for the Social and Behavioral Sciences content area through the following course objectives:

General Education Learning Outcomes, Course Objectives, and Assessment Components

Learning Outcome 1: Communicate an understanding of how social science knowledge is established and how and why it changes over time is addressed in course objectives 1, 2, & 3

and assessed through class participation, class work and homework, fieldwork, classroom study, and the essential question project.

Learning Outcome 2: Evaluate evidence and apply it to solving problems through social science methods is addressed by course objectives 4, 5, & 6 and assessed through class participation, class work and homework, fieldwork, classroom study, and the essential question project.

Learning Outcome 3: Communicate an understanding of a body of social science knowledge and its disciplinary perspective is addressed by course objectives 7, 8, & 9 and assessed through class participation, class work and homework, fieldwork, classroom study, and the essential question project.

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

Course Content

- Social Science Research Methods (observation, data collection, data analysis and synthesis)
- The Teaching Profession
- Professional Ethics
- Diversity
- Curriculum
- Instruction
- Classroom Environments

Course Requirements

Students will participate in both university-based and field-based experiences to develop a base of professional knowledge of teaching and learning in a public school. Students will be asked to reflect on their experiences and complete assignments both in and out of class. Student work will be assessed according to scoring guides, several of which are attached to this syllabus. Additional scoring guides will be distributed in class when the assignments are discussed.

Course Assignments	Points	Percentage of Grade
Class Participation and Class Work	100	20%
Homework	100	10%
Book Discussion/Presentation Project	100	10%
Essential Question Project	100	25%
Fieldwork and Ethnography of a Classroom (Hallmark Assessment)	100	35%
TOTAL	500	100%

Required projects include the following:

1. Class Participation and Class Work (20%)

Your active participation in this class is crucial to its success. Because of its interactive, group nature, we depend on you to build and shape the course. When you are absent, you not only miss the opportunity to learn from the class construction but you also deprive the class of your viewpoint and insight. Sometimes written work can be “made up”, but missed conversation cannot. Please make every effort to attend and to be on time.

Class attendance and participation will be assessed using the attached scoring guide. If you decide to enter a teaching certification program at UofL, the instructor of this course may serve as a recommendation for you when you prepare your application materials. Professionalism in promptness, attendance, preparedness and collegiality are all key assessment components on which teachers and future teachers are evaluated. Class work will also be assessed (see scoring guide).

2. Homework (10%)

You will have work to do outside of class that will be discussed during class, e.g. interpretations of field notes, analyses of aspects of the classroom ethnography. This homework will be assessed using the same scoring guide as class work.

3. Fieldwork and Ethnography of a Classroom (Hallmark Assessment) (35%)

In order for you to understand the teaching profession and make the best possible decision about whether or not to become a teacher, the College of Education and Human Development has arranged for you to see teachers and students in action, to participate in their work, and to think about whether this work is for you. Using a semi-structured protocol, you will observe, sketch, outline, and reflect on the activities in real classrooms. The time spent in schools will give you the advantage of knowing what the work of teaching is really like.

The University of Louisville and the Jefferson County Public Schools (JCPS) have a longstanding collaborative relationship. You will be assigned three classrooms in which to conduct part of your course work. Your positive and professional demeanor during fieldwork is an absolute necessity. (We will talk more in class about “positive” and “professional”.) You should show up for your fieldwork dependably and well prepared. Remember, the contacts that you build today may be useful tomorrow. Also remember that you represent the University, College, and Department of Teaching and Learning in the eyes of students, teachers, staff, parents, and others associated with the school sites you visit.

Field work will be assessed (see scoring guide and time voucher). Your performance will also be evaluated by your cooperating teachers.

You will not just be a passive observer at your field sites. A major part of this course involves carefully recording observations and reflections about your field work, and putting this information together in a coherent Ethnography. This project will include information and interpretations of curriculum, instruction, assessment, relationships, barriers, and support systems observed at your field sites. More detailed information on the Ethnography project is at the end of this syllabus.

4. Essential Question Project, Final Exam (25%)

The Essential Question Project is both a term project (i.e., you will be working on it throughout the semester) and a summative assessment (i.e., culmination representing the bulk of what you have learned). It will include several components, such as your reflections on teacher interviews, course readings, and field work. The intention is to produce a product that addresses the essential question, “What would it take (for me) to be an effective teacher in the 21st Century?” Further description of this project will be shared with you.

5. Book Discussion/Presentation Project (10%)

Students will select a book from a list provided by the instructor. Students will work in "same book" discussion groups to read and discuss key ideas from the book. Book discussions will result in an oral presentation to the entire class.

Criteria for Determination of Grade

More detailed descriptions of assignments and the rubrics used to assess them will be shared with you in class. Grades will be based on the points/percent/grades earned in the assignments, weighted by the percentage next to each assignment above. The following scale will be used to determine the course grade:

Grading Scale

Percentage	Points	Grade
100-99	495-500	A+
98-94	470-494	A
93-92	460-469	A-
91-90	450-459	B+
89-86	430-449	B
85-84	420-429	B-
83-82	410-419	C+
81-78	390-409	C
77-76	380-389	C-
75-68	340-379	D
<68	<340	F

Please note: 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 will only receive partial credit (10% of the original point value of an assignment will be deducted for assignments that are up to two days late. Additional points will be deducted for assignments turned in later than two days after the due date. Assignments will not be accepted one week past the due date). You will not receive participation credit for classes you miss.

If you are not satisfied with a grade on an assignment, you may redo the assignment. This policy only applies to assignments handed in on time.

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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 e-mail is expected. Hallmark assessments must be posted to LiveText; your instructor may ask that other assignments also be posted there.

Plagiarism Statement

Academic dishonesty is prohibited at the University of Louisville. Students are urged to become familiar with the definitions and procedures regarding academic dishonesty, which include, but are not limited to, cheating, fabrication, falsification, multiple submissions of work, plagiarism, and complicity in academic dishonesty. Further information may be found at <http://www.louisville.edu/edu/handbook/studentcode.html>

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.

University Writing Center

There are many different kinds of writing assignments in this course, ranging from lists and personal essays to formal position papers and a research report. You are therefore offered the opportunity this semester to become a better writer, regardless of your current ability. The University Writing Center provides free support for writers by providing a comfortable place to write, to collaborate with other writers, and to use writing resources. Writing consultants teach students at all levels to become more effective writers. Through individualized writing consultation, students learn to develop and organize ideas for course papers and other written

products. Handouts are also available on a large number of writing topics. To schedule an appointment, students may stop by in person or call 852-2173. The UWC is located on the 3rd floor of Ekstrom Library and is open Monday through Saturday.

Course Schedule

Class meets twice a week for 1.5 hours each session. Class attendance and participation are a significant source of learning in this course (and also a significant part of the grade). Students who are diligent about reading assignments on time and responding to class experiences with thoughtfulness not only will begin to prepare themselves for a profession in teaching but also will earn the best marks.

The course centers around a field study which will be conducted on site at elementary, middle, and secondary schools selected by the Field Placement Coordinator and JCPS. A minimum of six clock hours this semester must be spent observing assigned teachers and students at each of three schools, one each of elementary, middle, and high school, for a total of eighteen (18) hours. If you are able to invest more time, that is even better. Your field study will profit from a regular observation time (for example, 1-2:30 p.m. every Tuesday for several weeks). Because many students enrolled in this course must fit school visits between other school, work and family responsibilities, we have designated a number of class sessions as “flex time” for you to complete your field visits at that time or to schedule your field visits at another time during the week and use this designated time for study. Be sure to visit your field placement at least once a week in order to keep up with the response-to-observation assignments and not disrupt the flow of activities in the classroom. You also will develop more meaningful relationships with teachers and students the more frequently you visit. In addition to the classroom experiences, you are strongly encouraged to attend two 3-hour professional development sessions (dates and other information to be announced in class).

If class is cancelled due to severe weather (or for any reason), keep to the schedule in the syllabus, preparing for the next class as planned. We will follow the University of Louisville procedures for inclement weather. If district schools are closed due to inclement weather, you will need to reschedule your school visit at the earliest possible time.

In short, read the schedule carefully, come to class prepared, and do regular homework. That’s what *you’ll* want from *your* students!

Date Prepared and by Whom:

Prepared by the Core Courses Committee, May, 2006; revised by Betty Doyle, Dec., 2006

Scoring Guide for Class Preparation, Participation

Component	Target (5 points)	Expected (4 points)	Needs Improvement (3 points)	Unacceptable (0-2 points)
Preparation	Comes to class prepared, having read and thought about the material, brings thought-provoking questions, and	Comes to class prepared, having read and thought about the material.	Comes to class with some assignments prepared.	Comes to class but is not prepared OR is not present

	contributes to the discussion in positive, worthwhile ways.			
Participation	Participates with enthusiasm, listens to others, and advances the understanding of the large or small group with interesting comments, examples, and insights.	Participates with interest in large and small group activities, listens to others, asks and responds to questions.	Participates occasionally OR Dominates the conversation with little consideration of others	Does not enter into small or large group activities or is not present

Scoring Guide for Homework

Component	Target (5 points)	Expected (4 points)	Needs Improvement (3 points)	Unacceptable (0-2 points)
Level of Thought	Reflective (considers alternatives, how lessons learned might influence future actions), thoughtful, integrates course readings with personal experience. Work reflects a new level of understanding.	Analytic (attempts to make sense of incidents described or patterns observed), thoughtful, makes personal connections.	Descriptive (tells what is going on). Provides effective summaries but does not analyze or make personal connections.	Confused (omits or illogically/inaccurately connects ideas) Little evidence given Erroneous Disconnected from experiences OR Work not submitted.
Written Expression	Clear, focused, logical, complex, well-organized, precise, rich, distinctive or creative.	Clear, focused, logical; acceptable.	Understandable but vague, illogical, simplistic, or confusing.	Lacking key components Poorly organized Lacks coherence OR Work not submitted.
Evidence	Well supported with examples <u>and</u> connections to previous experiences or readings.	Statements are supported with examples <u>or</u> connections to previous experiences or readings.	Some statements are supported OR Support is not logically connected to statements.	No support given OR Work not submitted
Mechanics (spelling, grammar, punctuation, etc.)	Free of mechanical errors.	Minimal mechanical errors.	Mechanical errors are noticeable relative to complexity.	Mechanical errors interfere with understanding OR Work not submitted

Hallmark Assessment: Ethnography of a Classroom

I. Purpose:

There are two main purposes for this assignment:

1. To interest undergraduate students in a career in teaching
2. To learn the research tools of the social scientist, including observation, writing field notes, analyzing field notes, and writing a qualitative research report.

The first purpose -- to interest undergraduate students in a career in teaching -- is grounded in the idea that prospective teachers must shift their perspective from student to teacher in order to make the most of their teacher education courses. This assignment teaches prospective candidates to observe a P-12 classroom from both the teacher and the student perspective. At the same time, the field component of this course introduces prospective candidates to the satisfactions and the constraints of teaching in urban, public schools. Writing an ethnography of an urban classroom allows students to externalize their understanding of the teacher/student perspective.

The second purpose -- to learn the research tools of the social scientist -- is based on the idea that teachers must be grounded in the knowledge of social-behavioral science. Students learn through this assignment how social science knowledge is established and how and why it changes over time. They learn to evaluate evidence and apply it to communicate an understanding of a body of social science knowledge and its disciplinary perspective.

II. Process:

You will be assigned to classrooms in three different urban public schools and will spend a minimum of six hours in each, preferably across several visits. During that time, you will observe and record carefully what is happening and afterwards, for homework, you will interpret and reflect on what occurred. These activities are meant to help you shift your point of view from student to teacher and from recipient to agent.

You should spend your first one or two sessions in each classroom learning the routines of the class, the students' names, and the curriculum that's being covered. Try to remain as nonjudgmental as possible as you perceive the class.

Then, for this assignment, you will select one of the three field sites to analyze completely. Using field notes, course readings, class discussions, and school artifacts, you will write an ethnography of the classroom. This ethnography is a "thick description" of the demographics, environment, teaching style, curriculum, and diversity elements of the site. It should dig beneath surface appearances by explaining not only what is going on, but what it all means and what is the impact on student learning.

The questions below will help you to look closely at the situations you observe. Remember, you are a guest, and your purpose is to learn. Be curious, open-minded, inquisitive, and polite.

Questions you might think about as you observe:

About the environment

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

How welcoming is the room? What creates this effect?

Is student work displayed? How?

What materials are available in the room?

Does the room arrangement allow students to move freely from one area to another?

Are the materials and tools located in a spot easily accessible to the students?

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

What is in the environment to challenge the student intellectually?

What is in the environment that is new to the students?

What is in the environment to encourage questioning? To stimulate curiosity?
Are there materials to encourage exploration?
Are there things to manipulate?

About the teaching style

What is the teacher's role in the lesson/classroom?
What is the student's role in the lesson/classroom?
Where are the students and teacher positioned in the classroom?
What happens when a student has a question?
What happens when a student makes a mistake?
Who is talking? What are they saying?
What rules are operating in this classroom?
Are there rules posted in the room? Are they the ones that are used?
Are there obvious external reinforcers in the environment?
How about internal reinforcers?
Does anyone ever lose control? What happens?
How do the students treat each other?
What happens during transition times (changing classes, lining up, passing out papers, changing activities)?

About the curriculum

What subject is being taught? What unit? What lesson?
What are the students learning today?
What is the shape of the lesson? What happens first, next, next, next?
What materials are being used by the teacher? By the students?
Do you think the material is interesting? Important?
In what ways does this lesson relate to the KERA goals and/or Core Content for Assessment?
What assessments were used in today's lesson?
How else does the teacher know what students are learning?
What grading system is used?

About diversity

Do students look alike? Act alike?
In what ways does the teacher treat all students alike?
In what ways does the teacher treat all students as individuals?
Describe the range of abilities observed.
What are the particular and special learning needs of students in this classroom? How does the teacher meet these students' needs?
What roles do the students and the teacher play?
How do these roles impact learning in the classroom?
What are the key words and concepts that the teacher and students use to give meaning to the classroom and to structure their experience? (Provide specific quotes and/or examples.)
What choices are being made (and by whom) and what are the alternatives to those choices?
How do the teacher's *actions and interactions* affirm differences and groups (consider such elements as the various ethnic, cultural, linguistic, religious and socioeconomic groups within the class of students)?

- How do the teacher's *instructional materials and teaching practices* affirm differences and groups (consider such elements as the various special learning needs, ethnic, cultural, linguistic, religious and socioeconomic groups within the class of students)?
- In what ways does the teaching attempt to link lessons to students' experiences, histories and cultures?
- How does the teacher create and maintain a classroom atmosphere that reflects an acceptance of and respect for differences?
- How does the teacher create and maintain a classroom atmosphere that promotes sound and humane values?
- How does the teacher work with parents, families and caretakers of students to serve the best interest of their children?
- How does the teacher make use of local community resources and encourages students in the study of the local community or "real world"?

III. Product:

A written ethnography that provides a "thick description" of the classroom. The study must be word-processed and submitted electronically via LiveText.

Components of Ethnography

1. Field Notes--These are to be written after each observation and brought to class sessions for group discussions. All notes are to be submitted with ethnography either in hard copy to instructor or attached at the end of the ethnography on LiveText.
2. Written Ethnography submitted on LiveText.
3. Time voucher showing number of observation hours (signed by supervising teacher and turned into instructor in hard copy or scanned on LiveText).
4. Professionalism Rating Sheet (signed by supervising teacher--submitted to instructor in hard copy, scanned on LiveText, or submitted electronically by supervising teacher).

Hallmark Assessment Rubric: Ethnography of a Classroom

Component	Target	Acceptable	Unacceptable
Field notes (25 %)	<ul style="list-style-type: none"> ▪ More than 18 hours of field observation represented in notes ▪ Running notes with specific, objective language, free of labels and stereotypes, give a rich, clear picture of what's happening in the class ▪ Memos and interpretive comments are differentiated from running notes 	<ul style="list-style-type: none"> ▪ 18 hours of field observation represented in notes ▪ Running notes with specific, objective language, free of labels and stereotypes ▪ Memos and interpretive comments are included in each observation form 	<ul style="list-style-type: none"> ▪ Fewer than 18 hours of field observation represented in notes ▪ Running notes have some objective language mixed with some interpretation ▪ Memos &/or interpretive comments are included in some observation forms

Component	Target	Acceptable	Unacceptable
Demographics (5%)	<ul style="list-style-type: none"> ▪ Describes location of school, neighborhood, # & types of students & teachers, school culture, and other school wide information (including CATS) that adds to the reader's understanding of the context. ▪ Supports "facts" with relevant details and examples that illustrate subtleties or complexities of the context. 	<ul style="list-style-type: none"> ▪ Describes location of school, neighborhood, # & types of students & teachers ▪ Supports "facts" with relevant details and/or appropriate examples 	<ul style="list-style-type: none"> ▪ Section includes some demographics, omits others ▪ Limitations in either accuracy or explanation.
Curriculum (15%)	<ul style="list-style-type: none"> ▪ Describes and gives evidence for the enacted, hidden, and null curriculum. ▪ Selects and applies KERA goals and Program of Studies information relevant to the site. ▪ Describes Core Content for Assessment and gives evidence of assessment and evaluation strategies ▪ Supports "facts" with relevant details and examples that illustrate subtleties or complexities of the context. 	<ul style="list-style-type: none"> ▪ Describes and gives examples of the enacted curriculum. ▪ Selects and applies KERA goals, and Program of Studies information relevant to the site. ▪ Describes Core Content for Assessment and observed assessment strategies ▪ Supports "facts" with relevant details and/or appropriate examples 	<ul style="list-style-type: none"> ▪ Describes the enacted curriculum without examples ▪ Describes some KY curriculum guidelines but omits others
Teaching style (15%)	<ul style="list-style-type: none"> ▪ Describes and gives evidence for teacher and student roles, conversation patterns, reward system, daily schedule, and the resultant classroom climate ▪ Discusses impact of teaching style on the students' engagement, motivation, self-concept, & learning. ▪ Supports "facts" with relevant details and examples that illustrate subtleties or complexities of the context. 	<ul style="list-style-type: none"> ▪ Describes and gives evidence for teacher and student roles, conversation patterns, reward system, daily schedule, ▪ Discusses impact of teaching style on the students and their learning ▪ Supports "facts" with relevant details and/or appropriate examples 	<ul style="list-style-type: none"> ▪ Describes the teacher's style in general.
Environment (15%)	<ul style="list-style-type: none"> ▪ Describes the classroom in terms of materials, display, space, challenge, and safety. ▪ Describes how teacher and students use the environment to facilitate learning. ▪ Describes how the environment 	<ul style="list-style-type: none"> ▪ Describes the classroom in terms of materials, display, space, challenge, and safety. ▪ Describes how teacher and students use the environment to 	<ul style="list-style-type: none"> ▪ Describes the physical classroom. ▪ Omits map/diagram

Component	Target	Acceptable	Unacceptable
	<p>contributes to class climate.</p> <ul style="list-style-type: none"> ▪ Includes and references a detailed map or diagram of the classroom. ▪ Supports "facts" with relevant details and examples that illustrate subtleties or complexities of the context. 	<p>facilitate learning.</p> <ul style="list-style-type: none"> ▪ Includes a map or diagram of the classroom. ▪ Supports "facts" with relevant details and/or appropriate examples 	
Diversity (15%)	<ul style="list-style-type: none"> ▪ Describes and gives specific examples of the range of student abilities observed and how the teacher addresses them. ▪ Describes in detail the ways in which the teacher affirms differences and links lessons to student interests, experiences, cultures, and real world issues. ▪ Describes family/parent/ community involvement efforts ▪ Supports "facts" with relevant details and examples that illustrate subtleties or complexities of the context. 	<ul style="list-style-type: none"> ▪ Describes the range of student abilities observed and of how the teacher addresses them. ▪ Describes the ways in which the teacher affirms differences or links lessons to student experiences and cultures ▪ Supports "facts" with relevant details and/or appropriate examples 	<ul style="list-style-type: none"> ▪ Mentions student differences and teacher's ways of working with them.
Writing: mechanics and style (10 %)	<ul style="list-style-type: none"> ▪ Artful/subtle organization ▪ Vocabulary and concepts from class and readings are integrated in a sophisticated way ▪ Variety in sentence structure and length enhances effect ▪ Few to no mechanical errors in spelling, punctuation & grammar 	<ul style="list-style-type: none"> ▪ Logical, coherent organization ▪ Demonstrates understanding of vocabulary and concepts from class and readings ▪ Controlled and varied sentence structure ▪ Minimal mechanical errors relative to length and complexity 	<ul style="list-style-type: none"> ▪ Lapses in organization and/or coherence ▪ Demonstrates limited or inaccurate understanding of the vocabulary and concepts of the class and readings ▪ Simplistic and/or redundant sentence structure ▪ Excessive mechanical errors in spelling, punctuation & grammar that may interfere with understanding

EDTP 301 GEN
GENERAL METHODS (FW)
 Fall, 2006

Instructor: Dr. E. Todd. Brown
 Office: 246 College of Education & Human Development
 Phone: 852-8978 Office hours: M, W, TH, F 1:00-3:00 and by appointment
 E-mail: 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.

Required Readings, Text

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 Professional Standards Met by Course - 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

Standard I	Designs and Plans Instruction	Class readings, 2 lesson plan assignments
Standard II	Creates/Maintains a Learning Climate	Class readings and Microteaching assignment
Standard III	Implements/Manages Instruction	Class readings and Microteaching assignment
Standard IV	Assesses and Communicates Learning Results	Class readings, Field work and Microteaching lesson plan assessment
Standard V	Reflects/Evaluates Teaching/Learning	Class readings, Field work, Microteaching lesson plan reflection, weekly Metacognitive journal entry

Standard VI	Collaborates with Colleagues/Parents/Others	Class participation and field work
Standard VII	Engages in Professional Development	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

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. 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.
3. Group presentation on an instructional approach and or theory.
4. 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.
5. Microteaching a lesson using an “instructional strategy that works”. A complete lesson plan, including the reflection and analysis of participant work. **HALLMARK ASSESSMENT**
6. 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	15%
2. Professional Reaction (3)	Rubric on Blackboard	15%
3. Three phased lesson plan	Rubric on Blackboard	15%
4 Lesson plan for	Rubric on Blackboard	15%

microteaching *Hallmark Assessment		
4. Instructional Strategies Expert Group Presentation	Rubric on Blackboard	10%
4. Microteaching lesson utilizing and instructional strategy	Rubric on Blackboard	15%
5. Final	Rubric to be handed out in class	15%
Total		100%

Grading Scale

0	1.5	2	2.5	3	3.5	4	4.5	5
.....
-----	>	>	>	>	>	>	>	>
F	D-	D	D+	C-	C	C+	B-	B
								B+
								A-
								A

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 Blackboard.**

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.**

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.

Bibliography

General Teaching Methods

- Borich, Gary D. (2004). Effective Teaching Methods. Upper Saddle River, NJ: Pearson.
- Chambers, Donald (Ed.) (2002). Putting research into practice in the elementary grades. Reston, VA: NCTM.
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- Ladson-Billings, Gloria. (1994). The Dreamkeepers: Successful Teachers of African American Children. San Francisco, CA: Jossey-Bass Publishers
- Kauchak, Donald P. & Eggen, Paul D. (2003). Learning and Teaching Research-Based Methods. Boston, MA: Allyn and Bacon.
- Marzano, Robert J. (2003). Classroom Management that Works Research Based Strategies for Every Teacher. Alexandria, VA: Association for Supervision and Curriculum Development.
- Mathematical Science Education Board. (1993). Measuring up: Prototypes for mathematics assessment. Washington, DC: National Academy Press.
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- Powell, Richard, McLaughlin, H. James, Savage, Tom V. & Zehn, Stanley. (2001). Classroom management; Perspectives on the social curriculum. Upper Saddle River, New Jersey: Merrill Prentice Hall.
- Stevenson, Harold & Stigler, James. (1992). The learning gap: Why our schools are failing and what we can learn from Japanese and Chinese education. New York: Simon & Schuster.
- Stigler, James & Hiebert, James. (1999). The teaching gap: Best ideas from the world's teachers for improving education in the classroom. New York: Simon and Schuster.
- Thorne, Barrie. (1999). Gender play: Girls and boys in school. New Brunswick, NJ: Rutgers University Press.
- Walker, Vanessa Siddle. (1996). Their highest potential. Chapel, NC: The University of North Carolina Press.
- Whitin, Phyllis. (2000). Math is language too. Reston, VA: NCTM.
- Wong, H. & Wong, R. (1998). The first day of school. CA: Harry Wong Associates.
- Zaslavsky, Claudia. (1996). The multicultural math classroom: Bringing in the world. Portsmouth, NH: Heinemann.
- Zemelman, Steven, Daniels, Harvey & Hyde, Arthur. (1993). Best practice: New standards for teaching and learning in america's school. Portsmouth, NH: Heinemann

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)

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 (except physical education activity courses)

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.

Prepared Dr. E. Todd Brown, June 2006

EDTP 301 Fall 06 HAT Lesson Plan/Microteaching RUBRIC

	Target	Acceptable	Unacceptable
Objectives 1/12 (8%) KY-NTS-1.1 KY-NTS-8.1	Target is evidenced by: Objectives are clearly aligned with Ky Core 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.	Acceptable performance is evidenced by: Objectives are aligned with Ky Core Content for Assessment. Behavior, criteria, and conditions are clearly communicated and concisely written. Objectives are student focused and may be assessed.	Unacceptable performance is evidenced by: Objectives may not be aligned 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.
Resources 1/12 (8%) KY-NTS-1.10	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.	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.	Unacceptable is evidenced by minimal or incomplete listing of resources, URLs, or materials need to teach the lesson. Some materials and resources are unavailable.
Procedures 4/12 (33%) KY-NTS-1.1 KY-NTS-1.2 KY-NTS-1.6 KY-NTS-2.1 KY-NTS-3.1 KY-NTS-3.2 KY-NTS-3.3 KY-NTS-3.7 KY-NTS-8.1 KY-NTS-8.5	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.	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.	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.

**Student
Assessment
1/12 (8%)
KY-NTS-4.3
KY-NTS-4.5**

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.

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.

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.

**Reflection/
Analysis
3/12 (25%)
KY-NTS-5.1
KY-NTS-5.2
KY-NTS-7.1**

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 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.

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) 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.

Unacceptable performance is evidenced by a description of what happened in the lesson with minimal discussion of student progress. 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**

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 _____

Course Schedule
EDTP 301 General Methods

Date	Topics/Readings	Due dates
August 24	The Teaching Profession Chapter 1	E-mail me to set up a Listserve- share something about your teaching experiences with elementary children
August 31	Instructional Perspectives Chapter 2	
September 7	Fundamental Tools for Instructional Planning Chapter 3-4	First Professional Reaction due on LIVETEXT
September 14	Writing Measurable Objectives Chapter 3-4	
September 21	Instructional Strategies that Work Chapter 8-9 <i>Lesson Plan Conference</i>	Second Professional Reaction due on LIVETEXT
September 28	Instructional Strategies Expert Group Presentations	First part of Lesson Plan 1 due on LIVETEXT
October 5	Instructional Strategies Expert Group Presentations	
October 12	Sequencing and Organizing Instruction Chapter 5	Third Professional Reaction due on LIVETEXT
October 19	Process of Classroom questioning Chapter 7	
October 26	Basic concepts and contexts of assessment Chapter 10	Second part of Lesson Plan 1 due on LIVETEXT
November 2	Lesson Plan Conferencing	
November 9	Microteaching	
November 16	Microteaching	
November 23	Holiday- no class	
November 30	Microteaching & Professional Growth Plan	Microteaching lesson plan and reflection due on LIVETEXT
December 7th 8:00-10:30 AM	Final will be take home.	Final submitted on LIVETEXT no later than 10:30 AM

Building Learning Communities
EDTP 328
(3 Credit hours)

Instructor: Barbara Rogers
Office Hours: 15 min. before/after class and by appointment
Phone: 599-8167
Email:

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

Cangelosi, J. S. (2003). *Classroom management strategies: Gaining and maintaining students' cooperation (5th Ed.)*. Wiley Publishers.

Additional readings accessible on BlackBoard.

Relevant Professional Standards Met by Course - Kentucky New Teacher Standards

Standard 1. Designs/Plans Instruction (Management plan, mini-lessons designed and taught)

Standard 2. Creates/Maintains Learning Climates (Management plan, mini-lessons designed and taught)

Standard 3. Implements/Manages Instruction (Mini-lessons taught)

Standard 5. Reflects/Evaluates Teaching/Learning (Reflection about mini-lessons)

Standard 6. Collaborates with Colleagues/Parents/Others (field experience)

Standard 7. Engages in Professional Development (Professional Growth Plan)

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.
In the field experience (EDTP 330), 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

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. Quality of your participation in the field experience (responsibility, growth, initiative, etc.) (5%)
2. Analyze the strengths, challenges, resources, and opportunities within your field experience setting with respect to building a supportive learning community. (10%)
3. Interview parents/guardians of three children (one advanced, one typical, one struggling academically) in your field placement about their children's strengths, interests, learning styles, feelings about school, and other information that will help teachers better teach that child. Interview the child of each of these parents/guardians about their strengths, interests, learning styles, feelings about school, and how they think teachers could better help them learn. [A list of questions will be provided by your instructor.] Summarize the information you learned from and about each, 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. (20%)
4. 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

5. Lead an activity or teach a portion of a lesson (for a minimum of 15 minutes) designed by your cooperating teacher. 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; 20% for both)
6. Create a Professional Growth Plan (using KTIP format) with respect to classroom management and building/maintaining learning communities. Include an analysis of your strengths and your areas for growth with respect to management/classroom community, identify two specific goals, and explain what resources, experiences, etc. would help you attain each of those goals. Explain how your field experience work (as well as other experiences) contributed to all aspects of the PGP. (5%)
7. Class work and homework, e.g. unit opportunities, reflections, oral and written activities. (10%)
8. Participate fully and collegially in all class activities, complete and refer to assigned readings, interact respectfully and professionally with peers and faculty, demonstrate Standard English in oral and written communication, and work purposefully toward becoming an excellent teacher. (5%)

Criteria for Determination of Grade

Field experience participation (quality)	5%
Field experience analysis	10%
Parent/child interviews & reflection	20%
Plan for building classroom community *	25%
Learning activities description, teaching, reflection	20%
PGP re: management/community building/maintaining	5%
Class work and homework	10%
Class participation	5%
Total	100%

* Hallmark Assessment

A: 90-100% B: 80-89% C: 70-79% D: 60-69% F: below 60%

Bibliography

Multiple Intelligences

- Armstrong, T. (2000). *Multiple intelligences in the classroom* (2nd Ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Bower, B., Lobdell, J., & Swenson, L. (1994). *History Alive! Engaging all learners in the diverse classroom*. Menlo Park, CA: Addison-Wesley Publishing Co.
- Campbell, L., Campbell, B., & Dickinson, D. (1999). *Teaching and learning through multiple intelligences* (2nd Ed.). Needham Heights, MA: Allyn & Bacon.
- Campbell, B. (1994). *The multiple intelligences handbook: Lesson plans and more....*_Stanwood, WA: Campbell and Associates, Inc.
- Lazear, D. (2002). *The intelligent curriculum: Using MI to develop your students' full potential*. Tucson, AZ: Zephyr Press
- Lazear, D. (1999). *Eight ways of knowing: Teaching for multiple intelligences* (2nd Ed.). Palatine, IL: Skylight Publishing
- Lazear, D. (1999). *Eight ways of teaching: The artistry of teaching with multiple intelligences*. Palatine, IL: Skylight Publishing
- Lazear, D. (1998). *The rubrics way: Using MI to assess understanding*. Tucson, AZ: Zephyr Press
- Lazear, D. (1994). *Multiple intelligence approaches to assessment*. Tucson, AZ: Zephyr Press
- 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)

Cooperative Learning

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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 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.

Plagiarism Statement

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, July, 2006

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 & supportive relationships among students NTS 2.2, 2.8, 11.8</i>	CMP clearly explains how the candidate will help all students develop and maintain positive and supportive relationships.	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>Students take responsibility for their own learning and behavior NTS 2.7</i>	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 NTS 1.8, 3.12</i>	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 NTS 2.2, 2.3, 11.4, 11.8</i>	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 NTS 3.5</i>	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 UL 11.11</i>	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> <i>NTS 4.2, 4.4, 4.5, 5.1</i>	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> <i>NTS 2.3, 2.4, 2.7, 2.9, 3.14, 11.4, 11.8</i>	CMP includes clear explanation of steps to address and support desired behavior change. These include appropriate and varied intervention strategies and processes consistent with chosen theoretical framework and course content.	CMP includes explanation of steps related to desired behavior change. Steps include appropriate intervention strategies and processes, consistent with course content.	CMP includes unclear explanation of steps OR inappropriate or limited intervention strategies and processes OR strategies that are inconsistent with course content.

EDTP 330: Building Learning Communities Field Experience (1 credit hour)

Instructor:
Office hours:
Phone number:
E-mail:

Catalog Description

Weekly field experience observing, analyzing, and participating in schools. Students will connect and apply coursework, theory, and practice. *Prerequisite: EDTP 301 (or concurrent)*
Co-requisite: Concurrent enrollment in EDTP 328.

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. Students will also experience a variety of schools across their field experiences, and be able to see connections between theory and practice.

Required Readings, Text

None – students will apply information from texts in university education courses in which they are concurrently enrolled to their field experiences.

Relevant Professional Standards Met By Course

This course addresses the following KDE New Teacher Standards (some assignments are created and assessed in EDTP 328 while being implemented in this course or based on experiences gained in the field experience:

1. Designs/Plans Instruction (mini-lessons designed in EDTP 328, taught in field experience; plan for building classroom community in EDTP 328 is based on field experience classroom)
2. Creates/Maintains Learning Climate (teaching mini-lessons; other teaching or assisting during activities in field experience)
3. Implements/Manages Instruction (teaching mini-lessons and other activities in field experience)
5. Reflects/Evaluates Teaching/Learning (written reflection about 1st mini-lessons taught in field experience; changes made when planning and teaching the 2nd mini-lesson; plan for building classroom community completed in EDTP 328 starts from analysis of field experience classroom)
6. Collaborates with Colleagues/Parents/Others (working with cooperating teacher to manage the classroom; observation/analysis of parent conferences)
7. Professional Development (professional growth plan with respect to building learning communities and classroom management is based on reflection about performance in field experiences)
10. Understands the Lives of Diverse Students (work with diverse students in the field placement; observation of parent conferences)

Course Objectives

Students will:

1. develop an understanding of the daily experiences of teachers;
2. develop a more complex and sophisticated understanding of classrooms, schools, teaching, diversity, and students;
3. reflect upon the classroom experience as well as the student's personal and professional growth;
4. develop collegial relationships with teachers in the school as well as UofL class peers; and
5. refine his/her understanding and skill in building learning communities, classroom management, interpersonal skills, etc.

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

Content

1. observations in naturalistic settings
2. context of the classroom and school
3. curriculum, instruction, assessment, resources, etc.
4. classroom management and community building
5. teaching and assessment strategies
6. diversity
7. collegiality

Course Requirements

1. Minimum of one half day of field experience per week in assigned setting (during teachers' contractual hours) for a minimum of twelve weeks
2. Active participation in classroom activities
3. Satisfactory communication with cooperating teacher
4. Satisfactory attempts to respond to supervisory feedback
5. Satisfactory interaction with students, teachers, and others
6. Satisfactory professionalism, e.g. attendance, punctuality, appearance, professional demeanor

Criteria for Determination of Grade

Assignments completed in the field experience setting for other university courses will be graded in those courses. Grading in the field experience course will be based on satisfactory performance in the field setting: communication with cooperating teacher and others, responses to supervisory feedback, interaction with students, teachers, and others, and demonstration of professional behavior. These will be assessed via feedback sheets and/or communication with the cooperating teacher in the field setting, and attendance and participation logs.

Grading Scale

Pass = documentation of field experience hours (minimum of 3 hours per week for 12 weeks; minimum total of 36 hours in the semester), satisfactory participation, interaction, professionalism, communication with cooperating teacher, response to feedback, interactions with students and school personnel

Fail = missing anything from above: documentation of less than required hours; unsatisfactory performance in field experience participation, interaction, professionalism, communication with cooperating teacher, response to feedback, &/or interactions with students and school personnel

Bibliography

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- Cole, R. W. (Ed.) (2001). *More strategies for educating everybody's children: Diverse teaching strategies for diverse learners*. Alexandria, VA: Assoc. for Supervision & Curriculum Development.
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- Good, T. L. & Brophy, J. E. (). *Looking in classrooms (x Ed.)*. NY: Harper & Row.
- Kessler, R. (2000). *The soul of education: Helping students find connection, compassion, and character at school*. Alexandria, VA: Assoc. for Supervision & Curriculum Development.
- Kohn, A. (1998). *What to look for in a classroom . . . and other essays*. San Francisco: Jossey-Bass Publishers.
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- Roe, B.D. & Ross, E. P. (1994). *Student teaching and field experience handbook (3rd Ed.)* NY: Merrill (McMillan).

Policy on Instructional Modifications

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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.

Technology Expectations

Continuing and regular use of e-mail is expected. Additional expectations for the class include use of LIVETEXT and ability to access and download information from various websites.

Plagiarism Statement

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. The web sites are as shown below.

University Policies and Procedures

http://graduate.louisville.edu/prog_pubs/handbook.pdf

Student Handbook

http://www.louisville.edu/student/life/slhandbook/pdf_version/handbook.pdf

Student Code of Conduct

http://www.louisville.edu/student/life/slhandbook/pdf_version/handbook.pdf

Date Prepared and by Whom

Prepared by Core Courses Committee, May, 2006

EDTP 345: Special Populations in Schools (3 credit hours)

Instructor:
Office:
Office hours:
Phone number:
E-mail:

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.

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). *Teaching special students in general education classrooms (7th ed.)*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall
Noguera, P. (2002) Hoquin's dilemma. Available at <http://www.inmotionmagazine.com/er/pnjoaql.html>
Tomlinson, C. A. (2003). *Fulfilling the promise of the differentiated classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.
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
Live Text is required for the submission of class assignments (e.g., CBM/Lesson Plan/Strategy Notebook and Reflective Logs)

Relevant Professional Standards Addressed by Course

This course is designed according to professional standards, guidelines, and mandates for the following organizations: Kentucky Department of Education (KDE), Council for Exceptional Children (CEC) International Standards for Special Education Professional Preparation Programs

(2003), Association for Childhood Education International (ACEI) and the Center for Research on Education, Diversity and Excellence (CREDE).

This course addresses the following Kentucky New Teacher Standards (NTS):

http://www.kde.state.ky.us/otec/epsb/standards/exp_teach_std.asp

- NTS I: Designs/Plans Instruction (tiered assignment and intervention plan designed in EDTP 345, taught in field experience)
- NTS II: Creates/Maintains Learning Climate (tiered assignment and intervention plan designed in EDTP 345, taught in field experience; other teaching or assisting during activities in field experience)
- NTS III: Implements/Manages Instruction (tiered assignment and intervention plan designed in EDTP 345, taught in field experience; other teaching or assisting during activities in field experience)
- NTS V: Reflects/Evaluates Teaching/Learning (written reflection about tiered assignment and intervention plan taught in field experience)
- NTS VI: Collaborates with Colleagues/Parents/Others (working with cooperating teacher to manage the classroom; collaboration with classroom teacher and other specialists to create the intervention plan; observation of IEP meeting)
- UL X: Understands the Lives of Diverse Students (work with diverse students in the field placement; observation of IEP meeting)

This course addresses the following standards of the Council for Exceptional Children (CEC):

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

- CEC Standard 1: Foundations (tiered assignment and intervention plan designed in EDTP 345, taught in field experience; class presentations and discussions; visits to various sites addressing particular special populations)
- CEC Standard 2: Development and Characteristics of Learners (tiered assignment and intervention plan designed in EDTP 345, taught in field experience; other teaching or assisting during activities in field experience)
- CEC Standard 3: Individual Learning Differences (tiered assignment and intervention plan designed in EDTP 345, taught in field experience; other teaching or assisting during activities in field experience)
- CEC Standard 4: Instructional Strategies (tiered assignment and intervention plan designed in EDTP 345, taught in field experience; other teaching or assisting during activities in field experience)
- CEC Standard 5: Learning Environments and Social Interactions (tiered assignment and intervention plan designed in EDTP 345, taught in field experience; other teaching or assisting during activities in field experience)
- CEC Standard 7: Instructional Planning (tiered assignment and intervention plan designed in EDTP 345, taught in field experience; other teaching or assisting during activities in field experience)
- CEC Standard 10: Collaboration (working with cooperating teacher to manage the classroom; collaboration with classroom teacher and other specialists to create the intervention plan; discussion of IEP)

This course addresses the following standards of the Association for Childhood Education International (ACEI): <http://www.acei.org/>

- ACEI 1: Development, Learning and Motivation (tiered assignment and intervention plan designed in EDTP 345, taught in field experience; other teaching or assisting during activities in field experience)
- ACEI 2: Curriculum (tiered assignment and intervention plan designed in EDTP 345, taught in field experience; other teaching or assisting during activities in field experience)

This course addresses the following standards of the Center for Research on Education, Diversity and Excellence (CREDE) <http://crede.berkeley.edu/standards/standards.html> (tiered assignment and intervention plan designed in EDTP 345, taught in field experience; other teaching or assisting during activities in field experience)

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.

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

Relationship to Conceptual Framework

Through inquiry, candidates research the characteristics of gifted students, English language learners, culturally diverse students, and students with disabilities, as well as strategies for providing appropriate challenge and support for them in the regular classroom. That knowledge is accessed through reading of the course text and their chosen selection for the Literature Circles as well as observing several students in their field setting. Individual knowledge is expanded and further refined via class-wide sharing and interaction with peers in Literature Circles and other class activities. They use critical thinking when differentiating between fact and judgment when doing the Mini-case Studies, creating the Curriculum-Based Measurement, designing the Collaborative Intervention Project, and participating in the Collaborative Planning Process. Candidates move from Ideas to Action by putting their learning into practice using problem solving strategies and knowledge when designing, carrying out, and analyzing the effectiveness of the Collaborative Intervention Plan and completing the Collaborative Planning Process. They demonstrate advocacy, service, and professional leadership by demonstrating and sharing course strategies with the teachers and other professionals in their field experience placement. Unit dispositions are demonstrated when candidates use reflection and the results of inquiry from this course to inform and actively improve their practice in subsequent courses and field experiences. They enact the dispositions when they apply their knowledge and understanding of students with special needs and appropriate differentiation strategies in subsequent planning and field work in other program courses as well as the mini-unit hallmark assessment completed during the student teaching semester.

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 (90 pts.)** Students are expected to: be prepared for class by reviewing assigned text readings, journal articles and other online readings; contribute to thoughtful, weekly participation in class sessions and group/individual experiences; respond to weekly essays, reading checks, strategy discussions, content reviews and checks/quizzes; download and read resources posted on BlackBoard; contribute to threaded discussions on BlackBoard; use technology; independently read materials; and follow the schedule for class assignment due dates.
2. **Literature Circle with individual reading selection (25 pts.)** Participate in a literature circle with others reading materials about a given topic. Be prepared to actively contribute at each session and lead one session.
3. **Mini-Case Study/Observations (15 pts. each; total of 30 pts.)** Choose two of the following and identify a student in your field placement corresponding to each: 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, using observational skills learned in previous courses and data collection methods shared in class. Interview each child separately, using questions we develop in class. Synthesize your results using a format we will share in class.
4. **Midterm Exam (25 pts.)** This will cover characteristics and needs related to the different groups we have learned about in class: special education exceptionalities, giftedness, speakers of English as a second language, and cultural groups.
5. **Curriculum Based Measurement (30 pts.)** You will design one Curriculum Based Assessment (CBA). The assessment will address (a) math, (b) reading, or (c) written

language. Each assessment must include: 1. an 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.

6. **Collaborative Intervention Plan (75 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. Implement your plan, then 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. (more information and rubric near the end of syllabus)

7. **Collaborative Planning Process (25 pts.)** In class, you will be given a student profile. Working with an assigned partner, describe key strengths and areas of need of the student, which area of need should be addressed, and your rationale, including the evidence you used to make that decision. Design a plan to address that need, specifying who will carry out various aspects of the plan, how you will assess its effectiveness, and your rationale for each aspect of the plan.

Criteria for Determination of Grade

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

1. Class Participation	90 pts.
2. Literature Circle	25 pts.
3. 2 Mini-Case Studies/Observations	30 pts.
4. Midterm Exam	25 pts.
5. CBA/CBM	30 pts.
6. Collaboration Intervention Plan (Hallmark Assessment)	75 pts.
7. Collaborative Planning Process	<u>25 pts.</u>
Total	300 pts.

Grading Scale

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = below 60%

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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.

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.

Prepared by the Core Courses Committee, May, 2006; modified by L. Bronger and G. Schack, July, 2007.

Hallmark Assessment Task: Collaborative Intervention Plan

Description: Using the contextual factors information you described as part of your instructional lessons and input from your resource teacher, identify two students whose learning would be enhanced by collaborative efforts. These students could have needs because of learning challenges (e.g., students with IEPs, 504 plans, or LEP students), students whose needs are a result of his/her strengths (e.g. GSSP students), or students whose engagement is limited (e.g. over-commitment to part-time jobs, family responsibilities, or extracurricular activities).

At the Orientation meeting, discuss the possible timeline for completion of this task.

If your teaching assignment is one in which you will work with the same students all semester, you may wish to complete the collaboration task for both students during the same time period OR complete the task for one student and then complete the task for the second student at a later time.

If your teaching assignment is one in which you will get a new population of students each grading period, you may wish to :

Complete the collaboration task for two students during the same grading period/term OR complete the collaboration task for one student during one grading period/term and then complete the task for the second student during the next grading period/term OR you can extend the timeframe for the task over two grading periods/terms.

Once the timeline for your collaboration task has been determined, you should report your progress in developing and implementing your plans. If one of your identified students moves or drops out of school before you have implemented the collaboration plan, you must identify another student. If you have implemented the student's collaboration plan and have collected some performance data before he/she moves or drops out, you should analyze the available data

and evaluate the plan’s impact on student learning. If no parents or guardians are able to participate, an explanation for the non-participation should be provided along with a brief description of your efforts made to get them involved.

If the analysis of the assessment data reveals that the collaboration plan had little or no impact on student learning, you should reflect on the plan and identify possible alternative approaches that could be used in the future.

Rubric:

Collaboration Plan Rubric			
	Target	Acceptable	Not Acceptable
Identifies students whose learning could be enhanced by collaboration (2, 25%)	Identifies student(s) whose learning could be enhanced by collaboration AND provides a thorough and appropriate rationale	Identifies student whose learning could be enhanced by collaboration AND provides an appropriate rationale	Does not identify a students whose learning could be enhanced by collaboration OR identifies students but provides no or an inappropriate rationale
Designs a plan to enhance student learning that includes all parties in the collaborative effort (2, 25%)	Designs a plan to enhance student learning that includes the classroom teacher and other relevant parties in the collaborative effort	Designs a plan to enhance student learning that includes the classroom teacher in the collaborative effort	Does not design a plan OR the plan does not enhance student learning OR the plan does not include any additional parties in the effort.
Implements planned activities (2, 25%)	Implements planned activities that enhance student learning AND engage additional parties	Implements planned activities that enhance student learning	Does not implement planned activities OR plan does not enhance student learning*
Analyzes data to evaluate the outcomes of collaborative efforts (2, 25%)	Analyzes student learning data thoroughly to evaluate the outcomes of collaboration; next steps clearly and thoroughly build on assessment results	Analyzes student learning data to evaluate the outcomes of collaboration; next steps are somewhat related to assessment results.	Doesn’t evaluate outcomes of collaboration OR doesn’t analyze student learning data in evaluation of collaboration outcomes

EDTP 346: Special Populations in Schools (1 credit hour)

Instructor:

Office:

Office hours:

Phone number:

E-mail:

Catalog Description

Weekly field experience observing, analyzing, and participating in schools. Students will connect and apply coursework, theory, and practice. *Prerequisite: EDTP 301 (or concurrent)*
Co-requisite: Concurrent enrollment in EDTP 345.

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. Students will also experience a variety of schools across their field experiences, and be able to see connections between theory and practice.

Required Readings

None – students will apply information from texts in university education courses in which they are concurrently enrolled to their field experiences.

Relevant Professional Standards Met By Course

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

This course addresses the following Kentucky New Teacher Standards (NTS):

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

- NTS I: Designs/Plans Instruction (tiered assignment and intervention plan designed in EDTP 345, taught in field experience)
- NTS II: Creates/Maintains Learning Climate (tiered assignment and intervention plan designed in EDTP 345, taught in field experience; other teaching or assisting during activities in field experience)
- NTS III: Implements/Manages Instruction (tiered assignment and intervention plan designed in EDTP 345, taught in field experience; other teaching or assisting during activities in field experience)
- NTS V: Reflects/Evaluates Teaching/Learning (written reflection about tiered assignment and intervention plan taught in field experience)
- NTS VI: Collaborates with Colleagues/Parents/Others (working with cooperating teacher to manage the classroom; collaboration with classroom teacher and other specialists to create the intervention plan; observation of IEP meeting)

- UL X: Understands the Lives of Diverse Students (work with diverse students in the field placement; observation of IEP meeting)

This course addresses the following standards of the Council for Exceptional Children (CEC):

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

- CEC Standard 1: Foundations (tiered assignment and intervention plan designed in EDTP 345, taught in field experience; class presentations and discussions; visits to various sites addressing particular special populations)
- CEC Standard 2: Development and Characteristics of Learners (tiered assignment and intervention plan designed in EDTP 345, taught in field experience; other teaching or assisting during activities in field experience)
- CEC Standard 3: Individual Learning Differences (tiered assignment and intervention plan designed in EDTP 345, taught in field experience; other teaching or assisting during activities in field experience)
- CEC Standard 4: Instructional Strategies (tiered assignment and intervention plan designed in EDTP 345, taught in field experience; other teaching or assisting during activities in field experience)
- CEC Standard 5: Learning Environments and Social Interactions (tiered assignment and intervention plan designed in EDTP 345, taught in field experience; other teaching or assisting during activities in field experience)
- CEC Standard 7: Instructional Planning (tiered assignment and intervention plan designed in EDTP 345, taught in field experience; other teaching or assisting during activities in field experience)
- CEC Standard 10: Collaboration (working with cooperating teacher to manage the classroom; collaboration with classroom teacher and other specialists to create the intervention plan; discussion of IEP)

This course addresses the following standards of the Association for Childhood Education International (ACEI): <http://www.acei.org/>

- ACEI 1: Development, Learning and Motivation (tiered assignment and intervention plan designed in EDTP 345, taught in field experience; other teaching or assisting during activities in field experience)
- ACEI 2: Curriculum (tiered assignment and intervention plan designed in EDTP 345, taught in field experience; other teaching or assisting during activities in field experience)

This course addresses the following standards of the Center for Research on Education, Diversity and Excellence (CREDE): <http://crede.berkeley.edu/standards/standards.html> (tiered assignment and intervention plan designed in EDTP 345, taught in field experience; other teaching or assisting during activities in field experience)

Course Objectives:

Students will:

1. develop an understanding of the daily experiences of teachers;
2. develop a more complex and sophisticated understanding of classrooms, schools, teaching, diversity, and students;

3. reflect upon the classroom experience as well as the candidate’s own personal and professional growth;
4. develop collegial relationships with general education, special education, and other teachers in the school as well as UofL class peers; and
5. refine his/her understanding, skill, and dispositions related to meeting the needs of students with disabilities, giftedness, and English language learners.

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
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Relationship to Conceptual Framework

Through inquiry, candidates research the characteristics of gifted students, English language learners, culturally diverse students, and students with disabilities, as well as strategies for providing appropriate challenge and support for them in the regular classroom. That knowledge is accessed through readings in EDTP 345, the course associated with this field experience. Candidates use observation skills to complete Mini-case Studies of at least two students in this field-based course. Individual knowledge is expanded and further refined via class-wide sharing and interaction with peers in EDTP 345. They use critical thinking when differentiating between fact and judgment when doing the Mini-case Studies, creating the Curriculum-Based Measurement in EDTP 345, and designing the Collaborative Intervention Project that is implemented in the field setting. Candidates move from Ideas to Action by putting their learning

into practice using problem solving strategies and knowledge when designing, carrying out, and analyzing the effectiveness of the Collaborative Intervention. They demonstrate advocacy, service, and professional leadership by demonstrating and sharing course strategies with the teachers and other professionals in their field experience placement. Unit dispositions are demonstrated when candidates use reflection and the results of inquiry from this course to inform and actively improve their practice in subsequent courses and field experiences. They enact the dispositions when they apply their knowledge and understanding of students with special needs and appropriate differentiation strategies in subsequent planning and field work in other program courses as well as the mini-unit hallmark assessment completed during the student teaching semester.

Content

1. observations in naturalistic settings
2. context of the classroom and school
3. curriculum, instruction, assessment, resources, etc.
4. differentiation/modification for students with special needs
5. teaching and assessment strategies
6. diversity
7. collegiality

Course Requirements

1. Complete your observation request form in Live Text the first week of class <http://college.livetext.com/college/index.html>. (assessed via signed Field Experience Log and teacher feedback)
2. Participate in field work for a minimum of one half day per week for a minimum of twelve weeks 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 and lead educational activities and interact with students with exceptional learning needs. Observation sites are coordinated by UofL. Active participation in classroom activities; satisfactory communication with cooperating teacher; satisfactory attempts to respond to supervisory feedback; satisfactory interaction with students, teachers, and others; satisfactory professionalism, e.g. attendance, punctuality, appearance, professional demeanor (assessed via feedback forms from cooperating teacher)
3. 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 Topics and due dates are:

RL 1: Classroom Characteristics	Due:
RL 2: Classroom Management	Due:
RL 3: Curriculum, Instruction, and Assessment	Due:

Both Live Text entries and paper copies are due before class; paper copies will be used for class group work. Class dialogue will include RL summaries and experiences. While there is no page limit, please don't equate quantity with quality. RLs will be assessed on Live Text using the RL template.

Criteria for Determination of Grade

Assignments completed in the field experience setting for other university courses will be graded in those courses. Grading in the field experience course will be based on satisfactory performance in the field setting: amount and quality of participation in the field experience setting; communication with cooperating teacher and others, responses to supervisory feedback, interaction with students, teachers, and others; demonstration of professional behavior; and satisfactory completion of the reflective logs. These will be assessed via feedback sheets and/or communication with the cooperating teacher in the field setting, attendance and participation logs, and the Reflective Logs submitted on LiveText..

Grading Scale

Pass = documentation of field experience hours (minimum of 3 hours per week for 12 weeks; minimum total of 36 hours in the semester); satisfactory participation, interaction, professionalism, communication with cooperating teacher, response to feedback, interactions with students and school personnel; satisfactory completion of all three Reflective Logs
Fail = missing anything from above: documentation of less than required hours; unsatisfactory performance in field experience participation, interaction, professionalism, communication with cooperating teacher, response to feedback, &/or interactions with students and school personnel; less-than-satisfactory performance on any of the Reflective Logs.

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Technology Expectations

Continuing and regular use of e-mail is expected. Additional expectations for the class include use of LIVETEXT and ability to access and download information from various websites.

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. The web sites are as shown below.

University Policies and Procedures

http://graduate.louisville.edu/prog_pubs/handbook.pdf

Student Handbook

http://www.louisville.edu/student/life/slhandbook/pdf_version/handbook.pdf

Student Code of Conduct

http://www.louisville.edu/student/life/slhandbook/pdf_version/handbook.pdf

Date Prepared and by Whom

Prepared by Core Courses Committee, May, 2006; revised by L. Bronger & G. Schack, July, 2007.

EDTL 355: Educational Assessment and Research
(3 Credit hours)

Instructor: E. Todd Brown
Office Hours: T 1:00-5:00, Thur 9:30-11:30
Phone: Office 852 8978 Home (emergency only) 244 6122
Email: etbrow01@louisville.edu

Catalog Description

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

Course Purpose

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 Readings, Text

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

Relevant Professional Standards Met by Course

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

New Teacher and U of L Standards	AECI	Course Assignments
New Teacher Standard 3: Implements and Manages Instruction		
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 knowledge, and motivation.	Sample assessments and electronic grade book HALLMARK
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 and U of L Standards	AECI	Course Assignments
New Teacher Standard 4: Assesses/Communicates Learning		
<p>4.1 Uses multiple assessments and sources of data.</p> <p>4.2 Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.</p> <p>4.3 Accurately assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program and the CATS.</p> <p>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.</p> <p>4.5 Systematically collects and analyzes assessment data and maintains up-to-date records of student progress.</p>	<p>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.</p>	<p>Rubric and Scoring guide</p> <p>Communication Conference with Parent /Team Teachers/Counselor/Principal</p> <p>Clinical Logs and Synthesis of Portfolio Action Research Project</p> <p>Class Participation</p> <p>Sample assessments and electronic grade book HALLMARK</p>
New Teacher Standard 5: Reflects/Evaluates Teaching/Learning		
<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>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>Clinical Logs and Synthesis of Portfolio Action Research Project</p> <p>Communication Conference with Parent /Team Teachers/Counselor/Principal</p> <p>Class Participation</p>

New Teacher and U of L Standards	AECI	Course Assignments
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, cultural, linguistic, religious, gender and socioeconomic groups within the classroom.		Sample assessments and electronic grade book HALLMARK

New Teacher and U of L Standards	AECI	Course Assignments
U of L Standard 11: The teacher demonstrates understanding of the complex lives of students adults in schools and society		
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

New Teacher and U of L Standards	AECI	Course Assignments
U of L Standard 11: The teacher demonstrates understanding of the complex lives of students adults in schools and society		
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>Sample assessments and electronic grade book HALLMARK</p> <p>Communication Conference with Parent /Team Teachers/Counselor/Principal</p> <p>Class Participation</p>

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

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

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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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.

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.

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.

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 Sample Assessments and Electronic Grade Book

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. 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- RUBRIC

	Target	Acceptable	Unacceptable
Measurable Lesson Objectives (1, 12%) KY-NTS 3.1, 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, 11.2, 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, 4.2, 4.5, 9.6, 9.15	Targeted performance is evidenced by complete answers for questions and 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, 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.9.6, 9.15, 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 407: Special Methods in Middle/Secondary Teaching
(3 credits)

(There are separate syllabi for English/Language Arts, Mathematics, Science, Social Studies,
Foreign Language, and Business/Marketing Methods Courses)

Instructor:
Telephone:
Email:
Office Hours:

Catalogue Description

An application of methods and materials to teaching appropriately in specific content areas of certification. Prerequisites: EDTP 301 & 355.

Course Purpose

Candidates will examine best practices in designing curriculum, making instructional decisions, and developing assessments that promote powerful learning in middle grades and high school students. This work will take place within the context of educational reform at the state and national levels, philosophical inquiry, and reflective practice.

Required Readings, Text

(different texts for the various content areas)

Specialty Professional Association, *Curriculum Standards for (subject area)*

Various professional articles as assigned or selected.

Relevant Professional Standards Met by Course

Standard 1: Designs/ Plans Instruction – Candidates will develop lesson plans as a part of a standards-based unit of study and design a lesson for use in a field placement.

Standard 2: Creates/Maintains Learning Climates – Candidates will be engaged in processes that will model the establishing of a respectful classroom and that support group inquiry.

Standard 3: Implements/Manages Instruction – Candidates will participate in a classroom as a part of a field placement in which they will be expected to assist in the management of instruction and to implement instruction under the guidance of a cooperating teacher.

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

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

Standards 6: Collaborates with Colleagues/Parents/Others – Candidates will collaborate with others regularly in classroom activities and in the creation of a standards-based unit of study.

Standard 8: Knowledge of Content – Candidates will demonstrate knowledge of the core concepts and skills of their discipline and connect it to classroom situations in the standards-based unit of study that they develop.

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

Standard 11, UofL Diversity Standard: Understands the complex lives of students – Candidates will demonstrate an understanding of the complex lives of students through their associated field work and the development of their standards-based unit of study.

SPA Standards: Candidates will be expected to self-assess the quality and depth of their content knowledge relative to standards of their respective Specialty Professional Association, e.g., NCSS, NCTM, NCTE, NSTE.

Course Objectives

Candidates will:

- Explain the importance of their discipline for children and adults in society.
- Demonstrate knowledge of the content, skills and processes of their discipline
- Demonstrate skill in planning and implementing the pedagogical content knowledge of their discipline
- Describe multiple ways in which literacy is related to their discipline
- Develop a variety of standards-based assessments
- Create an organized unit of study and the supporting lessons
- Address the diverse needs, abilities and interests of students in the study of their discipline
- Provide written evidence of both critical and reflective thinking
- Complete the required field work placement in a middle or secondary social studies classroom.

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

Content

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

- What the discipline includes and what its purpose is
- How our identity as individuals and teachers affects the nature of our classroom
- What state standards and assessments address in this discipline
- Best instructional practices in the discipline
- How to move beyond the facts of the discipline to deep understanding of concepts and principles
- How to develop reading, writing, speaking and listening skills in the discipline
- How to integrate technology into instruction and assessment in the discipline
- What materials are available/necessary to support powerful teaching and learning in the discipline

Course Requirements

Attendance at each class is 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. Students are expected to arrive on time and please plan to stay until 7:00 p.m. every week.

Each course will have requirements tailored to the discipline and explained in detail in the individual syllabus. The following represent typical requirements that are likely to appear in most content methods courses.

Requirement	Description & 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 the readings in the texts or the content of the discipline. These assignments may include entry and exit slips, learning log entries and an assessment of content knowledge.	NTS 1.1, 1.4, 8.1, .8.3, 8.4, 8.5, 9.1, 9.4, 9.6, Uof L 11.3
Self-Assessment of Content Knowledge	Self-Assessment completed on LiveText template	NTS 8.5 (SPA)

Requirement	Description & points for each	Standards
Field Work Experience & Assignment	All candidates are expected to spend a minimum of 36 hours (minimum 3 hours per week for minimum of 12 weeks) during the semester in an assigned field site. During this time, candidates will observe, assist, and teach at least one lesson which they will video tape. An analysis and self-reflection of the video-taped lesson is required.	NTS 1.1, 1.4, 1.5, 2.1, 3.1, 3.2, 3.3, 3.6, 3.7, 3.12, 5.1, 8.1 UofL 11.1, SPA – as appropriate
Assessment Plan	Candidates will develop diagnostic, formative and summative assessments related to a sequence of standards-based instruction	NTS 4.1, 4.3, 4.4 UofL 11.1
Standards-based Unit of Study * HALLMARK ASSESSMENT	Candidates will 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 11.1

Criteria for Determination of Grade

Each course will have requirements, rubrics, and weightings tailored to the discipline and explained in detail in the individual syllabus. The following represent typical criteria for determination of the grade:

Content Knowledge/Pedagogy 30%

Exit/Entry slips and other class work

- Homework including double entry journals
- Self-assessment of content knowledge
- Formal assessment

Assessment Unit 25%

- Assessment Plan
- Double entry journals and textbook or journal readings
- Class work

Field Work 15%

- Journals
- Lesson plan
- Video taped reflection

Instruction Unit 30%

- Unit of Study
- Class work
- Reading assignments

Grading Scale:

The candidate's grade will be established by the percentage of the total possible points he or she earned in the semester. A: 90 – 100% B: 80 – 89% C: 70 – 79% D: 60-69% F: below 60%

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- Additional resources related to the content and pedagogy of the particular discipline.

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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 Statement

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*.

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

Date Prepared and by Whom:

Created by the Core Courses Curriculum Committee, May, 2006.

EDTP 407 Hallmark Assessment: Standards-based Unit of Study

Enter a general description of the unit to orient the reader. Include the grade level(s) and name of the course in which it will be taught, then explain the topic and intent of the unit.

Also include a brief description of the unit that preceded this one as well as the unit that will follow so that the reader has a context for understanding the place of this unit. (Typically this section can be done in a paragraph or so.)

Unit Organizer

The organizing idea for the unit provides students with a meaningful purpose for learning, e.g. a life issue, problem, or question. It generally answers the question, "Why is this unit important?" The organizing idea should hint at a topic broad and deep enough to encourage students to make connections between ideas and build on prior knowledge throughout the unit, and to allow students to demonstrate learning in a variety of ways.

Frequently the unit organizer is framed as a question, but it can also be a slogan or a statement. It should be concise and memorable. For example, a unit on motion might have as an organizer, "Knowing where you are going" rather than the more prosaic, "Using equations of motion to describe the location of objects."

Standards

List related standards from the Kentucky Core Content for Assessment, Program of Studies, KERA Learning Goals, and your Specialty Professional Association.

Essential Questions

These are the major questions students should answer through their work in this unit. As such, they serve as the focus for both teaching and learning. The questions should be sequenced in a logical teaching order, written in language students can understand, clearly related to state and professional standards, and encourage higher order thinking by students.

These questions tend to be broader and deeper than specific objectives. Usually there are approximately 4-8 essential questions per unit. Typically it will take several objectives, and possibly several lesson plans, in order for students to be able to answer one essential question. For example, for a unit on motion, one essential question might be, "How can I mathematically describe the motion of an object?" Previous essential questions might have targeted the principles behind the mathematics (e.g. Newton's Laws).

Culminating Product

Describe the major product or performance students will generate by the end of the unit to demonstrate what they have learned in the unit. This should require higher order thinking and allow for multiple representations of knowledge. This does not have to be something done at the end of the unit, but might be something that students do throughout the unit to demonstrate the acquisition of knowledge in a cumulative sense.

Culminating Product Rubric/Scoring Guide

Attach the instrument you have created to judge the quality of the culminating product. This can be a rubric, scoring guide, or other assessment, and can be a holistic or analytic assessment.

Lesson Plans

Create separate LiveText documents for each lesson plan, using the "UL Lesson Plan Format (Adapted from KTIP)" template - this is under the "Lesson Plan" type of document. One lesson plan might require more than one day to complete - it isn't necessary to think of each lesson plan as one day of teaching. Then create a link to each of the separate lesson plans so that they are accessible from this document. It is helpful to number the lesson plans in sequence to make sure that the reader is clear on the sequencing of the lesson plans.

Each lesson plan should explicitly address one or more of the essential questions and include responses to all sections of the lesson plan template.

Candidates will be required to self-assess the success of their unit design. The grade will be determined by the course instructor.

Rubric begins on the next page.

Rubric

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Develops significant outcomes aligned with standards KY-NTS-1.1	States learning outcomes that reflect key concepts of the discipline AND are aligned with local or state standards	States learning outcomes that reflect key concepts of the discipline but are not aligned with local or state standards OR states learning outcomes that do not reflect key concepts of the discipline	Uses outcomes that are not clearly stated or are trivial AND are not aligned with local or state standards
Uses contextual data to design instruction relevant to students KY-NTS-1.6	Plans and designs MOST instruction that is clearly and appropriately based on significant student, community, and/or cultural data	Plans and designs SOME instruction that is appropriately based on some student, community, and/or cultural data.	Plans and designs LITTLE TO NO instruction that is based on student, community, and cultural data OR planning and design reflect biased or inappropriate use of data
Plans assessments to guide instruction and measure learning outcomes KY-NTS-1.10	Plans MOST assessments that guide instruction, measure learning results, and are aligned with learning outcomes	Plans SOME assessments that guide instruction, measure learning results, and are aligned with learning outcomes	Plans FEW assessments that guide instruction, measure learning results, and are aligned with learning outcomes
Plans instructional strategies and activities that	Plans MOST instructional strategies that include	Plans instructional strategies that include at least TWO levels of	Plans instructional strategies that do not include levels of

Rubric

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
facilitate multiple levels of learning KY-NTS-1.1, 1.2	several levels of learning with SOME requiring higher order thinking	learning with at least ONE requiring higher order thinking	learning OR do not require higher order thinking
Plans instructional strategies and activities that address learning outcomes for all students (6%) KY-NTS-1.5, 1.6, 1.9	Aligns MOST instructional strategies and activities with learning outcomes for all students	Aligns SOME instructional strategies and activities with learning outcomes for all students	Aligns FEW instructional strategies and activities with learning outcomes for all students
Communicates concepts, processes and knowledge (6%) KY-NTS-8.1	Accurately and effectively communicates concepts, processes and/or knowledge AND uses vocabulary that is clear, correct and appropriate for students	Accurately communicates concepts, processes and knowledge BUT omits some important ideas, uses vocabulary inappropriate for students OR overlooks student misconceptions	Inaccurately and ineffectively communicates concepts, processes and knowledge
Connects content to life experiences of students (6%) KY-NTS-8.5	Effectively connects MOST content, procedures, and activities with relevant life experiences of students	Connects SOME content, procedures, and activities with relevant life experiences of students	Connects SOME content, procedures, and activities with relevant life experiences of students
Demonstrates instructional strategies that are appropriate for	Demonstrates instructional strategies that are CLEARLY	Demonstrates instructional strategies that are SOMEWHAT appropriate for the	Demonstrates instructional strategies that are RARELY or

Rubric

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
content and contribute to student learning (6%) KY-NTS-8.4	appropriate for the content and processes of the lesson AND make a CLEAR contribution to student learning	content and processes of the lesson AND make SOME contribution to student learning	NEVER appropriate for the content and processes of the lesson OR make NO contribution to student learning
Guides students to understand content from various perspectives (6%) KY-NTS-8.3	REGULARLY provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding	SOMETIMES provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding	RARELY or NEVER provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding
Designs assessments that are aligned with learning outcomes and are consistent with Kentucky's assessment program and CATS (6%) KY-NTS-4.3	REGULARLY uses assessments that are aligned with learning outcomes	OCCASIONALLY uses assessments that are aligned with learning outcomes	RARELY or NEVER uses assessments that are aligned with learning outcomes
Uses a variety of assessments to measure student learning. (6%) KY-NTS-4.1	REGULARLY uses a variety of assessments AND assessments provide students increased opportunities to demonstrate learning	REGULARLY uses a variety of assessments BUT these assessments do not provide students increased opportunities to	RARELY or NEVER uses a variety of assessments AND these assessments do not provide students increased

Rubric

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
		demonstrate learning OR uses a few types of assessments that provide students opportunities to demonstrate learning	opportunities to demonstrate learning
Designs assessment data to guide instruction and learning, and to measure learning progress. (6%) KY-NTS-4.4	REGULARLY uses a variety of assessments AND these assessments do not provide students increased opportunities to demonstrate learning	OCCASIONALLY analyzes assessment data to guide instruction and learning and measure learning progress	RARELY or NEVER analyzes assessment data to guide instruction and learning and measure learning progress
Designs assessments to accommodate diverse learning needs and situations (6%) KY-NTS-4.2	REGULARLY analyzes assessment data to guide instruction and learning and measure learning progress	REGULARLY adapts assessments to accommodate diverse learning needs OR situations	RARELY or NEVER adapts assessments to accommodate diverse learning needs AND situations
Uses technology to design and plan instruction (6%) KY-NTS-9.2, 9.6	REGULARLY uses technology to design and plan instruction	SOMETIMES uses technology to design and plan instruction	RARELY or NEVER uses technology to design and plan instruction
Uses technology to implement instruction and facilitate student learning (6%) KY-NTS-9.14	REGULARLY uses technology to implement instruction and facilitate student learning	SOMETIMES uses technology to implement instruction and facilitate student learning	RARELY or NEVER uses technology to implement instruction and facilitate student learning

Rubric

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Integrates student use of technology into instruction (6%) KY-NTS-9.14	REGULARLY integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs	SOMETIMES integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs	RARELY or NEVER integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs
Plans and designs instruction and assessments that affirm differences (e.g., special needs, behavior, learning styles, gender, ethnicity/race, language, etc.) (6%) KY-UL-11.1	Plans and designs MOST instruction and assessments that are clearly and appropriately affirm differences (e.g., special needs, behavior, learning styles, gender, ethnicity/race, language, etc.)	Plans and designs SOME instruction and assessments that are clearly and appropriately affirm differences (e.g., special needs, behavior, learning styles, gender, ethnicity/race, language, etc.)	Plans and designs LITTLE OR NO instruction and assessments that are clearly and appropriately affirm differences (e.g., special needs, behavior, learning styles, gender, ethnicity/race, language, etc.)
Integrates resources and strategies that offer a variety of experiences that reflect the histories, experiences and cultures of students. (6%) KY-UL-11.2, 11.3, 11.7	REGULARLY Integrates resources and strategies that offer a variety of experiences that reflect the histories, experiences and cultures of students	OCCASIONALLY integrates resources and strategies that offer a variety of experiences that reflect the histories, experiences and cultures of students	RARELY OR NEVER integrates resources and strategies that offer a variety of experiences that reflect the histories, experiences and cultures of students
Provides opportunities for students to use knowledge, develop	REGULARLY provides opportunities for students to use	OCCASIONALLY provides opportunities for students to use knowledge, develop	RARELY OR NEVER provides opportunities for students to use

Rubric

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<p>decision making skills, and participate as active members of the classroom (6%) KY-UL-11.9</p>	<p>knowledge, develop decision making skills, and participate as active members of the classroom</p>	<p>decision making skills, and participate as active members of the classroom</p>	<p>knowledge, develop decision making skills, and participate as active members of the classroom</p>
<p>Designs learning activities that foster ethical, equitable, and legal uses of technology by students and uses technology to support the diverse learning needs of students. (6%) KY-UL-11.12</p>	<p>REGULARLY designs learning activities that foster ethical, equitable, and legal uses of technology by students and uses technology to support the diverse learning needs of students</p>	<p>OCCASIONALLY designs learning activities that foster ethical, equitable, and legal uses of technology by students and uses technology to support the diverse learning needs of students</p>	<p>RARELY OR NEVER designs learning activities that foster ethical, equitable, and legal uses of technology by students and uses technology to support the diverse learning needs of students</p>

EDTP 408: Middle/Secondary Content Methods Field Experience
(1 credit hour)

Instructor:
Office hours:
Phone number:
E-mail:

Catalog Description

Weekly field experience observing, analyzing, and participating in schools. Students will connect and apply coursework, theory, and practice. *Prerequisite: EDTP 301; Co-requisite: Concurrent enrollment in EDTP 407 or 409.*

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. Students will also experience a variety of schools across their field experiences, and be able to see connections between theory and practice.

Required Readings

None – students will apply information from texts in university education courses in which they are concurrently enrolled to their field experiences.

Relevant Professional Standards Met by Course

Through this field experience, candidates demonstrate the following Kentucky New Teacher Standards and the UofL Standard:

Standard I: Designs/Plans Instruction (lessons designed in EDTP 407, taught during the field experience)

Standard II: Creates/Maintains Learning Climate (while teaching, co-teaching, or assisting in the field experience)

Standard III: Implements/Manages Instruction (while teaching or co-teaching in the field experience)

Standard V: Reflects/Evaluates Teaching/Learning (oral and written reflection about teaching done and observed in field experience)

Standard VI: Collaborates with Colleagues/Parents/Others (collaboration with the cooperating teacher to plan, teach, assess, and manage the classroom; collaboration with other teachers and school professionals)

Standard VII: Engages in Professional Development (identifying strengths and areas for growth as a result of field experiences; designing a professional growth plan for student teaching)

Standard VIII: Demonstrates Knowledge of Content (in lesson planning, teaching, interactions with students and cooperating teacher during field experience)

Standard X: Understands the Lives of Diverse Students (work with diverse students in the field placement; participation in parent conferences if able)

Course Objectives:

Students will:

1. develop an understanding of the daily experiences of teachers;
2. develop a more complex and sophisticated understanding of classrooms, schools, teaching, diversity, and students;
3. reflect upon the classroom experience as well as the student's personal and professional growth;
4. develop collegial relationships with teachers in the school as well as UofL class peers; and
5. refine his/her understanding and skill in curriculum, instruction, assessment, management, reflection, etc.

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. observations in naturalistic settings
2. context of the classroom and school
3. curriculum, instruction, assessment, resources, etc.
4. classroom management and community
5. teaching and assessment strategies
6. diversity
7. collegiality

Course Requirements

1. Minimum of three hours of field experience per week for a minimum of 12 weeks in assigned setting (during teachers' contractual hours)
2. Active participation in class activities
3. Satisfactory communication with mentor teacher
4. Satisfactory attempts to respond to supervisory feedback
5. Satisfactory interaction with students, teachers, and others
6. Satisfactory professionalism, e.g. attendance, punctuality, appearance, professional demeanor

Criteria for Determination of Grade

Assignments completed in the field experience setting for other university courses will be graded in those courses. Grading in the field experience course will be based on satisfactory performance in the field setting: communication with cooperating teacher and others, responses to supervisory feedback, interaction with students, teachers, and others, and demonstration of professional behavior. These will be assessed via feedback sheets and/or communication with the cooperating teacher in the field setting, and attendance and participation logs.

Grading Scale

Pass = documentation of field experience hours (minimum of 3 hours per week for 12 weeks; minimum total of 36 hours in the semester), satisfactory participation, interaction, professionalism, communication with cooperating teacher, response to feedback, interactions with students and school personnel

Fail = missing anything from above: documentation of less than required hours; unsatisfactory performance in field experience participation, interaction, professionalism, communication with cooperating teacher, response to feedback, &/or interactions with students and school personnel

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- Roe, B.D. & Ross, E. P. (1994). *Student teaching and field experience handbook (3rd Ed.)* NY: Merrill (McMillan).

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

Continuing and regular use of e-mail is expected. Additional expectations for the class include use of LiveText and ability to access and download information from various websites.

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. The web sites are as shown below.

University Policies and Procedures

http://graduate.louisville.edu/prog_pubs/handbook.pdf

Student Handbook

http://www.louisville.edu/student/life/slhandbook/pdf_version/handbook.pdf

Student Code of Conduct

http://www.louisville.edu/student/life/slhandbook/pdf_version/handbook.pdf

Date Prepared and by Whom

Prepared by the Core Courses Curriculum Committee, May, 2006.

EDTP 417: Middle School Student Teaching (12 credit hours)

Instructor:

Office Hours:

Telephone:

E-mail:

Catalog Description

Sixteen weeks of supervised observation, participation and teaching in schools. One sixteen week or two eight week placements in middle school (5-9) classrooms. *Prerequisite: Passing midpoint assessment; recommendation of faculty advisor.*

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 specialist. 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.

Relevant Professional Standards Met by Course

EDTL 417 is a required course in the University of Louisville’s B.S. in Middle/Secondary Education degree, as well as for middle grades teacher certification. As such, it is intended to facilitate prospective teachers’ competencies toward the Kentucky New Teacher Standards and UofL Program Standard:

Standard 1: Designs/ Plans Instruction – Candidates design standards-based lesson plans (including assessment criteria and procedures) that will challenge, motivate, and actively involve learners in developmentally appropriate learning experiences, that address physical, social, and cultural diversity, and that show sensitivity to differences and encourage students to be adaptable, flexible, resourceful, and creative. Candidates will develop lesson plans as a part of a standards-based unit of study and design a lesson for use in a field placement.

Standard 2: Creates/Maintains Learning Climates – Candidates will challenge and support students in a nurturing environment conducive to learning by developing skill in giving informational feedback, designing lessons that encourage and support individual and group inquiry, and employing a variety of management techniques that foster individual responsibility and cooperation.

Standard 3: Implements/Manages Instruction – Candidates will select and/or design standards-based lesson plans and implement appropriate instructional techniques that communicate specific goals and high expectations, connect learning with students’ prior knowledge and experiences, provide for modeling of skills, etc. to be learned, incorporate multiple developmentally appropriate teaching/learning strategies, present differing viewpoints, incorporate media/technology to enhance instructional goals, and provide opportunities for students to reflect on their learning as well as use and practice what is learned

Standard 4: Assesses and Communicates Learning Results – Candidates will select, design and implement diagnostic, formative, and summative assessment procedures and instruments, including authentic assessment tasks and techniques that are sensitive to social, cultural, and physical diversity, which accurately measure student learning and progress towards established goals; provide accurate, timely, and appropriate feedback on student progress, keep accurate records, and provide students with opportunities to assess their own progress.

Standard 5: Reflects/Evaluates Teaching/Learning – Candidates will evaluate the effectiveness of teaching, including classroom management, curricula, and instruction, both informally (daily) and formally (on lesson plans of scheduled observations) and make appropriate adjustments in teaching, management, and curricula based on reflections and feedback of others.

Standard 6: Collaborates with Colleagues/Parents/Others – Candidates will collaborate with the cooperating teacher, university supervisor, and other colleagues to develop and implement effective instruction; discuss student learning with students and their parents and making adjustments as needed and as appropriate; recognize and respond appropriately to differences in abilities, contributions, and social and cultural backgrounds, and investigate school and community resources that present differing viewpoints.

Standard 7: Engages in Professional Development – The candidate will assess him/herself with respect to the New Teacher Standards and UofL Standard prior to student teaching; analyze student performance and identifying areas for their own professional improvement; seek input from others, establish priorities for professional growth, and apply to class activities and assignments knowledge, skill, and processes acquired in classes, school professional development, and individually-undertaken study.

Standard 8: Knowledge of Content – Candidates will demonstrate knowledge of the core concepts and skills of their discipline by using accurate content, skills, and processes from content areas in planning and implementing lessons and assessments during their student teaching.

Standard 9: Demonstrates Implementation of Technology – The candidate will use “technology to support instruction; access and manipulate data; enhance professional growth and productivity; [and] communicate and collaborate with colleagues, parents,” students, the university supervisor, and others in the community.

Standard 11: Understands the Complex Lives of Children (UofL Program Standard) – The candidate will actively seek to know and understand the students, parents, and others in the community; treat students, parents, colleagues and others equitably as well as with respect and dignity; select and/or design lessons which utilize a variety of resources on the histories,

experiences, and cultures of diverse groups; and promote social justice among various ethnic, cultural, linguistic, religious, and socioeconomic groups within the classroom and beyond.

Course Objectives

Students will:

1. plan, teach, assess, and reflect upon appropriate learning activities for middle school 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 the 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.

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

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 one sixteen week or two eight 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 eight week placement or two weeks in a sixteen week placement. Many student teachers will teach full-time for longer. The student teacher will be formally evaluated (as explained more fully hereafter) on at least four occasions by the university supervisor, as well as four times by a cooperating teacher during the sixteen week student teaching placement. Effort, accuracy of content knowledge taught, pedagogical skills, student learning, classroom management skills, and the conduct of other tasks and obligations during the school day will all be considered during any given evaluation.

2. Demonstration of proficiency on all Kentucky New 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 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" at minimum on all dispositions as outlined on the Student 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 midpoint and as part of the final student teaching evaluation. The candidate must receive at least a "meets expectations" on each disposition.

4. Instructional Sequence with Analysis of Assessment Data (Hallmark Assessment)

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. See Hallmark Assessment and rubric at the end of the syllabus.

Criteria for Determination of Grade

Student teachers will earn a grade for each field placement 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 BS Student Teaching Handbook:

http://www.louisville.edu/edu/edtl/handbook/bs_elem/BSelemhandbook.doc

In general, however, students can expect 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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Date prepared and by whom

This syllabus was prepared by the Core Courses Curriculum Committee, May, 2006.

**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	Objectives are aligned with the Program of Studies, the Core Content for	Objectives are aligned with <u>some, but not all</u> of the Program of Studies, the Core	Objectives are <u>not</u> aligned with the Program of Studies, the Core Content for

Rating → Benchmark ↓	Exceeds Standard	Meets Standard	Does Not Meet Standard
standards (Standard Ia)	Assessment, and the KERA Academic Expectations.	Content for Assessment, and the KERA Academic Expectations.	Assessment, and the KERA Academic Expectations.
Objectives address significant content/skills and include higher order/critical thinking (Standard 1a)	Objectives address content/skills that reflect disciplinary concepts and principles (e.g., the Core Content) and include an appropriate range of low – to - higher order and critical thinking tasks.	Objectives address content/skills that reflect disciplinary concepts and principles (e.g., the Core Content) but does not include an appropriate range of low – to - higher order and critical thinking tasks.	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 – 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.
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

Rating → Benchmark ↓	Exceeds Standard	Meets Standard	Does Not Meet Standard
	.		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 VIII a)	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.
Integrates media and technology into instruction plan (Standard I e, IX a, and IX b)	Teacher integrates appropriate media and technology that make a significant contribution to teaching and learning OR provides a strong rationale for not using technology.	Teacher integrates appropriate media and technology that make a minimal contribution to teaching and learning OR provides a weak rationale for not using technology.	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.

Rating → Benchmark ↓	Exceeds Standard	Meets Standard	Does Not Meet Standard
Conducts individual and group analyses of learning (Standard IVc)	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.	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.	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.
Provides analysis with clear and appropriate interpretations and conclusions (Standard IVf)	Analysis is easy to understand. Interpretation is meaningful and appropriate conclusions are drawn from the data.	Analysis is somewhat difficult to understand. Interpretation is trivial and conclusions need to be reconsidered.	Analysis is confusing or hard to follow. Interpretation is not meaningful and appropriate conclusions are not drawn from the data.
Focuses on student learning (Standard Va)	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.	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.	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.
Provides evidence of impact on student learning (Standard IVe)	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.	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.	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.

Rating → Benchmark ↓	Exceeds Standard	Meets Standard	Does Not Meet Standard
Describes a plan for improving instructional practice (Standard Vb)	Teacher's plan identifies the changes in instructional practices needed to effectively improve student learning.	Teacher's plan loosely identifies the changes in instructional practices needed to effectively improve student learning.	Teacher's plan does not identify the changes in instructional practices needed to effectively improve student learning.

EDTP 419: Secondary Student Teaching (12 credit hours)

Instructor:

Office Hours:

Telephone:

E-mail:

Catalog Description

Sixteen weeks of supervised observation, participation and teaching in schools. One sixteen week or two eight week placements in secondary (8-12) classrooms. *Prerequisite: Passing midpoint assessment; recommendation of faculty advisor.*

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 specialist. 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.

Relevant Professional Standards Met by Course

EDTL 419 is a required course in the University of Louisville’s B.S. in Middle/Secondary Education degree, as well as for secondary teacher certification. As such, it is intended to facilitate prospective teachers’ competencies toward the Kentucky New Teacher Standards and UofL Program Standard:

Standard 1: Designs/ Plans Instruction – Candidates design standards-based lesson plans (including assessment criteria and procedures) that will challenge, motivate, and actively involve learners in developmentally appropriate learning experiences, that address physical, social, and cultural diversity, and that show sensitivity to differences and encourage students to be adaptable, flexible, resourceful, and creative. Candidates will develop lesson plans as a part of a standards-based unit of study and design a lesson for use in a field placement.

Standard 2: Creates/Maintains Learning Climates – Candidates will challenge and support students in a nurturing environment conducive to learning by developing skill in giving informational feedback, designing lessons that encourage and support individual and group inquiry, and employing a variety of management techniques that foster individual responsibility and cooperation.

Standard 3: Implements/Manages Instruction – Candidates will select and/or design standards-based lesson plans and implement appropriate instructional techniques that communicate specific goals and high expectations, connect learning with students’ prior knowledge and experiences, provide for modeling of skills, etc. to be learned, incorporate multiple developmentally appropriate teaching/learning strategies, present differing viewpoints, incorporate media/technology to enhance instructional goals, and provide opportunities for students to reflect on their learning as well as use and practice what is learned

Standard 4: Assesses and Communicates Learning Results – Candidates will select, design and implement diagnostic, formative, and summative assessment procedures and instruments, including authentic assessment tasks and techniques that are sensitive to social, cultural, and physical diversity, which accurately measure student learning and progress towards established goals; provide accurate, timely, and appropriate feedback on student progress, keep accurate records, and provide students with opportunities to assess their own progress.

Standard 5: Reflects/Evaluates Teaching/Learning – Candidates will evaluate the effectiveness of teaching, including classroom management, curricula, and instruction, both informally (daily) and formally (on lesson plans of scheduled observations) and make appropriate adjustments in teaching, management, and curricula based on reflections and feedback of others.

Standard 6: Collaborates with Colleagues/Parents/Others – Candidates will collaborate with the cooperating teacher, university supervisor, and other colleagues to develop and implement effective instruction; discuss student learning with students and their parents and making adjustments as needed and as appropriate; recognize and respond appropriately to differences in abilities, contributions, and social and cultural backgrounds, and investigate school and community resources that present differing viewpoints.

Standard 7: Engages in Professional Development – The candidate will assess him/herself with respect to the New Teacher Standards and UofL Standard prior to student teaching; analyze student performance and identifying areas for their own professional improvement; seek input from others, establish priorities for professional growth, and apply to class activities and assignments knowledge, skill, and processes acquired in classes, school professional development, and individually-undertaken study.

Standard 8: Knowledge of Content – Candidates will demonstrate knowledge of the core concepts and skills of their discipline by using accurate content, skills, and processes from content areas in planning and implementing lessons and assessments during their student teaching.

Standard 9: Demonstrates Implementation of Technology – The candidate will use “technology to support instruction; access and manipulate data; enhance professional growth and productivity; [and] communicate and collaborate with colleagues, parents,” students, the university supervisor, and others in the community.

Standard 11: Understands the Complex Lives of Children (UofL Program Standard) – The candidate will actively seek to know and understand the students, parents, and others in the community; treat students, parents, colleagues and others equitably as well as with respect and dignity; select and/or design lessons which utilize a variety of resources on the histories, experiences, and cultures of diverse groups; and promote social justice among various ethnic, cultural, linguistic, religious, and socioeconomic groups within the classroom and beyond.

Course Objectives

Students will:

1. plan, teach, assess, and reflect upon appropriate learning activities for secondary school 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 the 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.

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

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 one sixteen week or two eight 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 eight week placement or two weeks in a sixteen week placement. Many student teachers will teach full-time for longer. The student teacher will be formally evaluated (as explained more fully hereafter) on at least four occasions by the university supervisor, as well as four times by a cooperating teacher during the sixteen week student teaching placement. Effort, accuracy of content knowledge taught, pedagogical skills, student learning, classroom management skills, and the conduct of other tasks and obligations during the school day will all be considered during any given evaluation.

2. Demonstration of proficiency on all Kentucky New 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 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" at minimum on all dispositions as outlined on the Student 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 midpoint and as part of the final student teaching evaluation. The candidate must receive at least a "meets expectations" on each disposition.

4. Instructional Sequence with Analysis of Assessment Data (Hallmark Assessment)

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. See Hallmark Assessment and rubric at the end of the syllabus.

Criteria for Determination of Grade

Student teachers will earn a grade for each field placement 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 BS Student Teaching Handbook:

http://www.louisville.edu/edu/edtl/handbook/bs_elem/BSelemhandbook.doc

In general, however, students can expect 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.
- E. This grade indicated that none of the essential demands of the student teaching performance were met.

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Date prepared and by whom

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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.
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5. Based on your analysis, describe a plan for advancing subsequent student learning and how you can improve your instructional practice.

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Objective 2			
Objective 3			
Objective N			

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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 1c)	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	Objectives are aligned with the Program of Studies, the Core Content for	Objectives are aligned with <u>some, but not all</u> of the Program of Studies, the Core	Objectives are <u>not</u> aligned with the Program of Studies, the Core Content for

Rating → Benchmark ↓	Exceeds Standard	Meets Standard	Does Not Meet Standard
standards (Standard Ia)	Assessment, and the KERA Academic Expectations.	Content for Assessment, and the KERA Academic Expectations.	Assessment, and the KERA Academic Expectations.
Objectives address significant content/skills and include higher order/critical thinking (Standard 1a)	Objectives address content/skills that reflect disciplinary concepts and principles (e.g., the Core Content) and include an appropriate range of low – to - higher order and critical thinking tasks.	Objectives address content/skills that reflect disciplinary concepts and principles (e.g., the Core Content) but does not include an appropriate range of low – to - higher order and critical thinking tasks.	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 – 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.
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

Rating → Benchmark ↓	Exceeds Standard	Meets Standard	Does Not Meet Standard
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 VIII a)	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.
Integrates media and technology into instruction plan (Standard Ie, IXa, and IXb)	Teacher integrates appropriate media and technology that make a significant contribution to teaching and learning OR provides a strong rationale for not using technology.	Teacher integrates appropriate media and technology that make a minimal contribution to teaching and learning OR provides a weak rationale for not using technology.	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.
Conducts individual and group analyses of learning (Standard IVc)	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	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	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.

Rating → Benchmark ↓	Exceeds Standard	Meets Standard	Does Not Meet Standard
	individuals. Analysis is data-based.	individuals. Analysis is data-based.	Analysis is not data-based.
Provides analysis with clear and appropriate interpretations and conclusions (Standard IVf)	Analysis is easy to understand. Interpretation is meaningful and appropriate conclusions are drawn from the data.	Analysis is somewhat difficult to understand. Interpretation is trivial and conclusions need to be reconsidered.	Analysis is confusing or hard to follow. Interpretation is not meaningful and appropriate conclusions are not drawn from the data.
Focuses on student learning (Standard Va)	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.	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.	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.
Provides evidence of impact on student learning (Standard IVe)	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.	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.	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.
Describes a plan for improving instructional practice (Standard Vb)	Teacher's plan identifies the changes in instructional practices needed to effectively improve student learning.	Teacher's plan loosely identifies the changes in instructional practices needed to effectively improve student learning.	Teacher's plan does not identify the changes in instructional practices needed to effectively improve student learning.

**EDTP 420: Reading and Writing Across the Curriculum/Adolescent Literature
(3 credit hours)**

Instructor's Name, Office Hours, Phone and E-Mail Address:

Catalog Description Exploring the processes, products and values of literacy in various areas of the curriculum, this course explores and applies literature of all forms in service to the various disciplines and societal roles.

Course Purpose The purpose of this course is to prepare teachers of all subjects in grades 5-12 to incorporate the literacy and literature that supports and extends the core content in the subject area curriculum, and to help teachers address a range of reading and writing abilities and attitudes, support their students in developing lifelong literacy in their subject areas, and use content concepts in exploring life beyond school.

Required Reading

Daniels, H. & Zemelman, S. (2004). *Subjects matter.* Portsmouth, NH: Heinemann.
Schlosser, S. (2006). *Chew on this.* NY: Houghton Mifflin.

Four Adolescent Novel Texts
Live Text subscription.

Additional readings as assigned by instructor.

Relevant Professional Standards Met by Course

The Kentucky New and/or Experienced Teacher Standards addressed most fully by this course are:

- [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:](#) Knowledge of Content
- [Standard IX:](#) Demonstrates Implementation of Technology

	1	2	3	4	5	6	7	8	9	10
Reader's Writer's Project (Hallmark Assessment)	X				X		X	X	X	
Reader's/Writer's Discussion Board		X			X	X	X	X	X	X
Book Reading Groups					X	X	X		X	X
Book Talk						X			X	
					X				X	X
Reciprocal Teaching	X		X	X	X	X		X		

Course Expectations and Assignments

Completion of all readings **when assigned**.

Completion of all responses to reading **when assigned**. Your responses will be posted to an online journal – some, but not all, will have a specific prompt. Your responses must make your comprehension of the material visible, and your learning and thinking about the material accountable. Each posting should prove that you read and have deeply considered the material. Within a posting, you might do any of the following:

- Quote a part of the reading that offered a rich insight. What did you like about the ideas presented?
- Ask questions. Push where you agree and disagree with the text.
- Reflect on issues that have been raised.
- React. Write about what comes to mind (i.e., experiences or memories that were evoked by the reading).
- Connect. How does the reading relate to other things we've already read? What are the implications for your own teaching?

These are not discrete entries. They are meant to build from one another as you you're your way throughout the course. Further, these journals, as public spaces, open the opportunity for dialogue and collaboration. It is expected that you'll respond to the thoughts of others throughout the week.

Students will participate fully by attending all classes, completing all readings and assignments, and by engaging in small and large group discussions and activities around the readings.

The Major Assignments:

Professional Story (10%)

For the beginning of this project, you will write a paper in which you discuss those key ideas that intrigue you about using literacy to support the learning of content material and what deep and real concerns you have about doing so. Use detailed and specific experiences from your teaching and learning and from source material to explain why these issues are important to you.

Reader's/Writer's Discussion Board (10%)

Students will maintain a reflective weblog charting both their responses to class readings and discussion and their own learning throughout the course. (See also #2.)

Book Reading Group Project (15%)

You will participate in a three book club/literature circles throughout the course. In the first, you'll work in a group where all participants have read the same title. In the second, you will select a work of adolescent literature (or adolescent-appropriate literature) related to your content area. For the third, you will all read a commonly selected work of professional literature. Groups will be assigned based upon your content area, and recommended books will be discussed in class.

Book (15%)

In shared-content groups (number of participants to be determined in class), you will select, read, and develop a 2 minute video book talk exploring a piece of young adult/adolescent literature for use in your classrooms.

Reciprocal Teaching (25%)

Working with another student, you will be responsible for teaching the class a selected strategy by leading a content-specific lesson, assessing learning, and leading reflective closing discussions. More details will follow. These lessons will be video taped for student review, and write-up.

Reader's – Writer's Project/Hallmark Assessment (25%)

You will complete a Reader's-Writer's Project similar to one outlined in Rief's *Seeking Diversity*: Linda Rief describes it in this way:

For the last six weeks of school, I ask students to look back on everything they've written or read. What surprised them or what do they want to know more about? They are to choose one author, one genre, one theme, or one topic to learn about it in depth. They are to research their topic in at least three different ways (three different genres of writing, personal interviews with people, study of films, plays, etc.) and present their findings in three different genres (letter, poem, essay, video, storytelling, children's picture books, mime, drawing, rap, song lyrics, etc.) They are to show a range and depth of knowledge on the chosen topic. They are to prove expertise...

In addition to the three pieces of writing, they must also write a process paper, which describes what they did and how they went about doing it (what their original plan was, where they got their ideas, what they chose to read and write – the what, how, and why of what they did)...

In keeping with Rief's notion, you will complete a similar project, adapted to the format of this class. Though we'll discuss this much further, it is important that you begin as soon as possible –as you begin to lay out your own wonderings and to read professionally in that area. This is the hallmark assessment for this course.

Rubric follows on the next page.

Reader's Writers Project Rubric

	Exemplary	Mastery	Developing
Standards	(8-10) possible points	(5-7) possible points	(0-5) possible points
Instructional Content 1.2, 1.4, 1.9, 1.12	The reader's writer's project is anchored to classroom instruction, offering a well articulated and supported view into the robust application and integration of research-based instructional strategies.	The project discusses research-based instructional practices but does not offer a clear connection to the students' needs.	The project either reflects a misunderstanding of the instructional strategies explored, does not establish a research-base for the instructional strategies, or fails to address student needs.
Reflection 5.1, 5.3	The process paper and genre products offer candidate's rich reflection as a teacher and as a reader/writer.	Some reflection is included in the process paper, but the candidate does not examine the project or findings through the lens of a teacher.	Reflection is not included.
Connection to Classroom Practice 7.4	The paper and findings demonstrate that the candidate plans to apply findings to classroom instruction to impact the understanding and learning of a range of students.	The paper and findings speak to the candidate's intention to use findings in the classroom.	Connection to classroom practice is either not included or is unclear.
Content Knowledge, Pedagogical Knowledge, and Research Findings 8.1, 8.2, 8.4., 8.5	Research findings are accurate and demonstrate strong content knowledge.	Research findings are accurate, though some misunderstanding or lack of clarity might be present.	The candidate misunderstands the content or research findings.
Technology Integration 9.7, 9.11	Technology is used authentically to conduct research and present findings. The unique capacities of different tools are used to communicate findings.	Technology is used to conduct research and present findings.	Technology is not used to present findings, or it is misused to conduct research.

	Exemplary	Mastery	Developing
Standards	(8-10) possible points	(5-7) possible points	(0-5) possible points
Multi genre Presentation	The candidate presents findings using a minimum of three different genres, taking advantage of the unique capacities of each in order to communicate clear and deliberate understanding.	Three genres are used to present findings, though it is unclear as to why specific findings were presented through specific forms.	Less than three genres are used to present findings.

Course Objectives

Students will:

1. (KNT/KET Standards 2, 3, 4, 11)
2. Experience and apply standards-based literacy strategies to content-specific texts. (KNT/KET Standards 2, 3, 4)
3. Evaluate current professional literature. (KNT/KET Standards 1, 7)
4. Complete authentic research on a self-selected topic. (KNT/KET Standards 2, 7, 8, 9, 10 Design instruction that supports the unique needs and skills of the adolescent reader.)
5. Synthesize understanding of research-based literacy strategies in developing instructional uses framed within their particular content area. (KNT/KET Standards 2, 3, 4, 6, 7)
6. Utilize current communication and information technologies to facilitate reflection and instruction. (KNT/KET Standards 3, 7, 10)
7. Develop an awareness of and appreciation for adolescent texts. (KNT/KET Standards 2, 9, 11)

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

Criteria for Determination of Grade

Grades will be based on the following:

1. *Participation*. Students will be expected to attend all classes, lectures, and forums. Students will be expected to participate in discussions during these times. Your participation will be used to determine your grade if it is borderline.
2. *Teaching Story* (10%)
3. *Reader's/Writer's Discussion Board* (10%)
4. *Book Club Project* (15%)
5. *Book Talk Project* (15%)
6. *Reciprocal Teaching Project* (25%)
7. *Reader's/Writer's Project (Hallmark Assessment)* (25%)

Bibliography

The course content will be based primarily on the ideas in the books assigned for class and in the following resources. These may be used for further reference.

- Atwell, N. 1998. In the middle: writing and learning with adolescents. (Second Edition). Portsmouth, NH: Boynton/Cook.
- Beers, K. 2003. When kids can't read. Portsmouth, NH: Heinemann.
- Daniels, Harvey. 2003. Literature circles: Voice and choice in the student-centered classroom. (2nd Ed.). Portland, ME: Stenhouse.
- Gilmore, B. 2005. Speaking volumes. Portsmouth, NH: Heinemann.
- Harvey, S. 2003. Strategies that work. Portland, ME: Stenhouse.
- Laminack, L & R. Wadsworth. 2006. Learning under the influence of Language and Literature. Portsmouth, NH: Heinemann.
- Lesene, T. 2006. Naked Reading. Portland, ME: Stenhouse.
- Jetton, T. & J. Dole. 2004. Adolescent literacy research and practice. NY: Guilford Press.
- Kajder, S. 2006. Bringing the Outside In. Portland, ME: Stenhouse.
- Moore, J. 1997. Interpreting young adult literature: Literary theory in the secondary classroom. NH: Boynton/Cook.
- Morrow, L. Gambrell, L. & M. Pressley. 2003. Best practices in literacy instruction. (Second edition). NY: Guilford.

- Probst, R. 2005. Response and analysis: Teaching literature in junior and senior high schools. (2nd Edition). Portsmouth, NH: Heinemann.
- Rasinski, T., Blachowicz, C., and K. Lems. 2006. Fluency instruction: Research based practices. NY: Guilford.
- Rief, L. 1992. Seeking diversity. Portsmouth, NH: Heinemann.
- Rosenblatt, L. 2004. Making meaning with texts. Portsmouth, NH: Heinemann.
- Stahl, K. & McKenna, M. 2006. Reading research at work: Foundations of effective practice. NY: Guilford.
- Toppings, D. & R. McManus. 2003. Real reading, real writing. Portsmouth, NH: Heinemann.
- Tovani, C. 2004. Do I really have to teach reading? Portland, ME: Stenhouse.
- Wilhelm, J. 1997. You've got to be the book. NY: Teachers College Press.
- Wilhelm, J. 2004. Action strategies for deepening comprehension. NY: Scholastic Press.
- Wilson, L. 2006. Writing to live. Portsmouth, NH: Heinemann.

Related Expectations

- Students are expected to arrive to class on time and prepared for all class sessions. Preparation includes completion of reading assignments in advance of class sessions and active participation in discussion and activities. Students are responsible for all assigned work and materials covered in class unless otherwise noted.
- Attendance is necessary as students will be involved in activities and assignments that contribute to the development of the goals of the course. If you cannot avoid missing a class, you are still responsible for submitting work when due and for keeping up with assignments and readings. In the event of an absence, students are to notify the instructor and make arrangements to submit assignments and gather materials from the missed class.
- All written work is to be double-spaced, 12 pt. font, word processed, with 1" margins and left-justified, black-ink, numbered and stapled pages. Assignments are to be submitted using LiveText as required by the instructor. Follow current APA guidelines. In fairness to others, if a paper is submitted that exceeds the specified page limit, I will not read beyond the maximum number of pages.
- Changes in this syllabus may be made to meet the academic objectives or in the case of unanticipated events. Any changes made will be announced in class.
- Assignments submitted late will be penalized one grade letter for each day that they are late. The penalty first applies 24 hours after the end of the class in which the assignment was due.
- Discussions about individual work should be conducted after class or during an office meeting rather than at the beginning of class or during class.
- Please turn off cell phones, laptops, and blackberries before class begins.

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

Written assignments are to be word-processed. Regular use of email is expected, and assignments may be submitted as email attachments unless otherwise specified by the instructor. Each student is expected to obtain a student email account and access email and the internet for resources and information throughout the course. Further, this course will require participants to use emerging technologies including but not limited to weblogs, digital video, and podcasts. Some assignments will be required to be submitted via LiveText.

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.

Date Prepared and by Whom

Prepared by the Core Courses Committee, May, 2006, based on a syllabus by Dr. Sarah Kajder.

EDTP 477: Capstone Seminar: Initial Teacher Certification
(3 credit hours)

Instructor, Office Hours, Phone, Email:

Catalog Description

Analysis, synthesis, and evaluation skills applied to the student teaching experience; collaborative problem solving; action research in classrooms. Co-requisite: Concurrent enrollment in EDTP 450, 617, or 619: Student Teaching.

Course Purpose

This course helps students analyze, synthesize, and evaluate their teaching with respect to classroom community, appropriate curriculum and instruction, and use of interpersonal and social skills in creating and maintaining a productive and supportive classroom for all participants.

Required Readings, Text

Readings as assigned.

Relevant Professional Standards Met by Course

- New Teacher Standard 1. Designs/Plans Instruction – in lesson plans submitted with the Hallmark Assessment mini-unit; in lesson plans discussed with peers in class; evidence discussed and included in portfolio
- New Teacher Standard 2. Creates/Maintains Learning Climates – discussion of student teaching incidents and issues; evidence discussed and included in portfolio
- New Teacher Standard 3. Implements/Manages Instruction – discussion of student teaching incidents and issues; evidence discussed and included in portfolio
- New Teacher Standard 4: Assesses and Communicates Learning Results – focus of the hallmark assessment; evidence discussed and included in portfolio
- New Teacher Standard 5. Reflects/Evaluates Teaching/Learning – focus of the hallmark assessment; discussion of teaching; evidence discussed and included in portfolio
- New Teacher Standard 6. Collaborates with Colleagues/Parents/Others – in discussions, around portfolio entries, evidence discussed and included in portfolio
- New Teacher Standard 7. Engages in Professional Development – Professional Growth Plan and mini-unit with analysis of student learning
- New Teacher Standard 9. Continued work on electronic portfolio.

Course Objectives

Students will demonstrate the ability to:

- m) Reflect thoughtfully and insightfully about their experiences in student teaching (NTS 5);
- n) Reflect thoughtfully about motivation, cultural similarities and differences, ability grouping, achievement gaps, testing, content integration, ESL students, and/or other issues relevant to teaching in urban, diverse schools (NTS 5, UofL Standard);
- o) Synthesize and apply learning from university courses to the student teaching experience (NTS 1, 2, 3, 4, 5, 6, 9);

- p) Collaborate with peers to understand and improve their knowledge, skill, and dispositions about teaching (NTS 6);
- q) Identify strengths and areas for growth with respect to all aspects of teaching; create and implement a professional growth plan (NTS 7);
- r) Provide evidence that they have had a positive effect on student achievement (NTS 4); and
- s) Give and receive feedback about experiences in student teaching and certification portfolios (NTS 6).

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

Course Content

1. Professional growth
2. Future educational, professional, and career options (KTIP, Rank I and II, Ph.D., National Board certification, team leader/dept. chair, Resource Teacher, etc.)
3. Interactions with teachers at various stages of their careers
4. Problem solving
5. Application, analysis, synthesis, and evaluation of one’s own student teaching experience
6. Current issues in teaching
7. Content integration
8. Differentiation to challenge and support all students

Course Requirements

9. Plan, conduct, and share orally and in writing your Mini-unit and Analysis of Student Learning as one way to provide evidence that you have had a positive effect on student achievement (NTS 1, 2, 3, 4, 5, 8) (See explanation at end of syllabus.)
10. 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. (NTS 6.1, 6.4, 6.5)
11. Create a Professional Growth Plan (using KTIP format), including your strengths/areas for growth, two specific goals, and methods for attaining those. (NTS 5.1, 5.2) (HALLMARK ASSESSMENT)
12. Provide feedback to peers on their portfolios-in-progress, and consider feedback given to you by your peers. (NTS 6.1, 6.4, 6.5)
13. Participate in an active and informed way in class discussions and activities, including practice of social skills, analysis of situations presented, and others facilitated by the instructor. This will require attendance and punctuality at each class. (NTS 6.1, 6.4, 6.5)

Criteria for Determination of Grade

Mini-unit and Analysis of Student Learning*	40%
Collaboration around student teaching experiences	30%
Professional Growth Plan	10%
Portfolio feedback: giving and receiving	10%
Participation	10%
Total	100%

* Hallmark Assessment

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

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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Teaching and Learning

- Beattie, M. (2001). The art of learning to teach: Preservice teacher narratives. Columbus, OH: Merrill-Prentice Hall.
- Borich, Gary D. (2004). Effective Teaching Methods. Upper Saddle River, NJ: Pearson.
- Bullough, R.V. & Gitlin, A. (1995). Becoming a Student of Teaching. New York: Garland Publishing, 49-71.
- Daniels, H., and Bizar, M. (1998). Methods that matter: Six structures for best practice classrooms. New York: Stenhouse.
- Halcomb, E.L. (1996). Asking the right questions: Tools and techniques for teamwork. Thousand Oaks, CA: Corwin Press.
- Kohl, H. (1991). I won't learn from you! The role of assent in learning. Minneapolis: Milkweed Editions.
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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.

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Technology Expectations

Assignments are to be word-processed. Continuing and regular use of e-mail is expected. Additional expectations for the class include continued development of certification portfolio using LIVETEXT and ability to access and download information from various websites.

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.

Plagiarism is addressed by the university and graduate school in several documents; all assessable on-line. One is associated with the *Graduate Catalog* in the Student Code of Conduct category and secondly in the *Graduate Student Handbook*, Student Code of Conduct category, Section 5, Item 5 . The second is associated with *Undergraduate Catalog Code of Students Rights and Responsibilities* category, Section 5 and the *Student Handbook* and entries are every similar, but they are housed at different web sites. The web sites are as shown below.

University Policies and Procedures

http://graduate.louisville.edu/prog_pubs/handbook.pdf

Graduate Student Handbook

http://graduate.louisville.edu/prog_pubs/handbook.pdf

Student Handbook

http://www.louisville.edu/student/life/slhandbook/pdf_version/handbook.pdf

Student Code of Conduct

http://graduate.louisville.edu/prog_pubs/handbook.pdf

http://www.louisville.edu/student/life/slhandbook/pdf_version/handbook.pdf

Prepared by the Core Courses Committee, May, 2006.

**Hallmark Assessment for Middle Grades and Secondary
Capstone Seminar: Initial Teacher Certification**

by the Middle/Secondary Program Committee

Purpose

Candidates will apply previous content and pedagogical knowledge and skills to plan, teach, and analyze a week-long instructional sequence appropriate for students in their student teaching context, with and 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.

Process

Outline of the project:

1. With your cooperating teacher, identify knowledge and/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.

Product

The final project will be submitted on LiveText, where a template includes more specific instructions and forms to be used. In general, the product includes:

- Description of community, school, classroom, and student contextual factors and their instructional implications for student learning.
- Lesson plans (UofL/KTIP format) covering the instructional sequence.
- Assessment Plan Organizer showing how each learner outcome will be assessed before, during, and at the end of the instructional sequence.
- 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).
- Based on your analysis, describe a plan for advancing subsequent student learning and how you can improve your instructional practice.

Rubric

	Exceeds Standard	Meets Standard	Does Not Meet Standard
Displays a knowledge of community, school and classroom factors (7%) KY-NTS.1.3	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.
Displays a knowledge of characteristics of students (7%) KY-NTS.1.3	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.

	Exceeds Standard	Meets Standard	Does Not Meet Standard
Identifies implication of contextual factors for instructional planning and assessment (7%) KY-NTS.1.3 KY-NTS.2.2	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 (7%) KY-NTS.1.1	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 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 aligned with district and state standards (7%) KY-NTS.1.1	Objectives are aligned with the Program of Studies, the Core Content for Assessment, and the KERA Academic Expectations.	Objectives are aligned with some, but not all of the Program of Studies, the Core Content for Assessment, and the KERA Academic Expectations.	Objectives are not aligned with the Program of Studies, the Core Content for Assessment, and the KERA Academic Expectations.
Aligns assessments with objectives that are congruent with the Program of Studies and Core Content for Assessment (7%) KY-NTS.4.1	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.

	Exceeds Standard	Meets Standard	Does Not Meet Standard
<p>Includes multiple forms of assessment (7%) KY-NTS.4.2</p>	Multiple forms of formative and summative assessments, as appropriate, are identified.	Some formative and summative assessments, as appropriate, are identified.	Formative and summative assessments are lacking.
<p>Uses appropriate strategies to engage students in learning content that is aligned with the Kentucky Program of Studies and the Core Content for Assessment (7%) KY-NTS.3.4</p>	*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.
<p>Demonstrates command of subject knowledge within discipline (7%) KY-NTS.8.1</p>	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>Conducts individual and group analyses of learning (7%) KY-NTS.4.3</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.	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.	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.

	Exceeds Standard	Meets Standard	Does Not Meet Standard
Provides analysis with clear and appropriate interpretations and conclusions (7%)	Analysis is easy to understand. Interpretation is meaningful and appropriate conclusions are drawn from the data.	Analysis is somewhat difficult to understand. Interpretation is trivial and conclusions need to be reconsidered.	Analysis is confusing or hard to follow. Interpretation is not meaningful and appropriate conclusions are not drawn from the data.
Provides evidence of impact on student learning (7%) KY-NTS.4.5	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.	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.	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.
Describes a plan for improving instructional practice (7%) KY-NTS.5.2	Teacher's plan identifies the changes in instructional practices needed to effectively improve student learning.	Teacher's plan loosely identifies the changes in instructional practices needed to effectively improve student learning.	Teacher's plan does not identify the changes in instructional practices needed to effectively improve student learning.

**EDTP 506: Public Schools in America
(3 Hours)**

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 Readings, Text

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 Met by Course

Standard 8 – Knowledge of Content

Candidates will complete and present an I-Search project that is related to the area 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 paper 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. construct 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 (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

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, 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?
3. 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?
4. 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?
5. 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?
6. 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

Candidates will attend class regularly, arriving on time.

Candidates will participate in all class discussions, contributing to the discussion in substantive ways.

1. Attend a department or grade group meeting in field placement site, an SBDM meeting in field placement site and a Board of Education meeting.
2. Keep a journal that indicates critical thinking with entries based on class discussions, reading assignments, and meetings.
3. 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 give 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 30%
Attend a department or grade group meeting in field placement site, a SBDM meeting in field placement site and a Board of Education meeting.	Candidates will arrange to attend a department, team or grade group meeting and a SBDM Council meeting at their field placement sites during the fall semester. Additionally, all candidates will attend a JCPS or OVEC district Board of Education. For each meeting the candidate will complete a journal entry that: <ul style="list-style-type: none"> • provides evidence of careful observation • summarizes issues addressed in meeting • provides evidence of critical and reflective thinking 	NTS 8.1 and 8.5 U of L Standard 11.5 20%

<p>Complete I-Search paper to submit in LiveText.</p>	<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. 	<p>NTS 8.1 and 8.5; 9.6, 9.14</p> <p>U of L Standard 11.5</p> <p>Relevant SPA, IECE or CEC standards.</p> <p>35%</p>
<p>Prepare multimedia presentation for class.</p>	<p>The I-Search project will be presented to peers as a multimedia project. Candidates will use the 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.</p>	<p>NTS 8.1 and 8.5; 9.3, 9.5, 9.10</p> <p>U of L Standard 11.5</p> <p>Relevant SPA, IECE or CEC standards</p> <p>15%</p>

Criteria for Determination of Grade

Bibliography

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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 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 are 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, 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

	Target	Acceptable	Unacceptable
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.

	Target	Acceptable	Unacceptable
<p>Section 4 - Conclusion (2, 16%) KY-NTS.8.1 KY-NTS.8.5</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Section 5 - Documentation (1, 8%)</p>	<p>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).</p>	<p>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.</p>	<p>The candidate fails to provide documentation of sources.</p>
<p>Section 6 - Multimedia Presentation (2, 16%) KY-NTS.8.1 KY-NTS.8.2 KY-NTS.8.5 KY-NTS.9.5</p>	<p>The candidate prepares and presents a multimedia program that includes the process, findings and conclusions of the I-Search project using the technology available in the classroom. The presentation includes the use of text, images, web links, and data. The candidate prepares and distributes a one-page handout for the class members providing an excellent overview of the I-Search project. The candidate is prepared and presents at the assigned time.</p>	<p>The candidate prepares and presents a multimedia program about the I-Search project using the technology available in the classroom; however, the presentation is limited in content or use of the technology. The candidate provides a handout with important information about the I-Search project. Fails to present at assigned time.</p>	<p>The candidate fails to prepare or present a multimedia presentation on the I-Search project.</p>

	Target	Acceptable	Unacceptable
Element 1 - Format requirements (1, 8%)	All deadlines for the submission of the I-Search paper are met. The paper is completed as a Word document submitted in LiveText by November 1. It is 5 - 7 pages in length, in 10 or 12 size font and well-edited.	Deadlines for submission are not met. OR The paper is insufficient in length or not properly formatted. OR The paper is not well-edited and contains serious spelling or grammar errors.	Deadlines are missed and the paper fails to meet required length, format and editing requirements.

University of Louisville
Department of English
ENGL 321: American Literature from 1910 to 1960 (WR)
(3 credit hours)

Course date / time / location:

Instructor's Name, Office Hours, Phone and E-Mail Address:

Course Description

This course provides texts and contexts for several American authors published between approximately 1910 and 1960. We will analyze the primary texts, orally and in writing, from perspectives including formal, biographical, cultural, historical, feminist and psychoanalytic. English 321 is a “writing intensive” (“WR”) course; as such we will frequently engage in activities pertinent to your writing for this class.

Course Requirements

You will be expected to participate thoughtfully in class, give one presentation, write three essays, and take one short comprehensive examination. All of these actions will demonstrate your ability to analyze the literature and materials presented in class and to successfully communicate your ideas in accordance with the prescribed guidelines. You will also be taking a number of reading quizzes throughout the quarter to demonstrate your working knowledge of individual texts.

Course Objectives

Students who successfully complete this course will be able to do the following: 1) analyze and interpret the literary works of study; 2) identify formal qualities of individual works of study and of specific literary periods or movements; 3) relate the works to the biographies of their authors and to their specific time of composition; 4) explain cultural or historical contexts of the works; 5) analyze one or more texts from a specific scholarly approach, for example feminist or psychoanalytic; 6) define and use the literary and cultural terms appropriate to the period.

Grading: In this course, 1 point equals 1 percent in the final computation of your grade. Point values are distributed as follows: Quizzes (composite)=15 points (21 if you achieve exempt status); Presentation=5 points; Essays=20 points each, or 60 total; Examination=10 points (4 points for exemption form); Participation=10 points.

90 points or above will constitute a final grade in the “A” range; 80 to 89.9 points constitutes grade in the “B” range; 70 to 79.9 points constitutes a grade in the “C” range; 60 to 69.9 points constitutes a grade in the D range; any score below 60 constitutes an F.

Table of Grade Equivalents for Point Values

A+=97% and above
A= 93-96.9
A-=90-92.9
B+=87-89.9
B= 83-86.9
B-=80-82.9
C+=77-79.9
C= 73-76.9
C-=70-72.9
D+=67-69.9
D= 63-66.9
D-=60-62.9
F=below 60

Attendance Policy

I will take attendance each day before class. One or two absences will not adversely affect your grade except in potential losses to participation score, quiz scores, or examination scores. The third, fourth, and fifth absences will each result in four points deducted from your overall score as well as the above losses. **Students who miss more than five class meetings will fail the course.** Should you be absent, you are responsible for any work or materials you miss.

Quizzes

You will be taking seven quizzes in all. Quizzes are unannounced, and will be given at the beginning of class. You should be prepared daily. Your composite quiz score will be the sum of the best five of the seven, or up to fifteen points, unless you achieve exempt status, in which case all seven will count for a score of 21. Please note that quizzes cannot be made up. If you are absent on the day of a quiz, you will simply receive a score of “0” for that quiz.

Exempt Status

If you receive a score of “3” on all seven of the quizzes taken in class you will achieve exempt status for the examination. You must see me for an exemption form, which must be filled out and returned to me on the day of the examination. This exemption form will be worth up to 4 points.

Presentation

You will present with a partner on a literary work published within the period of study but not assigned as reading for the class. Your presentation should be six to eight minutes in length, and should offer information about the author, the text, and the significance of the text or the contribution that it makes to our literature. Creative presentations that teach these things

implicitly are also welcome provided you are adequately prepared to explicate the information indicated above on request. Presentations should be well rehearsed and must not go longer than nine minutes. Points will be awarded for both the content and the delivery of the presentation. Your presentation is worth up to 5 points.

Essays

All essays must be typed and in MLA Format, and must be at least 800 words in length. Recommended length is 4 to 6 pages for the **close reading** and **comparative analysis** and 5 to 8 pages for the **research essay**.

It is your responsibility to be familiar with MLA format. Points will be deducted for improper format. Please note that you **MUST** have a **Works Cited** section for **EACH** essay (even if you are citing only a single primary text), or else the essay will be returned to you with a grade of “0”. You will **NOT** have an opportunity to revise your paper once a grade has been awarded. However, you may revise for your portfolio, a component of your participation grade.

For each essay I will award letter grades accompanied by a point value and comments. Each essay is worth up to 20 points. Late essays will be penalized 4 points per class period except in the event of documented hospitalization or other documented emergency deemed as such at my discretion. In such cases arrangements for an extension must be made with me, preferably in advance of the due date.

Please note that papers MUST be presented to me in hard copy and during classroom hours. I do not accept electronically submitted papers. Papers may be delivered to my box if and only if I have approved this option in advance,

I require a special heading for essays. In addition to the standard **four-line heading** (including, on the first page, top and flush left, your name, my name, the course number, and the date), you should include the word count in the **fifth line**, and the essay type (close reading, comparative analysis, or research essay) in the **sixth line**. Points will be deducted if any or all of these elements are missing or out of order.

You must write one each of the essay types described below.

- **One essay**, your **close reading**, must offer an analysis or interpretation of a single text. This text must be chosen from the readings assigned for class during the unit corresponding to the paper due date, or you may write about the text you studied for your presentation.
- **One essay** must offer a **comparative analysis** of at least two texts (at least one of which we read for class during the unit corresponding to the paper due date).
- **One essay**, your **research essay**, must engage scholarly discourse (for example, theory, criticism, or biographical information) pertaining to a text we read for class in the unit corresponding to the paper due date.

Suggestions for writing good essays:

- Keep your goals notebook and other materials from writing workshops at hand while writing.
- Follow all guidelines indicated on this syllabus.
- Remember to offer a clear thesis and good supporting claims and sufficient evidence.
- Remember to use appropriate words and style.
- Remember that poor grammar and usage count against you.
- Review the comments I have given you on previous papers before writing the next paper.
- Work closely with your writing partner.
- Go to the Writing Resource Center, syllabus and draft in hand, for a session.
- Visit me in my office for a mini-session. (I cannot look at papers in progress via email but welcome you to my office.)

Grading Rubric for Essays:

- *An “A” range essay* meets or exceeds all of the following criteria: Incisive thesis; compelling reasons and support; complex analysis; engaging or elegant style; focused and fluent essay structure; excellent command of language, including nearly impeccable grammar, usage, and sentence variation; evidence of a high level of awareness of audience.
- *A “B” range essay* meets or exceeds the following criteria: Strong thesis; convincing reasons and support; reasonably complex analysis, appropriate style; sound and focused essay structure; a high level of competence with language, including grammar, usage, and sentence variation; evidence of awareness of audience.
- *A “C” range essay* meets or exceeds the following criteria: Clear thesis and adequate focus; sufficiently clear and well-developed reasons and support; adequate analysis demonstrating a full and correct understanding of the material discussed; coherent and consistent style; competence with language, including grammar, usage, and sentence structure; an appropriate audience awareness.

- A **“D” range essay** meets or exceeds the following criteria: An adequate thesis and a reasonable focus; coherent reasoning and adequate support; evidence of accurate understanding of the topic discussed; acceptable style; a reasonable standard of competence with language, including grammar, usage, and sentence structure; an appropriate audience awareness.
- An **“F” essay or a grade of “0”** indicates that the essay is incomplete, unacceptable, or fails to meet one or more of the criteria listed for the “D” range essay.

Plagiarism, should it occur, will be prosecuted in accordance with U of L policy.

Examination

Your examination is worth up to 10 points. You will be required to answer seven short-answer, fill-in-the-blank, or identification questions (worth up to a point each) and one essay question (worth up to three points).

Participation

Your participation is also worth up to 10 points. Your participation score is my assessment of your contribution to class discussion, the quality of your Workshop Notebook, and efforts indicated in your portfolio.

Workshop Notebook

In addition to the usual and appropriate supplies (the book we are reading, writing implements, and so forth), you should bring a special notebook labeled “321 Workshop Notebook” to class each day. In this notebook you will be tracking your writing goals and doing various writing exercises pertaining to the class. I will assess this notebook on the last day of class. If you do not have this Workshop Notebook with you that day, 5 points will be deducted from your overall score.

Portfolio

Your portfolio, turned in on the last day of class, is a clean copy of all three essays you have written for me. You **MUST** turn in a portfolio as part of your participation grade. If you have revised your first or second essay, you **MUST** include the original with my comments, paper clipped to the back of the revised edition, in order for me to recognize and credit the revision. If you do not turn in this portfolio, 5 points will be deducted from your overall score.

A note about email and office hours

I have an “open door” policy concerning office hours. If you wish to see me during this time, please do so. If the office door is closed, you should knock. If there is another student in the office with me, you should stick your head in and indicate that you’d like to see me. Office hours are your chance to ask me questions that you cannot ask me during class for any variety of

reasons, as well as your chance to share or discuss ideas pertaining to class and class materials, if you are so inclined. Questions can be of the short variety suitable for email or the more extensive sort that can only be addressed with an office visit. You may bring in essays in progress for a “mini-session,” or a ten-minute review of your paper during which I can provide broad-brush feedback and a few basic goals. Please note that I often cannot engage for more than this amount of time, out of fairness to your colleagues. If Tuesday or Thursday at 2:45 PM is not a feasible time for you and you wish to meet with me in person, you should email me about making an appointment at a mutually satisfactory time. Do remember that email is not equivalent to office hours, so any in-depth questions or concerns must be addressed in person during office hours or at an appointed time.

Extra Credit

Attendance at any lecture sponsored by the English Department, together with a signature of any professor in the English department and an adequate typed description of the event, will constitute an extra credit point. You may receive up to 2 extra credit points.

Required Texts:

- *Selected Works of O. Henry* (1910)
- Ernest Hemingway, *The Sun Also Rises* (1926)
- Nella Larsen, *Passing* (1929)
- William Faulkner, *As I Lay Dying* (1930)
- Willa Cather, *Shadows on the Rock* (1931)
- Tennessee Williams, *The Glass Menagerie*(1948)
- Arthur Miller, *The Crucible* (1953)
- James Baldwin, *The Fire Next Time* (1963)

We will also be reading excerpts from the following authors:

- Langston Hughes (selected poems)
- T.S. Eliot (selected poems)
- William Carlos Williams (selected poems)
- Adrienne Rich (selected poems)

- Eudora Welty (“Petrified Man”)
- Flannery O’Connor (“Good Country People”)

The excerpts assigned for the above authors are all in the public domain. Please wait for further instructions about obtaining these materials.

Schedule:

January 11	Course Introduction.
January 13	O. Henry, “The Gift of the Magi” (1906) and “The Last Leaf” (1907), “One Dollar’s Worth” (1907). <i>Note: You may replace two of the four O. Henry stories listed with others by the same author.</i>
January 18	O. Henry, “The Ransom of Red Chief” (1910); Hemingway, <i>The Sun Also Rises</i> (through chapter 7)
January 20	Hemingway, <i>The Sun Also Rises</i> (through chapter 15)
January 25	Hemingway, <i>The Sun Also Rises</i> (remainder)
January 27	Larsen, <i>Passing</i> (“Encounter”)
February 1	Larsen, <i>Passing</i> (“Re-encounter”)
February 3	Larsen, <i>Passing</i> (“Finale”)
February 8	Hughes poems as assigned
February 10	Faulkner, <i>As I Lay Dying</i> , 3-95 (through “Darl” chapter. First essay due)
February 15	Faulkner, <i>As I Lay Dying</i> , 96-193 (through the long “Armstid” chapter)
February 17	Faulkner, <i>As I Lay Dying</i> (remainder)
February 22	Cather, Books 1 and 2
February 24	Cather, Books 3 and 4
March 1	Cather, Books 5 and 6 and epilogue

- March 3 Welty, “Petrified Man” plus fact-find; O’Connor, “Good Country People” plus fact-find
- March 8 **Presentation Day**
- March 10 **Presentation Day**
- March 15 Spring Break
- March 17 Spring Break
- March 22 Eliot poems as assigned.
- March 24 Williams, *Glass Menagerie* (Scenes 1-3). **Second essay due.**
- March 29 Williams, *Glass Menagerie* (remainder)
- March 31 **I will not be in class this day. You should use it as a planning day. A presentation worksheet that you must fill out in order to receive credit for your presentation will be posted on Blackboard.**
- April 5 *Crucible* (Acts 1 and 2)
- April 7 Miller, *The Crucible* (Acts 3 and 4)
- April 12 Baldwin, *The Fire Next Time* (“My Dungeon Shook” and first section of “Down at the Cross”)
- April 14 Baldwin, *The Fire Next Time* (remainder)
- April 19 **Examination and Course Evaluations**
- April 21 **Third essay due. Workshop Notebook evaluated. Portfolio due.** Adrienne Rich poems as assigned; William Carlos Williams poems as assigned.

Bring your book to each class meeting. Check the Blackboard site for this course for periodic announcements. I reserve the right to make changes in this syllabus to meet the course objectives or to accommodate disruptions of the schedule.

ENGLISH 506: The Teaching of Writing

Course date / time / location:

Instructor's Name, Office Hours, Phone and E-Mail Address:

Course Description

Goals:

This course provides an introduction to the theory, research, and practice that informs the effective teaching of writing. Beginning with theoretical understandings of how and why people write and learn to write, course texts will then move into practical applications for teaching writing. At least two assumptions underlie the structure of this course: one, teachers of writing must be experienced writers themselves, and two, theory and practice always exist in a mutually informing relationship with one another. Successful writing teachers need experience as writers; practice needs theory.

These two assumptions inform the structure of the class in many ways. The course will be reading and writing intensive (be prepared to work!), structured so that successive readings build upon the previous ones (don't get behind in your work!), based on a graduate seminar model (where class discussion is the responsibility of all participants).

This course satisfies the University's General Education WR Requirement. If you do not plan to teach at some time in your future, this course is not the best way to satisfy your WR requirement. In my experience teaching the course, students who enroll merely to fulfill a WR requirement do not engage well with the material and have a difficult time being successful. It's a lot of work with no pay off for non-teachers. The purpose of the course is to offer students the opportunity to ground themselves with the knowledge and experience to become effective writing teachers.

Course Materials

- (Recommended) Atwell, Nancie. In the Middle: Writing, Reading, and Learning with Adolescents. 2nd Edition. Portsmouth, NH: Boynton/Cook, 1998. (available at bookstores and on reserve at the Ekstrom library)
- A course packet of readings available at Gray's Bookstore at 1915 S. 4th Street. (634-1708)
- Selected texts on reserve at the Ekstrom library.
- A portable tape-recorder and cassette tapes.
- 2-3 floppy diskettes on which to store your work for this class.

Bureaucratic mandates:

- · This course satisfies a University General Education Written Communication Requirement.
- · Students who have a disability or condition that may impair their ability to complete assignments or otherwise satisfy course criteria are encouraged to meet with their instructors to identify, discuss, and document any feasible instructional modifications or accommodations. The student should notify the instructor no later than the end of the first week of the semester in which the course is offered or not later than the second week after such a disability or condition is diagnosed, whichever occurs earliest.
- · Students are encouraged to discuss with the instructor any problems related to the course or instructor behavior. If the results are not satisfactory, students are encouraged to speak with the Chair of the English Department in Humanities 315.
- · The last day to withdraw without academic penalty is October 17
- · If you are a graduating English major who entered the university in Fall 1997 or later, you are required to submit a sample of your written work in the major for graduation: specifically, one paper from a 400+ level

English class. This material is confidential and is not used in assessment of individual students in any way. If you plan to graduate this fall or next spring, you might consider submitting a paper from this class.

Attendance and deadlines:

Basically, spotty attendance hurts your success in learning. Because the course will be run as a discussion and students will be graded for their class participation, regular attendance is absolutely necessary. There is no way to “get the notes” or make up a class since class sessions require active participation. Students can only be excused from class and receive permission to turn work in late if they present the teacher with a valid, documented excuse. If you must be absent, let me know as soon as you can; it can save both of us a lot of hassle and worry. Students unable to attend the course on a regular basis will have difficulty passing the course. All work is due when assigned. An unexcused absence (one without a valid, documented excuse) does not allow you to miss a deadline. I do not accept late work unless previous arrangements have been made. Three weeks of unexcused absence is grounds for failure of the course; two weeks of unexcused absences may be grounds for alteration of the final letter grade.

Class participation:

Class participation is an essential element in creating a successful learning environment for this class. Practically all class meetings will be structured by your responses to the texts. This means no lecturing or topic-setting by me. When you are unprepared to talk, you let your peers down as well as yourself.

Because class participation is such an integral part of the learning that takes place in this course, you will receive a grade for participation. Participation grades will be based on both the quantity and quality of your participation. This means you need to participate regularly and responsibly. If you feel comfortable speaking in large group settings, then you might find that you need to monitor yourself so that you don't dominate the conversation and unintentionally silence others. If you have difficulties speaking in front of large groups or taking positions on issues in discussion, you will need to work on contributing in spite of your nerves. Speaking from the beginning of the course is an important first step. I have found that the longer students remain silent, the harder it is for them to contribute later.

How you participate is not only vitally important to your success in this course this semester; how you participate this semester can lay important foundations for your own classroom presence. Creating a classroom space where the teacher's voice doesn't dominate but where she also isn't afraid to participate as a learner herself is important for creating an environment for active learning.

In addition to your daily participation in class discussions, each student in the class will be responsible for facilitating a 30-40 minute class discussion. You should come in to the class for which you are responsible prepared with questions and activities to lead us through a conversation on that day's readings. After you facilitate a class, plan to drop by my office for a "de-briefing." We will be signing up for classes to facilitate about three weeks into the semester.

If you find that you have trouble in fully participating in class discussion, talk to me as soon as this becomes a problem. I've been teaching in student-directed discussion classrooms for a long time, and there are strategies for helping you become an integral part of the knowledge making in the discussions.

Grades/Portfolio:

This course will employ a portfolio system of evaluation. This means that no grade that you receive on written work is final until you turn in the final portfolio at the end of the semester. The portfolio system for this class is designed to give students 1) time for the reflection and revision that are necessary for presenting their strongest work for end-of-the-semester evaluation and 2) a record of learning this semester which can serve as a teaching resource later in their careers.

Within the portfolio system, course work will be responded to (by me and by peers) with suggestions for revision. I will assign a provisional grade to all of your formal writing assignments so that you have a benchmark of how you are doing in the class. However, you have until the final portfolio to meet with me to discuss your writing and revise your work to receive a higher grade. This system of evaluation allows you to continue working on assignments throughout the semester, applying what you are learning to early assignments.

The contents of your final portfolio will be weighted as follows: Looks like something is missing

Literacy Narrative I: Save all of your work for this class and don't throw anything out until the semester is over.

Students enrolled in the course for graduate credit will do an additional research paper and presentation on a topic to be negotiated with the instructor.

Plagiarism:

The University officially defines plagiarism as "to borrow someone's ideas without citing the source, and to use them as one's own. It is a particular type of cheating. Plagiarism in this sense is not limited to the use of direct quotations without citation; a paraphrase is indebted to the author's ideas just as a direct quotation is." (Undergraduate Catalog). Occasionally, I will give specific instructions for what to write. However, most of the time you will be free to pursue your own avenues through the readings.

Journals will be collected every Wednesday, starting with the first Wednesday of the course. Late journals will not be accepted. You will be turning these in with your final portfolio.

Formal writing assignments:

Your writing will be read and responded to in a class peer review session before it is revised and resubmitted for teacher response. After receiving a formal response from the teacher, you will be able to revise the paper for inclusion in the portfolio at the end of the semester. You will receive a separate handout for each paper describing the objectives, requirements, and deadlines for the assignment. All of the writing you do for this course may be shared with your classmates so please write with this audience in mind.

There is one requirement I want you to know about up front: the research paper requires you to come up with an original research project that examines some aspect of the composing process. This could include analyzing comments/grades on papers and their effects on students, analyzing classroom discussions, comparing computer-assisted instruction with traditional instruction, comparing different methods for collecting journals, or many other topics. This class is held in a computer-assisted classroom to give you an opportunity to think about how to integrate computer technology with writing instruction.

In this class, we will have the opportunity to experiment with electronic environments for class discussion, hypertext tools for organizing large bodies of information, audio-visual presentation tools, and techniques for creating and manipulating visual information. Computer technology often offers instructors with a "back door" through which large-scale changes to classroom practices and assessment can be made. Since administrators, parents and students are all increasingly expecting teachers to be able to teach computer literacy in addition to traditional reading and writing skills, it is important that you begin thinking now about ways to integrate computer technology with your philosophical goals for writing instruction.

I expect students coming into this class to have experience using a word processor and sending and receiving email. If you do not have experience with these tools, come see me in the first week of class for some private instruction. You may call and make an appointment at 852-2173 or just drop by for a walk-in session. The writing center hours for the Fall 2002 term are

M,W, Th 9:00 AM – 6:00 PM
T,F 9:00 AM – 4:00 PM
Sat 1:00PM – 4:00 PM

The Watson Conference:

The Thomas R. Watson conference on Rhetoric and Composition will be held at the University of Louisville this October 10-12. <http://www.louisville.edu/a-s/english/watson/>

DAY-BY-DAY SYLLABUS

Week 1	August 26, 28
Mon	Policy statement, Introductions

Wed	<ul style="list-style-type: none"> • Read Hillocks: "A view of writing and students," 1-23. (book) • Journal: In addition to your reflective response, write a separate one-sentence summary of Hillocks's main argument in this chapter and bring in any notes you made while reading. • Journal: Include in your response a short discussion question about a problem you noted in Hillocks's argument. The problem could be a section that seems inconsistent with Hillocks's main claim, a conclusion he draws that doesn't seem to follow from the evidence he provides, a faulty assumption, or any other area of concern that you think worthy of class discussion.
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Week 2	September 2, 4
Mon	<ul style="list-style-type: none"> • Labor Day Holiday
Wed	<ul style="list-style-type: none"> • Read Hillocks: "Some Basics for Thinking about Teaching Writing," 24-54 (book) • Read Hillocks: "Environments for Active Learning: A Vygotskian Perspective," 54-75 (book) • Journal: In addition to your reflective response, define in your own words what Hillocks means by "structural support" and "environments for active learning." • Journal: Use your reflective response to articulate what you think is most important that students learn from a writing curriculum and what the main obstacles to that learning might be.

Week 3	September 9, 11
Mon	<ul style="list-style-type: none"> • Read Hillocks: "The Composing Process: A Model," 76-95 (book) • Read first four assignments in back of packet: "The Business Letter," "Planning a trip," "The personal touch," "Like the back of my hand." (packet, 176-83) • Journal: Use the principles discussed in Hillocks to write a short evaluation of the first 4 assignments included in the back of your course packet. How would you rate these assignments? How do you think students would respond to them? What is good and bad about each?
Wed	<ul style="list-style-type: none"> • Read Atwell: "Learning how to teach writing" from <i>In the Middle</i>, 3-26. (book and online reserves) • Read Kohl: "I won't learn from you" from <i>I won't learn from you' and other thoughts on creative maladjustment</i>, 1-32 (online reserves) • Journal: Use your writing to reflect on the similarities and differences among Atwell, Kohl and Hillocks. See if you can come up with some common strategies among these teachers that you might use as a guideline for your own teaching.

Week 4	September 16, 18
Mon	<ul style="list-style-type: none"> • Literacy Narrative I due: Bring two copies to class. See http://www.louisville.edu/~jwolf02/e506/fall2002/literacy1.htm for instructions. • In class: peer review; offer advice; brainstorm for trends, patterns that you see. • Introduction to part II
Wed	<ul style="list-style-type: none"> • Read Sadker and Sadker: "Sexism in the schoolroom of the '80s" from <i>Psychology Today</i>, 54-57. (packet) • Read Cleary: "'I Think I know what my teachers want now': Gender and Writing Motivation" from <i>English Journal</i>, 50-57. (packet)

ENGLISH 506: The Teaching of Writing

Week 5	September 23, 25
Mon	<ul style="list-style-type: none"> • · Read Delpit: “Skills and Other dilemmas of a progressive Black educator” and “The Silenced Dialogue” from <i>Other People’s Children</i>, 11-47 (online reserves)
Wed	<ul style="list-style-type: none"> • · Kochman: “Classroom modalities” from <i>Black and White Styles in Conflict</i>, 16-42 (packet)

Week 6	September 30, October 2
Mon	<ul style="list-style-type: none"> • · Literacy Narrative II due: Bring two copies to class • · See http://www.louisville.edu/~jlwolf02/e506/fall2002/literacy2.htm for instructions.
Wed	<ul style="list-style-type: none"> • · Read Mayher, Lester, Pradl: “From the Inside out: The composing process” from <i>Learning to Write. Writing to Learn.</i>, 49-71. • · JOURNAL: Compare and contrast Mayher, Lester & Pradl's and Delpit's critiques of the writing process. To what extent are these authors opposed in their approaches? What commonalities do they have? Based on your current understanding, how will you teach the writing process?

Week 7	October 7, 9
Mon	<ul style="list-style-type: none"> • · Complete reading-to-write assignment with think-aloud protocol. (see back of packet, pages 201-2)
Wed	<ul style="list-style-type: none"> • · Read Bereiter and Scardamalia: “Two Models of Composing Processes” from <i>The Psychology of Written Composition</i>, 3-23. (packet) • · SHORT WRITING: Transcribe a 5-minute section of your protocol that seems interesting for some reason. Be prepared to discuss in class. No journal is due this week.

Week 8	October 14, 16
Mon	FALL BREAK
Wed	<ul style="list-style-type: none"> • · Read Graves: “Let’s get rid of the welfare mess in the teaching of writing,” and “Questions for teachers who wonder if their writers change” from <i>A Researcher Learns to Write</i>, 44-51, 121-129. (packet) 4 · Read Cohen and Riel: “The effect of distant audiences on students’ writing” from <i>American Educational Research Journal</i>, 143-159. (packet) • · JOURNAL: Take a look at the five dimensions of learning described at http://www.louisville.edu/~jlwolf02/e506/fall2002/fivedimensions.htm and describe your own progress so far this semester across these five dimensions. Where have you made gains? What goals do you plan to set for yourself for the rest of the semester? I would also like you to take a moment and provide some feedback on the class so far. What activities have been particularly helpful? Are there any points on which you are confused? Do you have suggestions for changes for the second half of the semester?

Week 9	October 21, 23
Mon	<ul style="list-style-type: none"> • · Read Higgins: “Reading to Argue: Helping students transform source texts” from <i>Hearing Ourselves Think</i>, 70-101. (packet) • · Read Rose: “Rigid Rules, Inflexible Plans, and the Stifling of Language: A Cognitivist Analysis of Writer’s Block” from <i>College Composition and Communication</i>, 389-401. (packet)
Wed	<ul style="list-style-type: none"> • · Sommers: “Responding to Student Writing” from <i>The Braddock Essays</i>, 122-129 (packet) • · Read Elbow: “Ranking, Evaluating, and Liking: Sorting out three forms of judgment” from <i>College English</i>, 187-206. (packet)

ENGLISH 506: The Teaching of Writing

Week 10	October 28, 30
Mon	<ul style="list-style-type: none"> • · Read Daiker: "Learning to Praise" <i>Writing and Response: Theory, Practice and Research</i>, 103-113. (packet) • · Read Sadker and Sadker: "Is the O.K. classroom O.K.?" from <i>Phi Delta Kappan</i>, 358-361. (packet) • · Bring in a typed topic proposal describing your research ideas and plans for the upcoming research project. See http://www.louisville.edu/~jlwolf02/e506/fall2002/research.htm for instructions.
Wed	<ul style="list-style-type: none"> • · Read Atwell: "Responding to writers and writing" from <i>In the Middle</i>, 217-261. (book)

Week 11	November 4, 6
Mon	<ul style="list-style-type: none"> • · Read Barron: "What I wish I had known about peer-response groups but didn't" from <i>English Journal</i>, 24-34 (packet) • · Read Smagorinsky: "The aware audience: Role-playing peer-response groups" from <i>English Journal</i>, 35-40 (packet)
Wed	<ul style="list-style-type: none"> • · Read Johnson, Johnson and Smith: "Constructive Controversy" from <i>Change</i>, 28-37. (packet)

Week 12	November 11, 13
Mon	<ul style="list-style-type: none"> • · Read Hillocks, "The Art of Planning I: Some Basics," 124-146. (book) • · In class: learn web basics
Wed	<ul style="list-style-type: none"> • · Read Hillocks, "The Art of Planning II: Gateway Activities," 147-169. (book) • · Read the second set of four writing assignments in your packet: "<i>Crime and Punishment</i>," "<i>The Adventures of Huckleberry Finn</i>," "Taking a pilgrimage to Canterbury," "<i>Alice in Wonderland</i>" (packet 184-200) • · JOURNAL: Discuss whether these assignments structure appropriate gateway activities. Which seems to have the best design? Which has the worst?

Week 13	November 18, 20
Mon	<ul style="list-style-type: none"> • · Bring in Data and Method statement from Research project 5 · Review Atwell: "Minilessons" from <i>In the Middle</i>, 148-169; 170-184 (skim); 184-216. (book) • · Read Crowley and Hawhee: "Imitation: Achieving Copiousness" from <i>Ancient Rhetorics for Contemporary Students</i>, 290-308.
Wed	<ul style="list-style-type: none"> 6 · Read Atwell: "Learning how to teach reading" from <i>In the Middle</i>, 27-50. (book) • · Read Lenski: "Intertextual Intentions: Making connections across texts" <i>The Clearing House</i>, 74-82 (packet)

Week 14	November 25, 27
Mon	• · RESEARCH PROJECT DUE
Wed	THANKSGIVING BREAK

Week 15	December 2, 4
Mon	• · <i>In class, web design</i>
Wed	• · <i>In class, web design</i>

FINAL PORTFOLIO DUE FRIDAY, DECEMBER 6 BY 11:00 A.M.

The instructor reserves the right to make changes in the syllabus when necessary to meet learning objectives.

English 491

Interpretive Theory: The New Criticism to the Present

Course Description

Starting with the New Criticism, literary interpretation took on a level of analysis beyond simply discussing the author's intent. New Criticism formalized and codified interpretation, and the movements that came after it further systematized such methods, with an additional self-conscious understanding of the critic's position with regard to the text. At the beginning of the new century, not only does the critic interpret literature, but she also theorizes the acts of reading, writing, and (making) meaning. This course surveys the transformation from criticism to theory as it introduces various methods of interpretation from the twentieth century, including the New Criticism, poststructuralism and deconstruction, Marxist criticism, psychoanalytic criticism, and phenomenology. For each theory, we will read and discuss 1) an overview of the method in *Critical Theory Today*, 2) a number of theoretical articles in *The Norton Anthology of Theory and Criticism*, and 3) exemplary criticism on *The Awakening*, *The Great Gatsby*, *The Turn of the Screw*, *A Portrait of the Artist as a Young Man*, and *Hamlet*. Assignments include two article summaries with accompanying presentations and two take-home exams which review and debate the theories as well as apply the theories to works of literature not covered in the course. The dual aims of this course are 1) to learn the main currents in critical theory today and 2) to apply those theories in your own interpretive work. Note that this course's prerequisites include both English 102/105 and English 310 and assignments are graded on the [plus/minus scale](#). I want you to do well in this class. I will guide class discussion, present concepts and modes of analysis, and assess assignments. I expect you to read and study the material, attend and participate in class regularly, turn assignments in on time, and approach assignments with intellectual curiosity, educational investment, and academic honesty.

Course Materials

required (UofL Bookstore)

Chopin, *The Awakening* (Bedford/St. Martin's edition)

Fitzgerald, *The Great Gatsby*

James, *The Turn of the Screw* (Bedford/St. Martin's edition)

Joyce, *A Portrait of the Artist as a Young Man* (Bedford/St. Martin's edition)

Leitch, ed. *et al*, *The Norton Anthology of Theory and Criticism*

Shakespeare, *Hamlet* (Bedford/St. Martin's edition)

Tyson, *Critical Theory Today*

required ([online](#))

articles on Chopin, Joyce, and Shakespeare

Assignments and Grade Distribution

two article summaries and presentations, 5% each

You will summarize on [Blackboard](#) and then present to the class two essays, one [theoretical](#) and one [interpretive](#).

two take-home exams, 40% and 50%, sequentially

You will take two take-home [essay exams](#), which will require you to review, debate, and apply four of the five theoretical methodologies.

Course Policies

Class Participation

We're going to be working with challenging works of critical theory; therefore, we'll all benefit from sharing our questions and ideas. If I feel that the majority of the class isn't participating because they're not keeping up with the reading, I reserve the right to give pop quizzes and reweight the other assignments accordingly.

Office Hours and Professor Email

I encourage you to stop by my office hours to discuss any aspect of the course. I'm happy to answer small questions such as due dates over email, but I prefer face-to-face conversations for more substantive topics like papers and exams. When emailing me or any instructor, observe etiquette by including a salutation such as Dr. Blazer (though you may address me as Alex if you wish), using standard written English, and signing your name. I respond to student email once per weekday, and I do not use Blackboard's messages feature.

Blackboard and Student Email

We will be using [Blackboard](#) for some assignments and [Netmail](#) for class communication. It is your responsibility to update your passwords so you can use Blackboard and check your email for possible course related messages. I suggest that

you forward your university email to your private email account (or vice versa) and review my [Blackboard Basics](#) handout.

Attendance

There will be a one letter final grade deduction for every absence beyond four days. Therefore, missing five class periods will result in a one letter final grade deduction and missing eight classes will result in automatic failure of the course. I do not excuse any class missed beyond the four days, even if you are ill or participating in extracurricular activities. Therefore, I suggest you use your four days both cautiously and wisely; and make sure you sign the attendance sheets. Habitual tardies or consistently leaving class early will be treated as absences.

Late Assignments

There will be a one letter assignment grade deduction per day, not class period, for any assignment that is turned in late. I sparingly give short extensions if you request one for a valid need; however you must make the request at least one day before the assignment is due. I will inform you via email if I cannot open an electronically submitted assignment; however, your assignment will be considered late until you submit it in a file I can open. I neither read nor grade assignments that are turned in more than five days late for whatever reason, be it extension or computer error. Failing to submit (or resubmit) an assignment that is worth 15% or more of the course grade within five days, not class periods, of its due date will result in automatic failure of the course. Failing to submit (or resubmit) a final exam or final paper within two days of its due date will result in automatic failure of the course.

MLA Style

Since English 491 course is designed for English majors, take-home exams should adhere to the [Modern Language Association \(MLA\) style](#). Discussion board responses may be informally formatted. One-third of a letter grade will be deducted from a take-home exam for problems in each of the following three categories: 1) heading, running header, and margins, 2) font and line-spacing, and 3) in-text quoting, block quoting, and citing sources. Before you turn in a formal paper, make sure your work follows MLA style by referring to my [FAQ on papers](#) and using the checklist on the [MLA style handout](#).

Plagiarism

Do not do it. Using someone else's words, ideas, or work without proper citation and representing it as your own is the most serious of academic offenses. See the Code of Student Rights and Responsibilities, Sections 5 and 6 on page 17 of the 2004-2006 Undergraduate Catalog for further information. Plagiarism can result in a failing grade for the assignment or the course and will be reported to the College of Arts & Sciences for further action, which can include notice in the permanent record, dismissal, or

expulsion. I have recently caught seven plagiarists: six failed their respective courses, three did not graduate with their class, and one no longer attends UofL. Do not plagiarize.

Failure of the Course

There are three ways to fail the course: 1) failing to regularly attend class, 2) plagiarizing, 3) failing an assignment that is worth 15% or more of the course grade, be it from poor quality, lateness of submission, or a combination of poor quality and lateness.

Disabilities Resource Center

If you have any specific needs or concerns, please feel free to discuss the issue with me outside of class. Contact the [Disabilities Resource Center](#) (Robbins Hall, 852-6938) for information and auxiliary aid.

Writing Center

The [Writing Center](#) (Ekstrom Library Room 312, writing@louisville.edu, 852-2173) provides drop-in assistance for planning, drafting, revising, and editing papers.

Course Schedule

Week 1	M, 1-9	Interpretive Theory
	W, 1-11	New Criticism <i>Overview:</i> Tyson, "Everything You Wanted to Know about Critical Theory" (Tyson 1-12) Tyson, "New Criticism" (117-52) <i>Theory:</i> Eliot, "Tradition and the Individual Talent" "The Metaphysical Poets" (Leitch 1088-1104) <i>Criticism:</i> Tyson on Fitzgerald, "A New Critical Reading of <i>TGG</i> " (Tyson 134-49)
Week 2	M, 1-16	<i>No Class: Martin Luther King Day</i>
	W, 1-18	<i>Theory:</i> Brooks, "The Heresy of Paraphrase" "The Formalist Critics" (Leitch 1350-70)

	M, 1-23	<i>Theory</i> : Ransom, "Criticism, Inc." (Leitch 1105-17) Wimsatt and Beardsley, "The Intentional Fallacy" "The Affective Fallacy" (Leitch 1371-1402)
Week 3	W, 1-25	Poststructuralism <i>Overview</i> : Tyson, "Structuralist Criticism" (Tyson 197-240) Tyson, "Deconstructive Criticism" (Tyson 241-276) Murfin, "What Is Deconstruction?" (Shakespeare 283-96) <i>Criticism</i> : Tyson on Fitzgerald, "A Deconstructive Reading of <i>TGG</i> " (Tyson 261-74)
Week 4	M, 1-30	<i>Theory</i> : Foucault, "What Is an Author?" from <i>Discipline and Punish: The Birth of the Prison</i> from <i>The History of Sexuality, Volume 1, An Introduction</i> from "Truth and Power" (Leitch 1615-70)
	W, 2-1	<i>Theory</i> : Butler, from <i>Gender Trouble</i> (Leitch 2485-2501) <i>Criticism</i> : Yaeger on Chopin, "'A Language Which Nobody Understood'" (Chopin 291-336)
Week 5	M, 2-6	<i>Theory</i> : de Man, "Semiology and Rhetoric" "The Return to Philology" (Leitch 1509-31) <i>Criticism</i> : Felman on James, from "Turning the Screw of Interpretation" (online)
	W, 2-8	<i>Theory</i> : Derrida, from <i>Of Grammatology</i> from <i>Dissemination</i> (Leitch 1815-76) <i>Criticism</i> : Herr on Joyce, "Deconstructing Dedalus" (Joyce 338-60 or online)
Week 6	M, 2-13	<i>Theory</i> : Baudrillard, from "The Precession of Simulacra" (Leitch 1729-40) Cixous, "The Laugh of the Medusa" (Leitch 2035-55) <i>Criticism</i> : Garber on Shakespeare, " <i>H</i> : Giving Up the Ghost" (Shakespeare 297-331)

		<p>Marxism</p> <p>Overview: Tyson, Ch3 "Marxist Criticism" (Tyson 49-80)</p> <p>W, 2-15 Murfin, "What is Marxist Criticism?" (Shakespeare 332-44)</p> <p>Theory: Trotsky, from <i>Literature and Revolution</i> (Leitch 1002-17)</p> <p>Criticism: Tyson on Fitzgerald, "A Marxist Reading of <i>TGG</i>" (Tyson 66-77)</p>
Week 7	M, 2-20	<p>Theory: Lukács, "Realism in the Balance" (Leitch 1030-58)</p> <p>Criticism: Rowe on Chopin, "The Economics of the Body in KC's <i>TA</i>" (online)</p> <p>Exam 1 Due</p>
	W, 2-22	<p>Theory: Horkheimer and Adorno, from <i>Dialectic of Enlightenment</i> (Leitch 1220-40)</p> <p>Criticism: Robbins on James, "The Unfinished History of <i>TToS</i>" (James 333-46)</p>
Week 8	M, 2-27	<p>Theory: Benjamin, "The Work of Art in the Age of Mechanical Reproduction" (Leitch 1163-86)</p> <p>Criticism: Naremore on Joyce, "Consciousness and Society in <i>APotA</i>" (online)</p>
	W, 3-1	<p>Theory: Althusser, "A Letter on Art in Reply to André Daspre" from "Ideology and Ideological State Apparatuses" (Leitch 1476-1509)</p> <p>Gramsci, "The Formation of the Intellectuals" (Leitch 1135-43)</p> <p>Criticism: Bristol on Shakespeare, "Carnival and the Carnavalesque in <i>H</i>" (Shakespeare 348-67)</p>
Week 9	M, 3-6	<p>Theory: Jameson, from "The Political Unconscious"</p> <p>"Postmodernism and Consumer Society" (Leitch 1932-74)</p>

	W, 3-8	<p>Psychoanalysis</p> <p>Overview: Tyson, "Psychoanalytic Criticism" (Tyson 13-47)</p> <p>Murfin, "What Is Psychoanalytic Criticism?" (Joyce 235-46)</p> <p>Theory: Freud, from <i>The Interpretation of Dreams</i></p> <p>"The 'Uncanny'"</p> <p>"Fetishism" (Leitch 913-55)</p> <p>"Repression" (online)</p> <p>"The Unconscious" (online)</p> <p>Criticism: Tyson on Fitzgerald, "A Psychoanalytic Reading of <i>TGG</i>" (Tyson 34-44)</p>
Week 10	M, 3-13	<i>No Class: Spring Break</i>
	W, 3-15	<i>No Class: Spring Break</i>
Week 11	M, 3-20	<i>No Class: Professor Out of Town</i>
	W, 3-22	<p>Theory: Bloom, Introduction, <i>The Anxiety of Influence</i> (Leitch 1794-1805)</p> <p>Lacan, "The Mirror Stage"</p> <p>from "The Agency of the Letter in the Unconscious"</p> <p>"The Signification of the Phallus" (Leitch 1278-1310)</p> <p>Criticism: Renner on James, "Sexual Hysteria . . . in <i>TTotS</i>" (James 271-90)</p> <p>McGowan on Chopin, "TA of Desire" (online)</p> <p>***Note: Due to my unexpected business trip, we will fall behind schedule for a couple of classes.</p>
Week 12	M, 3-27	<p>Theory: Kristeva, from <i>Revolution in Poetic Language</i> (Leitch 2165-78)</p> <p>Criticism: Brivic on Joyce, "The Disjunctive Structure of J's P" (Joyce 251-67)</p>

	W, 3-29	<p><i>Theory:</i> Deleuze and Guattari, from <i>Kafka: Toward a Minor Literature</i></p> <p>from <i>A Thousand Plateaus: Capitalism and Schizophrenia</i> (Leitch 1593-1608)</p> <p><i>Criticism:</i> Adelman on Shakespeare, "H and the Confrontation with the Maternal Body" (Shakespeare 256-82)</p>
Week 13	M, 4-3	<p><i>Theory:</i> Mulvey, "Visual Pleasure and Narrative Cinema" (Leitch 2179-92)</p> <p>Phenomenology and Existentialism</p> <p><i>Overview:</i> Magliola, from <i>Phenomenology and Literature</i> (online)</p>
	W, 4-5	<p>Solomon, Introduction, <i>Existentialism</i> (online)</p> <p><i>Theory:</i> Iser, "Interaction between Text and Reader" (Leitch 1670-82)</p> <p><i>Criticism:</i> Parr on Fitzgerald, "The Idea of Order at West Egg" (online)</p>
Week 14	M, 4-10	<p><i>Theory:</i> Poulet, "Phenomenology of Reading" (Leitch 1317-33)</p> <p><i>Criticism:</i> Parvulescu on Chopin, "To Die Laughing and to Laugh at Dying: Revisiting TA" (online)</p>
	W, 4-12	<p><i>Theory:</i> Heidegger, "Language" (1118-34)</p> <p><i>Criticism:</i> Sussman on James, "James: Twists of the Governess" (online)</p>
Week 15	M, 4-17	<p>***Meet in Bingham Humanities Bldg 100 due to classroom renovation</p> <p><i>Theory:</i> Sartre, from <i>What Is Literature?</i> (Leitch 1333-49)</p> <p><i>Criticism:</i> Price on Joyce, "The Beauty of Mortal Conditions: J's APotA" (online)</p>
	W, 4-19	<p>***Meet in Bingham Humanities Bldg 100 due to classroom renovation</p> <p><i>Theory:</i> de Beauvoir, from <i>The Second Sex</i> (1403-14)</p> <p><i>Criticism:</i> Bielmeier on Shakespeare, "Hamlet, King of Infinite Space" (online)</p>
Week 16	M, 4-24	<i>No Class: Extended Office Hours 4:30-7:30</i>
	W, 4-26	Exam 2 Due