

Shaping Tomorrow: Ideas to Action



College of Education and Human Development

University of Louisville

PROGRAM SUBMISSION

Master of Arts in Teaching,
Spanish Education,
Grades P-12

Program Description:

<http://louisville.edu/education/degrees/mat-se.html>

Governing Kentucky Regulation:
(16 KAR 2:010. Kentucky Teaching Certificates)
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Signature: _____

Robert Felner, Ph.D.

Dean of the College of Education and Human Development

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Executive Summary, Master of Arts in Teaching, University of Louisville

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

Brief Description of the Continuous Assessment Plan: The College has developed a Continuous Assessment Record and Documentation System (CARDS 1, 2, 3) for monitoring candidates through initial certification programs. The assessment plan articulates candidate admission, midpoint, and exit/completion requirements. 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 university's Student Learner Outcome (SLO) report. Initial certification admission is based on university graduate requirements with additional program requirements. Candidates have a suggested minimum cumulative GPA of 2.75, suggested GRE score of 800 (combined V+Q), evidence of having taken the Praxis II content examination (Middle and Secondary programs) and proficiency in written and oral communication as well as other criteria as described in CARDS 1. Exit requirements include an electronic exit portfolio, a degree check, dispositions assessment, evaluations of candidates' student teaching 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 in diverse settings. M.A.T. candidates have earned undergraduate degrees to demonstrate 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 in alternative routes, including intensive summer and academic year on-the-job programs. 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 CEHD has been nationally ranked in *U.S. News and World Report's* Top 100 for two consecutive years. The CEHD programs were part of the initial Holmes' Partnership model for fifth year teacher preparation, 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.

**Master of Arts in Teaching
Foreign Language, Spanish
(Grades P-12)**

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

Shaping Tomorrow: Ideas to Action

The sources of educational science are any portions of ascertained knowledge that enter into the heart, head, and hands of educators, and which, by entering in, render the performance of the educational function more enlightened, more human, more truly educational than it was before.
-John Dewey (as cited in Cronbach and Suppes, 1969, p.vi)

The Spanish Education program enacts the Conceptual Framework’s ideas to action core through multiple experiences for candidates to learn in collaboration with Spanish teachers, their students, and the foreign language professional education community. A significant illustration of this commitment of “Ideas to Action” is that the foreign language methods course itself has been planned with the input of former students, our colleagues in area schools, Spanish education faculty who have taught the course in past years, staff from the Kentucky Department of Education, and other MAT 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. The College developed a holistic, ecological model of education that adopts and adapts Dewey’s interest in fundamentally changing the hands, minds, and hearts of learners. Candidates are encouraged to begin thinking of teaching and learning as processes within which social justice can be actualized. This begins with their 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 are recruited to serve as mentors for new teacher education candidates. Throughout their program, candidates continuously develop more complex perspectives of social justice in action as they participate in varied opportunities and experiences, including ones related to the Spanish language and understanding of the cultures of Spanish-speaking people. Candidates link these perspectives directly to the teaching of Spanish within the contexts of classrooms, schools and communities.

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

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

Conceptual Framework Construct 1: Inquiry

Spanish education candidates must engage in inquiry to develop a knowledge base that will equip them to teach in grade P-12 classrooms. This inquiry allows them to

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

Construct 1 as Learned and Applied: Research

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

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

Construct 1 as Reflected in Candidates: Critical Thinkers

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

- analyze student learning in order to identify strengths and areas for professional growth with respect to their teaching;
- monitor their teaching, adjusting objectives and activities as necessary;

- 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;
- critically analyze information gained through professional meetings, conferences, or professional development.

Conceptual Framework Construct 2: Action

Spanish 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 the components of language curriculum, models of instruction, the role of assessment in the Spanish language curriculum, and the role of educational reform initiatives such as the ***Kentucky Education Reform Act*** in answering curriculum questions and planning curriculum experiences for students;
- develop sound content knowledge in the Spanish language for grades P-12 and knowledge of how to apply developmentally and cognitively appropriate methods to teach content to middle school children, especially the use of literacy to support the learning of content material;
- transfer national Spanish Language standards into Spanish lessons that exemplify best practices in the content and in the skills of reading, writing, listening, speaking, and thinking;
- develop an awareness of and become more knowledgeable about Spanish 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 Teacher Standards for Preparation and Certification to organize and construct a professional MAT 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 teaching Spanish.

Construct 2 as Learned and Applied: Practice

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

- engage in learner-centered planning;
- formulate appropriate and measurable learner objectives;
- design educational experiences consistent with specified program objectives;
- work toward the goals, content, and standards of a developmentally appropriate Spanish curriculum, teaching lessons that exemplify best practice as defined by national language standards;
- differentiate lessons, developing strategies and resources to acknowledge the worth, value, and needs of diverse student populations in social studies classrooms.
- design, implement, and analyze appropriate assessment plans;
- demonstrate skill in pedagogy and in creating supportive learning environments that sustain social support for students' academic learning; and
- create a supportive learning environment that sustains social support for students' academic learning;
- demonstrate skill in using new technologies and in planning ways to integrate technologies into learning situations.
- participate in school-based change initiatives; and
- construct and present a satisfactory mid-point portfolio as a prerequisite for student teaching.

Construct 2 as Reflected in Candidates: Problem Solvers

Candidates are asked to adopt a problem-solving perspective with respect to their practice through application of curriculum and instruction grounded in theories of cognition, language, growth and development, and the discipline of foreign language education. They use learning from the action and practice elements of the program to adapt to changing situations in order to address the key goal of meeting the needs of diverse student populations in Spanish classrooms through an emerging repertoire of strategies and resources in order to teach *every child, every day*. They

- infer objectives needed to implement Spanish instructional programs in specified settings;
- use results of formal and informal student assessments to identify problems individuals and groups of students are having in mastering the content and skills;
- based on assessment results, apply knowledge of cognition, language development, student diversity, and foreign language pedagogy appropriately in future instructional planning; and
- use knowledge of student diversity, cognition, and development to address problems related to student motivation, behavior, classroom climate, etc.

Conceptual Framework Construct 3: Advocacy

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

- provide informed discussion and debate on issues of concern to the profession;
- take informed stands on issues of concern to the profession;
- initiate/facilitate collaboration with community organizations, school personnel, resource people, and parents to improve educational opportunities;
- affirm issues of race, ethnicity, culture, gender, sexual orientation, class, language ability, special needs and exceptionalities as well as different learning styles and multiple intelligences; and
- respond constructively to socio-cultural differences and to sociopolitical contexts in urban and rural settings, with the goal of ably serving diverse learners in culturally and linguistically responsive ways.

Construct 3 as Learned and Applied: Service

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

- tutor an at-risk student (s) in the Every1 Reads tutoring program;
- conduct a service learning project at a community agency, working with children, families, and adults who come from backgrounds different from their own; and
- participate in professional networks that emphasize critical reflection, inquiry, and cultural democracy.

Construct 3 as Reflected in Candidates: Professional Leaders

Teachers who are specialists in Spanish teaching are expected to be visible leaders within the school community and assume legitimate leadership roles that may be used to bring about sound visions of Spanish curriculum as part of school reform efforts. In assisting candidates as they develop leadership capacities, CEHD faculty introduces pre-service teachers to opportunities to assume and provide evidence of beginning leadership roles within the teaching profession such as

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

Lee S. Shulman, 2006 winner of the Grawemeyer Award in Education and President of the Carnegie Foundation for the Advancement of Teaching, has described teaching and learning *how* to teach as processes of learning, knowing, and understanding. Integral to these experiences is the attainment not only of pedagogical and content knowledge, but also an awareness of teaching's moral obligations—that is, service to both society and community (Shulman, 2006). In his official Grawemeyer address, he stated that, in professions like teaching (as in medicine, nursing, law, divinity, or engineering), mere comprehension is not enough. One must also learn how to apply knowledge and skills through ethical, responsible practice and public

performance—in short, one must learn how to act in the world. It is through such habitual activities that professional identity, integrity, commitment, and character are formed. Knowing the ends, purposes, values, and philosophical and historical foundations of the discipline are inherent to understanding that teaching foreign language occurs at the crossroads of complex disciplines interacting with diverse and complex learners. The College and Department are dedicated to preparing candidates as Spanish educators who are critical thinkers, problem solvers, and professional leaders.

1. 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 P-12 Spanish MAT Initial Certification program is delivered on the Belknap campus at the University of Louisville and is offered in a traditional classroom environment. Admission to the P-12 Spanish MAT Initial Certification program is based on University Graduate requirements, and additional program requirements. Candidates have a suggested minimum cumulative GPA of 2.75 and a suggested minimum GRE score of 800 (combined verbal and quantitative). All candidates must present evidence of having taken the Praxis Content examinations for Spanish. Candidates provide evidence of proficiency in written communication (C or above in English 102 or equivalent course, or 3.5 or higher on the GRE Analytical Writing Exam) and oral communication (C or above in Speech Course or equivalent, or pass the CEHD Speech Proficiency Exam).

CARDS 1 Transition Point

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

CARDS 2 Transition Point

On-Going Assessment. Hallmark assessments are used for on-going candidate assessment in every CEHD course in the Spanish MAT program. Each Hallmark is defined with a purpose, process, and product, and the assessment rubric is aligned with Kentucky New Teacher Standards 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 experiences artifacts related to standards. The portfolio is assessed by the advisor at mid-point, prior to student teaching. Also during the midpoint and clinical practice transition point of this initial certification program, there is a required evaluation of Effective Communication aligned with the Conceptual Framework, evident in Hallmark assessments and rationale provided in the candidate's mid-point. Dispositions Assessments are completed by the candidate, cooperating teachers, and course instructors in EDTP 501, General Methods, and EDTP 609, Special Methods in Foreign

Language. Candidates must maintain a cumulative GPA of 2.75, major GPA of 2.5, and professional GPA of 3.0 (suggested minimums).

Assessment of Progress in Field and Clinical Experiences. Prior to entering field work, candidates must complete a background check and prior to clinical experience candidates must complete a State Criminal Records Check and are notified of insurance liability options. Candidates engage in a minimum of 60 hours of field experiences prior to student teaching. Candidates are assessed in field experiences by cooperating teachers and by the university supervisor and the cooperating teacher during clinical experience. Programs work closely with the CEHD Office of Educator Development and Clinical Practice for candidate placements, evaluations, and disposition assessments.

CARDS 3 Transition Point

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

Assessment at completion/exit of an initial certification program. The candidate's exit portfolio will receive a final evaluation by the advisor at completion of student teaching and course work. Spanish MAT candidates take the Secondary PLT Praxis. The Education Advising Center (EAC) conducts a degree check prior to the candidate's completion of the program. Candidates are informed of TC1 and employment application procedures.

III. Program Experiences

A. Explanation of Coursework

1. Professional Courses

The professional core is required of all candidates seeking certification in Spanish. Syllabi for the professional courses can be found in Appendix A.

Professional Core
Course Title
EDTP 501: General Methods
EDTP 503: Developing Cross-Cultural Competence
EDTP 504: Teaching with Technology
EDTP 505: Challenging Advanced Learners
EDSP 545: Exceptional Child in the Regular Classroom
EDTP 602: Exploring Teaching in the Sociopolitical Contexts of P-12 Schools
ECPY 607: Learning Theory and Human Growth and Development
EDTP 609: Special Methods in Secondary Education: Foreign Language
EDTP 615: Student Teaching in the Elementary School &/OR
EDTP 617: Student Teaching in the Middle School &/OR
EDTP 619: Student Teaching in the High School
EDTP 677: Capstone Seminar
EDTP 620: Reading and Writing Across the Curriculum/Adolescent Literature

2. Course Descriptions for Content Courses

Program Foreign Language, Spanish, MAT

Course	Title	Description
SPAN 201	Intermediate Spanish I	Consolidation and review of language skills to improve speaking, listening, reading and writing ability. Introduction to Hispanic culture and ethnicity within a global context as revealed in film and text.
SPAN 202	Intermediate Spanish II	Continuation of SPAN 201.
SPAN 321	Spanish Conversation	Intensive practice in oral Spanish. Required of all majors unless student's native language is Spanish.
SPAN 322	Spanish Composition	Development of written proficiency in Spanish through periodic essays which are reviewed and revised. Review of grammatical structures accomplished by composition exercises in Spanish.
SPAN 355	Reading Hispanic Texts	To develop reading and writing skills, and the critical vocabulary to read authentic Hispanic texts.
SPAN 401 Or	Foundations of Spanish Civilization OR	Survey of Spanish civilization from prehistory to the rise of the Spanish empire, with special emphasis on the multicultural environment of medieval Iberia.

Course	Title	Description
SPAN 402	Cultural and Literary Perspectives on Modern Spain	Study of salient characteristics of modern Spanish culture and key literary movements and authors from the 17th century to the present.
SPAN 403 Or SPAN 404	Foundations of Latin American Nations and Identities OR Cultural and Literary Perspectives on Modern Latin America	Development of Latin American culture, arts and literature from the Colonial Period through the 19th Century. Study of the development of Latin American culture, arts, and literature during the 20th century to the present.
SPAN 522	Spanish Phonetics	Spanish 524 recommended. Introductory analysis of and practice in the Spanish sound system.
SPAN 523	Advanced Communication Skills – WR	Oral and written expression in Spanish, with emphasis on formal and informal contexts, style and vocabulary.
SPAN 524	Introduction to Hispanic Linguistics	Introduction to basic linguistic concepts, exploration of communicative strategies, and investigation of Hispanic culture and dialectology.
Possible electives at the 300 level or above		
SPAN 323	Spanish for the Workplace	
SPAN 325	Practicum in Spanish Theatre	

**3a. Foreign Language (Spanish) Holistic Matrix for Content Standards
(Kentucky World Languages Performance Descriptions)**

Holistic Matrix for the Foreign Language, Spanish, MAT, P–12 Program													
KDE World Languages Performance Descriptions	Interpersonal Mode of Communication					Presentational Mode of Communication	Interpretive Mode of Communication				Cultures and Community	Connections	
	Student demonstrates a broad use of connected ideas to narrate/describe orally & in writing w/in defined context	Student demonstrates some ability to circumlocute, para-phrase, and use other strategies to sustain communication	Student demonstrates fluency and effective pronunciation and intonation patterns to be understood by native speaker	Student asks a variety of clarifying questions	Student demonstrates some ability to circumlocute, para-phrase, and use other strategies to sustain communication		Student formulates & deliver/ oral & written presentations on a wide variety of topics w/accuracy and language control	Student demonstrates comprehension of simple stories, personal correspondence, and other decontextualized print.	Student demonstrates comprehension of main ideas & detail of narratives & conversations in products of target cultures	Student uses knowledge of language structures to deduce meaning and unfamiliar contexts.		Student understands a wide range of vocabulary on a variety of familiar topics and many common idiomatic expressions.	Student applies knowledge/understandings of perspectives, practices & products of target cultures to communicate effectively within & beyond the classroom.
Course													
SPAN 201	X	X	X		X		X				X		
SPAN 202	X	X	X		X		X		X				
SPAN 321	X	X	X		X	X	X	X	X	X	X		X
SPAN 322	X	X	X		X	X	X	X	X	X	X		
SPAN 355	X	X	X		X	X	X	X	X	X	X		
SPAN 401/402	X	X	X		X	X	X	X	X	X	X	X	X
SPAN 403/404	X	X	X		X	X	X	X	X	X	X	X	
SPAN 522	X	X	X		X	X	X	X	X	X			
SPAN 523	X	X	X		X	X	X	X	X	X			
SPAN 524	X	X	X		X	X	X	X	X	X	X		
SPAN elective	X	X	X		X	X		X	X	X			
EDTP 501				X									
EDTP 609				X									
EDTP 615/ 617/619				X									

**3b. Foreign Language (Spanish) Analytic Matrix for Content Standards
(Kentucky World Language Performance Descriptions)**

Foreign Language, Spanish, MAT, P-12

KDE World Language Performance Descriptions	Course(s)	Example of Course Activities/ Assessments/ Field Experiences
Interpersonal Mode of Communication		
Student demonstrates a broad use of connected ideas in present and other time frames in order to narrate and describe orally or in writing within a defined context.	SPAN 201 SPAN 202 SPAN 321 SPAN 322 SPAN 355 SPAN 401 or 402 SPAN 403 or 404 SPAN 522 SPAN 523 SPAN 524	Exams, compositions, tests, homework Written & oral exams, compositions, homework Quizzes, conversations, oral presentation, debate, aural tests, oral exam 3 formal compositions; final project; oral presentation Oral presentations, summaries of readings Quizzes, oral and written reports Exams, oral presentations, term paper OR Exams, essay, written review Quizzes, homework; oral readings for fluency Tests, presentations, essays, projects, role-play, and debates Oral presentation of term project
Student demonstrates a broadbased ability to interact effectively with others, with the understanding that there may still be a limited range of linguistic inaccuracies.	SPAN 201 SPAN 202 SPAN 321 SPAN 322 SPAN 355 SPAN 401 or 402 SPAN 403 or 404 SPAN 522 SPAN 523 SPAN 524	Exams, compositions, tests, homework Written & oral exams, compositions, homework Quizzes, conversations, oral presentation, debate, aural tests, oral exam 3 formal compositions; final project; oral presentation Oral presentations, summaries of readings Quizzes, oral and written reports Exams, oral presentations, term paper OR Exams, essay, written review Quizzes, homework; oral readings for fluency Tests, presentations, essays, projects, role-play & debate Oral presentation of term project
Student demonstrates fluency and effective pronunciation and intonation patterns in order to be understood by a native speaker accustomed to interacting with language learners.	SPAN 201 SPAN 202 SPAN 321 SPAN 322 SPAN 355 SPAN 401 or 402 SPAN 403 or 404 SPAN 522 SPAN 523 SPAN 524	Exams, compositions, tests, homework Written & oral exams, compositions, homework Quizzes, conversations, oral presentation, debate, aural tests, oral exam 3 formal compositions; final project; oral presentation Oral presentations, summaries of readings Quizzes, oral and written reports Exams, oral presentations, term paper OR Exams, essay, written review Quizzes, homework; oral readings for fluency Tests, presentations, essays, projects, role-play, and debates Oral presentation of term project

Foreign Language, Spanish, MAT, P-12

KDE World Language Performance Descriptions	Course(s)	Example of Course Activities/ Assessments/ Field Experiences
Student asks a variety of clarifying questions.	EDTP 501 EDTP 609 EDTP 615/617/619	Lesson plans that include opportunities for questions and student feedback that will prompt the asking of clarifying questions; building a safe classroom community and establishing norms that encourage students to ask questions Standards-based unit of study that includes opportunities to ask clarifying questions; see how the field experience cooperating teacher encourages students to ask questions and opportunity to try it themselves Student teaching Performance Review and Feedback observation forms
Student demonstrates some ability to circumlocute, paraphrase and use other strategies to sustain communication with a native speaker accustomed to interacting with language learners.	SPAN 201 SPAN 202 SPAN 321 SPAN 322 SPAN 355 SPAN 401 or 402 SPAN 403 or 404 SPAN 522 SPAN 523 SPAN 524	Exams, compositions, tests, homework Written & oral exams, compositions, homework Quizzes, conversations, oral presentation, debate, aural tests, oral exam 3 formal compositions; final project; oral presentation Oral presentations, summaries of readings Quizzes, oral and written reports Exams, oral presentations, term paper OR Exams, essay, written review Quizzes, homework; oral readings for fluency Tests, presentations, essays, projects, role-play, and debates Oral presentation of term project
Presentational Mode of Communication		
Student formulates and delivers oral and written presentations on a wide variety of topics with sufficient accuracy and language control so that native and nonnative listeners and readers understand most of what is presented.	SPAN 321 SPAN 322 SPAN 355 SPAN 401 or 402 SPAN 403 or 404 SPAN 522 SPAN 523 SPAN 524	Quizzes, conversations, oral presentation, debate, aural tests, oral exam 3 formal compositions; final project; oral presentation Oral presentations, summaries of readings Quizzes, oral and written reports Exams, oral presentations, term paper OR Exams, essay, written review Quizzes, homework; oral readings for fluency Tests, presentations, essays, projects, role-play, and debates Oral presentation of term project

Foreign Language, Spanish, MAT, P-12

KDE World Language Performance Descriptions	Course(s)	Example of Course Activities/ Assessments/ Field Experiences
Interpretive Mode of Communication		
Student demonstrates thorough comprehension of simple stories, personal correspondence and other decontextualized print.	SPAN 201 SPAN 202 SPAN 321 SPAN 322 SPAN 355 SPAN 401 or 402 SPAN 403 or 404 SPAN 522 SPAN 523 SPAN 524	Exams, compositions, tests, homework Written & oral exams, compositions, homework Quizzes, conversations, oral presentation, debate, aural tests, oral exam 3 formal compositions; final project; oral presentation Oral presentations, summaries of readings Quizzes, oral and written reports Exams, oral presentations, term paper OR Exams, essay, written review Quizzes, homework; oral readings for fluency Tests, presentations, essays, projects, role-play, and debates Oral presentation of term project
Student demonstrates comprehension of main ideas and significant details of complete narratives and conversations found in products of the target cultures (TV, radio, video, computer generated presentations).	SPAN 321 SPAN 322 SPAN 355 SPAN 401 or 402 SPAN 403 or 404 SPAN 522 SPAN 523 SPAN 524	Quizzes, conversations, oral presentation, debate, aural tests, oral exam 3 formal compositions; final project; oral presentation Oral presentations, summaries of readings Quizzes, oral and written reports Exams, oral presentations, term paper OR Exams, essay, written review Quizzes, homework; oral readings for fluency Tests, presentations, essays, projects, role-play, and debates Oral presentation of term project
Student understands a wide range of vocabulary on a variety of familiar topics and many common idiomatic expressions	SPAN 321 SPAN 322 SPAN 355 SPAN 401 or 402 SPAN 403 or 404 SPAN 522 SPAN 523 SPAN 524	Quizzes, conversations, oral presentation, debate, aural tests, oral exam 3 formal compositions; final project; oral presentation Oral presentations, summaries of readings Quizzes, oral and written reports Exams, oral presentations, term paper OR Exams, essay, written review Quizzes, homework; oral readings for fluency Tests, presentations, essays, projects, role-play, and debates Oral presentation of term project
Student uses knowledge of language structures to deduce meaning and unfamiliar contexts.	SPAN 202 SPAN 321 SPAN 322 SPAN 522 SPAN 523 SPAN 524	Written & oral exams, compositions, homework Exam Quizzes Quizzes; development of 3 pronunciation practice activities with linguistic rationales Readings and tests Readings, Term project on Spanish Linguistics, dialects

Foreign Language, Spanish, MAT, P-12

KDE World Language Performance Descriptions	Course(s)	Example of Course Activities/ Assessments/ Field Experiences
Cultures and Communities		
Student applies knowledge and understanding of the perspectives, practices and products of the target cultures in order to communicate effectively within and beyond the classroom	SPAN 201 SPAN 321 SPAN 322 SPAN 355 SPAN 401 or 402 SPAN 403 or 404 SPAN 524	Introduction to Hispanic art Readings Readings/writings on Hispanic culture Readings/tests on Spanish novels Readings/quizzes, cultural project on Spanish Civilization OR research paper and exams Readings, exams, term paper, oral reports OR Readings, film review, article on Louisville Latin culture Project on Spanish dialect / region and realia
Connections		
Student reinforces and furthers their knowledge of core content through the foreign language.	SPAN 401 or 402 SPAN 403 or 404 EDTP 609	Readings/quizzes, cultural project on Spanish Civilization OR research paper and exams Readings, exams, term paper, oral reports OR Readings, film review, article on Louisville Latin culture Instructional unit addresses language and several aspects of culture (history, sociology, economics, political science, humanities, literature, science, etc.)
Student acquires information and recognizes the distinctive viewpoints that are only available through the foreign language and its cultures	SPAN 321 EDTP 609	Candidates attend "Study Abroad" Fair Discussion of Advocacy for Education in World Languages Other than English for the inclusion of all students in long-range, sequential programs that offer opportunities to study multiple languages.

**4a. Foreign Language (Spanish) Holistic Matrix for Content Standards
(American Council on the Teaching of Foreign Languages)**

Holistic matrix for the Foreign Language, Spanish, MAT Program

Course	Standard 1: Language, Linguistics, Comparisons			Standard 2: Cultures, Literatures, Cross-Disciplinary Concepts			Standard 3: Language Acquisition Theories & Instructional Practices			Standard 4: Integration of Standards and Instruction			Standard 5: Assessment of Languages and Cultures			Standard 6: Professionalism	
	1.a. Demonstrating Language Proficiency	1.b. Understanding Linguistics	1.c. Identifying Language Comparisons.	2.a. Demonstrating Cultural Understandings.	2.b. Demonstrating Understanding of Literary and Cultural Texts and	2.c. Integrating Other Disciplines in Instruction.	3.a. Understanding Lang Acquisition and Creating Supportive Classroom.	3.b. Dev. Practices That Reflect lang. Outcomes and Learner Diversity	4.a. Understanding / Integrating Standards in Planning.	4.b. Integrating Standards / Instruction.	4.c. Selecting and Designing Instructional Materials.	5.a. Knowing assessment models and using them appropriately.	5.b. Reflecting on assessment.	5.c. Reporting assessment results.	6.a. Engaging in Professional Development.	6.b. Knowing Value of Foreign Lang Learning	
SPAN 201	X			X	X												
SPAN 202	X	X															
SPAN 321	X	X		X												X	
SPAN 322	X	X		X													
SPAN 355	X			X	X												
SPAN 401 or 402	X			X													
SPAN 403 or 404	X			X													
SPAN 522	X	X	X					X				X			X		
SPAN 523	X	X															
SPAN	X	X		X													

Course	Standard 1: Language, Linguistics, Comparisons			Standard 2: Cultures, Literatures, Cross-Disciplinary Concepts			Standard 3: Language Acquisition Theories & Instructional Practices		Standard 4: Integration of Standards and into Curriculum and Instruction			Standard 5: Assessment of Languages and Cultures			Standard 6: Professionalism	
	1.a. Demonstrating Language Proficiency	1.b. Understanding Linguistics	1.c. Identifying Language Comparisons.	2.a. Demonstrating Cultural Understandings.	2.b. Demonstrating Understanding of Literary and Cultural Texts and	2.c. Integrating Other Disciplines In Instruction.	3.a. Understanding Lang Acquisition and Creating Supportive Classroom.	3.b. Dev. Practices That Reflect lang. Outcomes and Learner Diversity	4.a. Understanding / Integrating Standards in Planning.	4.b. Integrating Standards / instruction..	4.c. Selecting and Designing Instructional Materials.	5.a. Knowing assessment models and using them appropriately.	5.b. Reflecting on assessment.	5.c. Reporting assessment results.	6.a. Engaging in Professional Development.	6.b. Knowing Value of Foreign Lang Learning
524																
SPAN 300+																
ECPY 607															X	
EDSP 545											X					
EDTP 501							X	X		X	X				X	
EDTP 504								X							X	
EDTP 609						X	X	X	X	X	X	X	X	X	X	X
EDTP 615 &/or 617 &/or 619							X	X	X	X	X	X	X	X	X	
EDTP 677								X	X	X	X	X			X	

**4b. Foreign Language (Spanish) Analytic Matrix for Content Courses
(American Council on the Teaching of Foreign Languages)**

Foreign Language, Spanish (P-12)

SPA Standards/Indicators	Course(s)	Example of Course Activities/ Assessments/ Field Experiences
<p>Standard 1: Language, Linguistics, Comparisons Candidates (a) demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency (See the following supporting explanation and rubrics for required levels of proficiency.); (b) know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own; and (c) know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own.</p>		
Standard 1.a. Demonstrating Language Proficiency.	SPAN 201 SPAN 202 SPAN 321 SPAN 322 SPAN 355 SPAN 401 or 402 SPAN 403 or 404 SPAN 522 SPAN 523 SPAN 524	Exams, compositions, tests, homework Written & oral exams, compositions, homework Quizzes, conversations, oral presentation, debate, aural tests, oral exam Three formal compositions; final project; oral presentation Oral presentations, summaries of readings Quizzes, oral and written reports Exams, oral presentations, term paper OR Exams, essay, written review Quizzes, homework; oral readings for fluency Tests, presentations, essays, projects, role-play, and debates Oral presentation of term project
Standard 1.b. Understanding Linguistics.	SPAN 202 SPAN 321 SPAN 322 SPAN 522 SPAN 523 SPAN 524	Written & oral exams, compositions, homework Exam Quizzes Quizzes; development of three pronunciation practice activities with linguistic rationales Readings and tests Readings, Term project on Spanish Linguistics, dialects
Standard 1.c. Identifying Language Comparisons.	SPAN 522 SPAN 524	Linguistic rationales for practice activities focus on comparative phonetic structures Exams on structures in Spanish which are problematic for foreign language learners
<p>Standard 2: Cultures, Literatures, Cross-Disciplinary Concepts Candidates (a) demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices; (b) recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time; and (c) integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.</p>		
Standard 2.a. Demonstrating Cultural Understandings.	SPAN 201 SPAN 321 SPAN 322 SPAN 355	Introduction to Hispanic art Readings Readings/writings on Hispanic culture Readings/tests on Spanish novels

	SPAN 401 or 402 SPAN 403 or 404 SPAN 524	Readings/quizzes, cultural project on Spanish Civilization OR research paper and exams Readings, exams, term paper, oral reports OR Readings, film review, article on Louisville Latin culture Project on Spanish dialect / region and realia
Standard 2.b. Demonstrating Understanding of Literary and Cultural Texts and Traditions.	SPAN 201 SPAN 355 SPAN 404	Reading of short literary pieces/exams Readings/tests on Spanish novels Literary essay/critique
Standard 2.c. Integrating Other Disciplines In Instruction.	EDTP 609	Unit of study integrates multiple disciplines by addressing both culture and language

SPA Standards/Indicators	Course(s)	Example of Course Activities/ Assessments/ Field Experiences
<p>Standard 3: Language Acquisition Theories and Instructional Practices Candidates (a) demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction and (b) develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners.</p>		
Standard 3.a. Understanding Language Acquisition and Creating a Supportive Classroom.	EDTP 609	Candidates design six original and creative activities that will enhance students' following skills: listening, reading, speaking, writing, cultural understanding, and testing for levels 1 and 2. Candidates must indicate the objectives and how they will assess students' language acquisition.
Standard 3.b. Developing Instructional Practices That Reflect Language Outcomes and Learner Diversity	SPAN 522 EDTP 501 EDTP 609 EDTP 615, 617, &/or 619	Candidates develop three practice activities to help learners with Spanish pronunciation Analysis of literature with diverse themes to include diverse activities in the classroom to promote appreciation of all cultures, as well as pride, self respect, and dignity for all students. Standards-based unit of study At conclusion of student teaching, half of indicators of UofL Diversity standard must be met at the satisfactory or higher level in the program portfolio.
<p>Standard 4: Integration of Standards into Curriculum and Instruction Candidates (a) demonstrate an understanding of the goal areas and standards of the <i>Standards for Foreign Language Learning</i> and their state standards, and they integrate these frameworks into curricular planning; (b) integrate the <i>Standards for Foreign Language Learning</i> and their state standards into language instruction; and (c) use standards and curricular goals to evaluate, select, design, and adapt instructional resources.</p>		
Standard 4.a. Understanding and Integrating Standards In Planning.	EDTP 501 EDTP 504 EDTP 609 EDTP 615, 617, &/or 619 EDTP 677	Candidates develop and refine lesson plans based on state standards as defined in KERA documents. Candidates use the Program of Studies standards as the basis for a lessons/activities designed to integrate technology into instruction Standards-based unit of study Student Teacher evaluations by supervisors Candidates design a sequence of standards-based lessons, a series of assessments (diagnostic, formative, summative), and evaluate impact on student learning.

Standard 4.b. Integrating Standards in Instruction.	EDTP 609 EDTP 615, 617, &/or 619 EDTP 677	Standards-based unit of study Student Teacher evaluations by supervisors Candidates design a sequence of standards-based lessons taught during student teaching, a series of assessments (diagnostic, formative, summative), and evaluate impact on student learning.
SPA Standards/Indicators	Course(s)	Example of Course Activities/ Assessments/ Field Experiences
Standard 4: Integration of Standards into Curriculum and Instruction Candidates (a) demonstrate an understanding of the goal areas and standards of the <i>Standards for Foreign Language Learning</i> and their state standards, and they integrate these frameworks into curricular planning; (b) integrate the <i>Standards for Foreign Language Learning</i> and their state standards into language instruction; and (c) use standards and curricular goals to evaluate, select, design, and adapt instructional resources.		
Standard 4.c. Selecting and Designing Instructional Materials.	EDTP 501 EDTP 609 EDTP 615, 617, &/or 619 EDTP 677	Lesson plans Standards-based unit of study Student Teacher evaluations by supervisors Candidates design a sequence of standards-based lessons, a series of assessments (diagnostic, formative, summative), and evaluate impact on student learning.
Standard 5: Assessment of Languages and Cultures Candidates (a) believe that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures; (b) reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction; and (c) interpret and report the results of student performances to all stakeholders and provide opportunity for discussion.		
Standard 5.a. Knowing assessment models and using them appropriately.	SPAN 522 EDTP 501 EDSP 545 EDTP 609 EDTP 615, 617, &/or 619 EDTP 677	Candidates assess Spanish learners' pronunciation patterns to develop practice activities Candidates design a method to assess the learning as a result of their microteaching lesson. 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 Candidates design a set of standards-based assessments, including pre-assessments, formative and summative assessments similar in the style of KCCT assessments. Candidates complete an assessment plan for a sequence of lessons taught and analyzed. Candidates design a sequence of standards-

		based lessons, a series of assessments (diagnostic, formative, summative), and evaluate impact on student learning.
Standard 5.b. Reflecting on assessment.	EDTP 609 EDTP 615, 617, &/or 619 EDTP 677	Candidates complete an assessment plan for a sequence of lessons taught and analyzed. Student Teacher evaluations by supervisors Candidates design a sequence of standards-based lessons, a series of assessments (diagnostic, formative, summative), and evaluate impact on student learning.
SPA Standards/Indicators	Course(s)	Example of Course Activities/ Assessments/ Field Experiences
Standard 5: Assessment of Languages and Cultures Candidates (a) believe that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures; (b) reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction; and (c) interpret and report the results of student performances to all stakeholders and provide opportunity for discussion.		
Standard 5.c. Reporting assessment results.	EDTP 615, 617, &/or 619 EDTP 677	Student Teacher evaluations by supervisors Candidates design a sequence of standards-based lessons, a series of assessments (diagnostic, formative, summative), and evaluate impact on student learning.
Standard 6: Professionalism Candidates (a) engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice and (b) know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field.		
Standard 6.a. Engaging in Professional Development.	SPAN 321 SPAN 522 ECPY 507/607 EDTP 501 EDTP 504 EDTP 609 EDTP 615, 617, &/or 619	Readings/discussion on professions, Spanish education Candidates prepare and present grant proposals Candidates create PD plan. Online PD assignment Teacher candidate creates a professional growth plan on a LIVETEXT template. Candidates complete a self-assessment of course work and personal experiences in the scholarly areas of each of the standards and set professional goals for improving content knowledge Candidates attend school PD during student teaching; reflect on PD needs

	EDTP 677	Candidates create PD plan based on student teaching experience
Standard 6.b. Knowing the Value of Foreign Language Learning.	SPAN 321 EDTP 609	Candidates attend “Study Abroad” Fair Candidates design six original and creative activities that will enhance students’ following skills: listening, reading, speaking, writing, cultural understanding, and testing for levels 1 and 2. Candidates must indicate the objectives and how they will assess students’ language acquisition.

B. Alignment of Experiences

1. KY New Teacher Standards Holistic Matrix

Holistic matrix for the Foreign Language, Spanish, MAT Program

Course	Standard 1 Design/Plan Instruction	Standard 2 Create/ Maintain Learning Climate	Standard 3 Implement Manage Instruction	Standard 4 Assess/ Communicates Learning Results	Standard 5 Reflect Evaluate Teaching/ Learning	Standard 6 Collaborate with Colleagues,	Standard 7 Engage in Professional Development	Standard 8 Knowledge of content	Standard 9 Implement Technology	Standard 10 Diversity (UofL)
EDTP 602: Exploring Teaching within the Sociocultural Contexts of P-12 Schools					X	X	X			X
ECPY 607: Learning Theory and Human Growth and Development	X		X		X		X			X
EDTP 501: General Methods.	X	X	X	X	X	X	X	X	X	X
EDTP 609: Special Methods in Secondary Education (Foreign Language)	X	X	X	X	X		X	X	X	X
EDTP 615, 617, &/or 619: Student Teaching	X	X	X	X	X	X	X	X	X	X
EDTP 503: Developing Cross-Cultural Competence	X	X			X	X		X		X
EDTP 504: Teaching with Technology	X	X			X	X		X	X	X
EDTP 505: Challenging Advanced	X	X	X	X	X			X	X	X

Learners										
EDTP 620: Reading and Writing Across the Curriculum/Adolescent Literature	X	X	X	X	X	X		X	X	X
EDSP 545: Exceptional Child in the Regular Classroom	X	X	X	X	X	X		X		X
EDTP 677: Capstone Seminar	X	X	X	X	X		X	X	X	X

2. KY New Teacher Standards Analytic Matrix

Analytic Matrices for the Foreign Language, Spanish, MAT, P-12 Program New Teacher Standard 1: Designs/Plans Instruction

Courses	Title	Examples of Experiences/Assessments
ECPY 607	Learning Theory and Human Growth and Development	Candidates are required to participate in structured and supervised field experiences linked to community service. The project provides the candidates with the opportunity to design and plan instruction for struggling readers and integrate and synthesize what they learn in the course.
EDTP 501	General Methods	Teacher candidate plans two student-centered, standard-based lessons using a LIVETEXT template that follows the KTIP format. Second lesson plan is the HALLMARK Assessment.
EDTP 609	Special Methods in Secondary Education (Foreign Language)	Candidates design standards-based unit of study Candidates design a set of standards-based assessments, including pre-assessments, formative and summative assessments similar in the style of KCCT assessments.
EDTP 615, 617, &/or 619	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 503	Developing Cross-Cultural Competence	Hallmark Assessment: Designs Standards-Based Unit of Study
EDTP 504	Teaching with Technology	HAT: Instructional Matrix Weblog Technology Autobiography Flickr Collaborative Project
EDTP 505	Challenging Advanced Learners	<u>Experiences</u> : Candidates learn and practice how to differentiate content, thinking levels, and resources for learning activities <u>Assessment</u> : Candidates are assessed on their design of a differentiated lesson that includes learning activities to challenge advanced learners.
EDTP 620	Reading and Writing Across the Curriculum/Adolescent Literature	HAT – Readers/Writers Project Reciprocal Teaching of a Content-Area Literacy Strategy
EDSP 545	Exceptional Child in the Regular Classroom	Hallmark Assessment, Lesson Plan/Strategy Notebook
EDTP 677	Capstone Seminar	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.

Analytic Matrices for the Foreign Language, Spanish, MAT, P-12 Program
New Teacher Standard 2: Create/Maintain Learning Climate

Courses	Title	Examples of Experiences/Assessments
EDTP 501	General Methods	Teacher candidate leads the instruction in a microteaching lesson. Candidates can teach and videotape 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 videotape is viewed and assessed by fellow classmates and instructor.
EDTP 609	Special Methods in Secondary Education (Foreign Language)	Designs and teaches standards-based lesson in field placement. Video tapes lesson and reflects on effectiveness of methods of instruction and interactions with students.
EDTP 615, 617, &/or 619	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 503	Developing Cross-Cultural Competence	Experiences: Learning and Teaching in Cultural Contexts Assessment: Mid-term Examination
EDTP 504	Teaching with Technology	HAT: Instructional Matrix Weblog
EDTP 505	Challenging Advanced Learners	<u>Experiences</u> : Candidates are taught the learning climate qualities that support effective differentiation, discuss fairness issues related to differentiation, and discuss their experiences after teaching their differentiated lesson. <u>Assessment</u> : Candidates teach and reflect about the differentiated lesson, which is designed to create more appropriate learning activities for each student.
EDTP 620	Reading and Writing Across the Curriculum/Adolescent Literature	Readers/Writers Weblog entries (in comments)
EDSP 545	Exceptional Child in the Regular Classroom	Field Work and Reflective logs
EDTP 677	Capstone Seminar	Discussion of student teaching incidents and issues; evidence discussed and included in portfolio.

Analytic Matrices for the Foreign Language, Spanish, MAT, P-12 Program
New Teacher Standard 3: Implement Manage Instruction

Courses	Title	Examples of Experiences/Assessments
ECPY 607	Learning Theory and Human Growth and Development	By being involved in the tutoring project with struggling learners, and by studying a variety of instruction management systems through course contents, examinations, group projects, and presentations, candidates demonstrate effective, efficient, and practical applications of such strategies through examination of factors influencing learning. The 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 501	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.
EDSP 545	Exceptional Child in the Regular Classroom	Field Work and Reflective logs
EDTP 609	Special Methods in Secondary Education (Foreign Language)	Candidates design and teach a standards-based lesson in the classroom of their mentor teacher (field placement).
EDTP 615, 617, &/or 619	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 505	Challenging Advanced Learners	<u>Experiences:</u> Candidates discuss ways to implement and manage a differentiated lesson. <u>Assessment:</u> Candidates teach their differentiated lesson, which involves implementing and managing different learning activities for different groups of students.
EDTP 677	Capstone Seminar	Discussion of student teaching incidents and issues; evidence discussed and included in portfolio
EDTP 620	Reading and Writing Across the Curriculum/Adolescent Literature	Reciprocal Teaching of a Content-Area Literacy Strategy

**Analytic Matrices for the Foreign Language, Spanish, MAT, P-12 Program
New Teacher Standard 4: Assess/Communicate Learning Results**

Courses	Title	Examples of Experiences/Assessments
EDTP 501	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 505	Challenging Advanced Learners	<u>Experiences:</u> We discuss situations in which it is appropriate and inappropriate to differentiate assessments and the fairness of basing grades on differentiated expectations. <u>Assessment:</u> Candidates assess student learning in the lesson and analyze results to see the extent to which their differentiation strategies increased student learning.
EDSP 545	Exceptional Child in the Regular Classroom	Hallmark Assessment, Lesson Plan Strategy Notebook – Develops assessments to measure student learning (student work, rubrics, etc.)
EDTP 609	Special Methods in Secondary Education (Foreign Language)	Designs a variety of assessments focused on KY academic standards and similar in format and design to KCCT items.
EDTP 615, 617, &/or 619	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 677	Capstone Seminar	Focus of the hallmark assessment; evidence discussed and included in portfolio.
EDTP 620	Reading and Writing. Across the Curriculum/Adolescent Literature	Reciprocal Teaching of a Content-Area Literacy Strategy

**Analytic Matrices for the Foreign Language, Spanish, MAT, P-12 Program
New Teacher Standard 5: Reflect Evaluate Teaching/Learning**

Courses	Title	Examples of Experiences/Assessments
EDTP 602	Exploring Teaching within the Socio-Cultural Context of P-12 Schools	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.

Analytic Matrices for the Foreign Language, Spanish, MAT, P-12 Program
New Teacher Standard 5: Reflect Evaluate Teaching/Learning

Courses	Title	Examples of Experiences/Assessments
ECPY 607	Learning Theory and Human Growth and Development	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. By writing a 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.
EDTP 501	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.
EDSP 545	Exceptional Child in the Regular Classroom	Field work, Reflective Logs and Hallmark Assessment
EDTP 609	Special Methods in Secondary Education (Foreign Language)	Field work assignment – Candidates teach lesson and reflect on effectiveness based on viewing video tape and discussion with mentor teacher.
EDTP 615, 617, &/or 619	Student Teaching	Instructional Sequence with Analysis of Assessment Data At conclusion of student teaching, ½ of indicators of standard must be met at the satisfactory or higher level in the program portfolio.
EDTP 503	Developing Cross-Cultural Competence	Double entry journals 2 Homework assignments
EDTP 505	Challenging Advanced Learners	<u>Experiences:</u> Candidates learn to use the RASL (Reflecting About Student Learning) form to assess the appropriateness of the challenge level of lessons for particular students and the effectiveness of the lesson differentiation. <u>Assessment:</u> Candidates reflect about the design, implementation, and effectiveness of their differentiated lesson, including how they would improve it and what they learned from the experience.
EDTP 620	Reading and Writing Across the Curriculum/ Adolescent Literature	HAT – Readers/Writers Project; Readers/Writers Weblog; Book Club Project; Digital Story Reciprocal Teaching of a Content-Area Literacy Strategy
EDTP 677	Capstone Seminar	Focus of the hallmark assessment; discussion of teaching; evidence discussed and included in portfolio.
EDTP 504	Teaching with Technology	HAT: Instructional Matrix Weblog

Analytic Matrices for the Foreign Language, Spanish, MAT, P-12 Program
New Teacher Standard 6: Collaborate with Colleagues, Parents, Others

Courses	Title	Examples of Experiences/Assessments
EDTP 602	Exploring Teaching within the Socio-Cultural Context of P-12 Schools	Teacher candidates will be expected to actively and thoughtfully contribute to whole class and small group discussions and activities. Among other things, teacher candidates will be assessed on their ability to integrate course material, engage peers, and positively shape class discussions through critical question posing, active listening and reflective thinking. From time to time weekly and/or in-class assignments may be given. Teacher candidates will be expected to participate in these assignments and successfully complete them in the time allotted by the instructor.
EDTP 501	General Methods	Teacher candidates collaborate in research and group presentation of an instructional strategy, and participate collegially in all class activities.
EDTP 615/616 617 619	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 503	Developing Cross-Cultural Competence	Hallmark Assessment: Standards-Based Unit of Study
EDTP 504	Teaching with Technology	Weblog Flickr Collaborative Project Podcast
EDSP 545	Exceptional Child in the Regular Classroom	Parent /Teacher Interview of IEP and educational goals.
EDTP 620	Reading and Writing Across the Curriculum/Adolescent Literature	Book Club Project Reciprocal Teaching of a Content-Area Literacy Strategy
EDTP 677	Capstone Seminar	In discussions, around portfolio entries, evidence discussed and included in portfolio.

**Analytic Matrices for the Foreign Language, Spanish, MAT, P-12 Program
New Teacher Standard 7: Engage in Professional Development**

Courses	Title	Examples of Experiences/Assessments
EDTP 602	Exploring Teaching within the Socio-Cultural Context of P-12 Schools	Teacher candidates will write an 8-10 page Teacher Biography that includes but is not limited to: I. Teacher Biography/ Metaphor, an Inspirational Quote and a Class Motto; II. Personal Experiences; III. Every Student, Every Day/ Dispositions; IV. Conclusions and Growth Plan The purposes of this assignment are: 1) To share the educational experiences that brought them to teaching; 2) To discuss unique life experiences that they have had; 3) To reflect on how they believe these experiences shape their view of what kind of teacher they are and will be; 4) To articulate their beliefs about teaching and learning; 5) To learn about colleagues through peer reading and discussion of others' biographies; 6) To propose key areas for personal growth through the next year; 7) To write about how well prepared they believe they are to serve every student, every day; 8) To develop a metaphor and class teaching motto that describe their views of the roles of a teacher; and 9) To analyze individual dispositions and to reflect on ways to grow as a positive, caring healthy teacher based on the dispositions of successful teachers.
ECPY 607	Learning Theory and Human Growth and Development	By developing and analyzing learning theories, candidates engage in professional development opportunities that will serve as their guiding principles throughout their teaching and professional career. Through class discussions, instructional designs, focused assignments, and assessment, candidates are expected to show thorough, deep and broad understanding of content through coherent and systematic explanations and presentations. They also are expected to demonstrate effective, efficient, practical application of theories thorough examination of factors influencing learning. All of the aspects of these activities serve as the professional development opportunities and tools to gain knowledge and understanding in the content and the application of the materials.
EDTP 501	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 609	Special Methods in Secondary Education (Foreign Language)	Introduction to the professional organizations and journals of the field of foreign language. 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 foreign language standards and set professional goals for improving content knowledge.
EDTP 615, 617, &/or 619	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 677	Capstone Seminar	Professional Growth Plan and mini-unit with analysis of student learning.

**Analytic Matrices for the Foreign Language, Spanish, MAT, P-12 Program
New Teacher Standard 8: Knowledge of Content**

Courses	Title	Examples of Experiences/Assessments
EDTP 501	General Methods	Teacher candidates complete weekly metacognitive journal entries related to course readings and learning.
EDTP 609	Special Methods in Secondary Education (Foreign Language)	Curriculum assessment – KCCT-like assessment of foreign language curriculum and applications to classroom Standards-based unit of study Field work assignment
EDTP 615/616 617 619	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 503	Developing Cross-Cultural Competence	Hallmark Assessment: Standards-Based Unit of Study
EDTP 504	Teaching with Technology	Candidates use new technologies to access, organize, and communicate content knowledge.
EDTP 505	Challenging Advanced Learners	<u>Experiences:</u> Candidates practice increasing the challenge level of content through complexity, depth, abstractness, and sophistication. <u>Assessment:</u> Candidates demonstrate their content knowledge in the design and teaching of their differentiated lesson, which can include more complex or sophisticated content as a way to challenge advanced students.
EDSP 545	Exceptional Child in the Regular Classroom	Hallmark Assessment, Lesson Plan/Strategy Notebook Adapts instructional content to meet the learning needs of diverse students Reflective Logs
EDTP 620	Reading and Writing Across Curriculum/Adolescent Literature	HAT: Readers/Writers Project Readers/Writers Weblog Reciprocal Teaching of a Literacy Strategy
EDTP 504	Teaching with Technology	HAT: Instructional Matrix Weblog Digital Story Flickr Collaborative Project Podcast

**Analytic Matrices for the Foreign Language, Spanish, MAT, P-12 Program
New Teacher Standard 9: Demonstrates Implementation of Technology**

Courses	Title	Examples of Experiences/Assessments
EDTP 501	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.

**Analytic Matrices for the Foreign Language, Spanish, MAT, P-12 Program
New Teacher Standard 9: Demonstrates Implementation of Technology**

Courses	Title	Examples of Experiences/Assessments
EDTP 609	Special Methods in Secondary Education (Foreign Language)	Candidates use technology to access, organize, and communicate information to students, colleagues, and other professionals.
EDTP 615/616 617 619	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 504	Teaching with Technology	HAT: Instructional Matrix Weblog Technology Autobiography Digital Story Flickr Collaborative Project Podcast
EDTP 505	Challenging Advanced Learners	Assessment: In the process of submitting their differentiated lesson to LIVETEXT, students download, complete, and upload forms and attach documents, which may include scanned items.
EDTP 620	Reading and Writing Across Curriculum/Adolescent Literature	HAT: Readers/Writers Project Readers/Writers Weblog Book Club Project (Podcast) Book Trailer Project Digital Story
EDTP 677	Capstone Seminar	Creation of portfolio in LiveText, demonstrating multiple aspects of technology use.

**Analytic Matrices for the Foreign Language, Spanish, MAT, P-12 Program
UofL Standard 10: Diversity**

Courses	Title	Examples of Experiences/Assessments
EDTP 602	Exploring Teaching within the Socio-Cultural Context of P-12 Schools	Teacher Biography - see details under Standard 7.
ECPY 607	Learning Theory and Human Growth and Development	By developing and analyzing learning theories, candidates engage in professional development opportunities that will serve as guiding principles throughout their professional career. Through class discussions, instructional designs, focused assignments, and assessment, candidates show thorough, deep and broad understanding of content through coherent and systematic explanations and presentations. They also are expected to demonstrate effective, efficient, practical application of theories through examination of factors influencing learning. All of the aspects of these activities serve as the professional development opportunities and tools to gain knowledge and understanding in the content and the application of the materials.
EDTP 501	General Methods	Teacher candidates synthesize and reflect on class readings 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.

Analytic Matrices for the Foreign Language, Spanish, MAT, P-12 Program
UofL Standard 10: Diversity

Courses	Title	Examples of Experiences/Assessments
EDSP 545	Exceptional Child in the Regular Classroom	Hallmark Assessment, Lesson Plan/Strategy Notebook; Adapts instructional content to meet the learning needs of diverse students; Reflective Logs
EDTP 609	Special Methods in Secondary Education (Foreign Language)	Standards-based unit of study Weekly class work
EDTP 615, 617, &/or 619	Student Teaching	At conclusion of student teaching, half of indicators of standard must be met at the satisfactory or higher level in the program portfolio.
EDTP 503	Developing Cross-Cultural Competence	Hallmark Assessment: Standards-Based Unit of Study
EDTP 504	Teaching with Technology	HAT: Instructional Matrix; Weblog; Digital Story
EDTP 505	Challenging Advanced Learners	<u>Experiences:</u> Candidates learn strategies for responding to student differences while validating the worth of all students, characteristics of the five areas of giftedness and how those might be seen in the classroom, and discuss the under-representation of students from some racial, ethnic, SES, and language groups in gifted programs, why that occurs, and how to identify giftedness in these students. <u>Assessment:</u> Candidates address student readiness differences through their differentiated lesson.
EDTP 620	Reading and Writing Across the Curriculum/Adolescent Literature	Digital Story Book Club Project (Podcast)
EDTP 677	Capstone Seminar	Analysis of student learning broken out by diversity categories

3. KERA P-12 Curricular Requirements Matrix

Analytic Matrix for Foreign Language, Spanish, MAT Program

Course	KERA Goals & Academic Expectations	Program of Studies	Core Content for Assessment 4.1	Examples of course/field work experiences
EDTP 602 Exploring Teaching	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 501 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.
ECPY 607 Human Growth and Development/ Learning Theories	Candidates consider the importance of Learner Goal 1 in relation to their field work experience.	Candidates examine meaning of the Program of Studies in Reading as preparation for participation in Every 1 Reads Program	Candidates examine meaning of the Core Content for Assessment in Reading as preparation for participation in Every 1 Reads Program	Candidates participate as volunteers in the Jefferson Co. Public Schools Every 1 Reads program.
EDTP 504 Teaching with Technology	Candidates learn to integrate content and technology to amplify instruction addressing all Six Learner Goals.	Candidates use the Program of Studies standards as the basis for a lessons/activities designed to integrate technology into instruction.	Candidates use bullets from the Core Content for Assessment as the basis for lessons and activities designed to integrate technology into instruction.	Flickr Collaborative Project based on Core Content Instructional matrix (mid-term and final) Digital Story
EDSP 545 Exceptional Child in the Regular Classroom	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

Course	KERA Goals & Academic Expectations	Program of Studies	Core Content for Assessment 4.1	Examples of course/field work experiences
EDTP 609: Special Content Methods in Secondary Education (Foreign Language)	Expand candidates' understanding of the Six Goals and Academic Expectations: Candidates to relate the Goals and AE to curriculum, instruction and assessment in foreign language.	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.	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 503 Developing Cross Cultural Competence	Expand candidates' understanding of the Six Goals and Academic Expectations. Expect candidates to relate Goals and AE across dimensions of diversity and to research-based tenets of culturally responsive teaching.	Candidates use POS standards as a basis for units of study designed to integrate multicultural content and culturally responsive teaching strategies.	Candidates use Core Content for Assessment as a basis for discussing culturally responsive assessment practices.	Candidates create and share with peers standards-based unit of study designed to integrate multicultural content and culturally responsive teaching strategies.
EDTP 620 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 505 Challenging Advanced Learners	Candidates reference Academic Expectations as a basis for designing and teaching differentiated lessons.	Candidates reference Program of Studies as the basis for designing a differentiated lesson for gifted learners.	Candidates reference Core Content for Assessment as the basis for designing a differentiated lesson for gifted learners.	Candidates create and teach a differentiated lesson in context of student teaching assignment and evaluate effectiveness of addressing the needs of gifted learners.

Course	KERA Goals & Academic Expectations	Program of Studies	Core Content for Assessment 4.1	Examples of course/field work experiences
EDTP 677 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 615, 617, &/or 619 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, e.g.: SPAN 355, Reading Hispanic Literature; , SPAN 401, Foundations of Spanish Civilization; SPAN 522, Phonetics and Diction	Through academic support classes and prerequisite content courses, candidates develop deeper understanding and achieve a broader appreciation of the relevant Academic Expectations: 2.14 2.15 2.16 2.17 2.18 2.19 2.20	Through academic support classes and prerequisite classes, candidates develop a deeper understanding and broader content knowledge of relevant Program of Studies: • Big Ideas • Enduring Knowledge • Skills and Concepts	Through academic support classes and prerequisite classes, 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: • Group projects • Extended research papers Apply content knowledge to participate in: • Discussions • Field experiences or internships • Debates

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

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 to EPSB Themes

1. EPSB Themes Holistic Matrix

Holistic matrix for Foreign Language, Spanish, MAT, P-12

Courses	1: Diversity	2: Assessment	3: Literacy Education	4: Strategies for Closing the Achievement Gap
ECPY 607: Learning Theory and Human Growth and Development	X	X		X
EDTP 602: Exploring Teaching Within the Socio-Cultural Context of P-12 Schools	X			
EDTP 501: General Methods	X	X		X
EDTP 609: Special Content Methods in Secondary Education (Foreign Language)	X	X	X	X
EDSP 545: Exceptional Child in the Regular Classroom	X	X	X	
EDTP 503: Developing Cross-Cultural Competence	X			X
EDTP 504: Teaching with Technology	X		X	
EDTP 505: Challenging Advanced Learners	X	X		X
EDTP 620: Reading and Writing Across the Curriculum/Adolescent Literature	X		X	
EDTP 615 617 619: Student Teaching	X	X	X	X
EDTP 677: Capstone Seminar		X		

2. EPSB Themes Analytic Matrix

Analytic Matrix for Foreign Language, Spanish, MAT, P-12 Program

Course	Title	EPSB Theme 1: Diversity
EDTP 501	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.
ECPY 607	Learning Theory and Human Growth and Development	Candidates compare, contrast, classify, examine, inquire about, analyze, and evaluate theories of learning and phases of physical, cognitive, social, and personality development of individual learners, grade levels they will teach, and birth to 12 students in general. Candidates then apply human development and learning theory/research to the practice of education through individual or group tutoring. Candidates synthesize their learning and develop a plan for teaching in integrating psychological theories by developing and justifying their own learning theory. Candidates have various opportunities to experience the differences among groups of students based on various and in depth knowledge on the different aspects of human learning, characteristics, and back ground.
EDTP 602	Exploring Teaching	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
EDSP 545	Exceptional Child in the Regular Classroom	Candidates complete field work, recording classroom observations and completing Reflective Logs. 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. Candidates respect the dignity and worth of students as individuals and as members of racial, ethnic, cultural, linguistic, religious, gender and economic.

Course	Title	EPSB Theme 1: Diversity (cont.)
EDTP 503	Developing Cross Cultural Competence	All assessment and course experiences are directly linked to this theme, including readings, discussions, and in-class activities.
EDTP 504	Teaching with Technology	Candidates complete an Instructional Matrix, a Weblog, and a Digital Story.
EDTP 505	Challenging Advanced Learners	Candidates learn characteristics of the five areas of giftedness recognized by the Kentucky and how those might be seen in the classroom. They discuss the under-representation of students from some racial, ethnic, SES, and language groups in gifted programs, why that occurs, and how they can spot evidence of giftedness in these students. We also discuss how to manage differentiation while validating the worth of all students. Candidates are assessed on their differentiated lesson, which addresses student readiness differences.
EDTP 615 617 619	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 609	Special Content Methods in Secondary Education (Foreign Language)	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. Class activities include using a variety of materials, and presenting a variety of perspectives and experiences.
EDTP 620	Reading and Writing Across the Curriculum/Adolescent Literature	Candidates create a Digital Story and complete a Book Club Project (Podcast).

Course	Title	EPSB Theme 2: Assessment
EDTP 501	General Methods	Teacher candidates analyze the effectiveness of their microteaching lessons and how the measurable objectives were met. Teacher candidates design a method to assess the learning as a result of their microteaching lesson.
EDSP 545	Exceptional Child in the Regular Classroom	Candidates complete a Lesson Plan Strategy Notebook and develop assessments to measure student learning (student work, rubrics, etc.).
EDTP 609	Special Content Methods in Secondary Education (Foreign Language)	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.
EDTP 615 617 619	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. Candidates complete an assessment plan for a sequence of lessons taught and analyzed.
EDTP 505	Challenging Advanced Learners	Candidates analyze and create lessons using the stages of instruction, practice, and assessment. The focus is on the need for all three to align with each other and with the learner outcome. One element in the assessment of their differentiated lesson is whether their assessment appropriately addresses the learner outcome in content and thinking level.
ECPY 607	Learning Theory and Human Growth and Development	The candidates develop skills to assess learning by assessing their students' reading level, reading weakness, reading strength, background, overall attitude, overall strength, and overall weakness. Candidates then decide the area that they need to focus on. Candidates also decide on approaches (i.e., learning theory, developmental perspectives, strategies, philosophies) they will use. Candidates decide what they expect their student(s) to know and be able to do at the end of this project. Therefore, they train themselves to seek the evidence of learning that they can accept. Candidates also clarify the ways they assess their students in the initial, mid, and final sessions through formative and summative assessment strategies, and make a detailed plan for continued assessment of the students' learning. Furthermore, they critically analyze what kinds of challenges they may encounter in the process of teaching, learning, and assessment procedures.
EDTP 677	Capstone Seminar	Hallmark Assessment- 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
EDSP 545	Exceptional Child in the Regular Classroom	Candidates learn to collaborate with the ECE teacher and to develop assessment procedures to support student literacy skills.
EDTP 504	Teaching with Technology	Candidates create a Digital Story, use Flickr, and develop a collaborative project, a Podcast, and a Weblog.
EDTP 609	Special Content Methods in Secondary Education (Foreign Language)	Candidates develop an instructional unit of learning and assessment activities developed for reading, listening, speaking, writing, and culture.
EDTP 620	Reading and Writing Across the Curriculum/Adolescent Literature	Candidates complete a readers/writers project, a readers/writers weblog, a book club project (Podcast), a book trailer project, a digital story, and demonstrate reciprocal teaching of a content literacy strategy.
EDTP 615 617 619	Student Teaching	Candidates participate in teaching school-wide literacy programs during their student teaching experience in the Jefferson Co. Public Schools and other surrounding districts.

Course	Title	EPSB Theme 4: Achievement Gap
ECPY 607	Learning Theory and Human Growth and Development	Candidates have ample opportunities to acquire skills in the identification and developing strategies for closing the gap through comparing, contrasting, classifying, examining, inquiring about, analyzing, and evaluating theories of learning and phases of physical, cognitive, social, and personality development. Candidates apply human development and learning theory/research to the practice of education through tutoring struggling readers. Through being actively involved in such intervention and prevention focused approach aimed at reading skills, the candidates can be better prepared to be skillful teachers in closing the achievement gap in the classrooms.
EDSP 545	Exceptional Child in the Regular Classroom	Candidates learn to collaborate with the ECE teacher and to develop assessment procedures to support student literacy skills.
EDTP 609	Special Content Methods in Secondary Education (Foreign Language)	Candidates create lessons for students of various ages, abilities, aptitudes, and physical conditions.
EDTP 615/616 617 619	Student Teaching	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 505	Challenging Advanced Learners	Candidates learn to differentiate their instruction so that more students are working in their Zone of Proximal Development (ZPD). This should help close the achievement gap. Candidates are assessed on the planning, implementation, and analysis of their differentiated lesson, including the degree to which they designed instruction appropriate to the ZPD of each student in the class, so each ended up learning more than s/he already knew.
EDTP 501	General Methods	Teacher candidates 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.
EDTP 503	Developing Cross-Cultural Competence	Candidates complete a Standards-based Unit of Study in which they consider culture in curriculum content and instructional design.

D. Program Faculty Matrix

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	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	<p>Liaison to McFerran Elementary School</p> <p>Signature Partnership work in West Louisville (student placement in those area JCPS schools and the Catholic Enrichment Center</p> <p>NCATE work (Standard 2)</p>
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. (Under Review). 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, April). 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
Service	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.	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. 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. 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
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	Diane MacKenzie
Highest Degree	M.A.T. & ABD
Field/s of Specialization	Ed. Leadership & Organization Development
University	UofL
Assignment	Ad Hoc Member of the Graduate Faculty
Faculty Rank	Ad Hoc Member of the Graduate Faculty
Service	
Relationship (full-time, part-time) to the institution	Part-time
Relationship (full-time, part-time) to the unit	Part-time
Relationship (full-time, part-time) to the program	Part-time
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	Mary Shelley Thomas
Highest Degree	Ed.D.
Field/s of Specialization	Curriculum and Teaching, Cultural Competence, Social Studies Education
University	Teachers College Columbia University
Assignment	Middle and Secondary Program
Faculty Rank	Instructor
Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Civic Education Grant project Social Justice in Conceptual Frameworks (AERA) Culturally Responsive Teaching in the Social Studies Classroom KCSS and National Council for the Social Studies
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	9-12 (High School teaching) U.S. History, World History, World Geography, African American History: 3-12 (State agency schools) various content areas

Name of Faculty Member	Lisa Wagner
Highest Degree	Ph.D.
Field/s of Specialization	Pedagogy and Second Language Acquisition; Discourse Analysis; Sociopragmatics
University	Ohio State University
Assignment	Spanish section of the Dept. of Classical and Modern Languages
Faculty Rank	Associate Professor
Scholarship, Leadership in Professional Associations, and service: List up to 3 major contributions in the last 3 years	<p>Wagner, Lisa C. 2006. "Positive and Negative Politeness Strategies in Mexican Spanish" in Manuel F. Medina and Lisa C. Wagner (Co-editors). <i>Intercultural Communication Studies Journal</i> XIV.3: "Communication beyond Borders", International Association for Intercultural Communication Studies: San Antonio, TX.</p> <p>Roebuck, Regina F., and Wagner, Lisa C. 2004. "Teaching Repetition as a Communicative and Cognitive Tool: Evidence from a Spanish Conversation Class". <i>International Journal of Applied Linguistics</i>. Vol 14, No. 1 pp. 71-90.</p> <p>Wagner, Lisa. 2003. "IDEA: Más Allá de las Formas Correctas: La práctica de la competencia comunicativa a través de la ambigüedad y los elicitadores indirectos". <i>Hispania</i> 86.3: 322-325.</p> <p>National Fulbright Selection Committee Member for Applicants to the Teaching English as a Second Language Program in Spain, (2006-present)</p> <p>Volunteer, (2005-present) Smoketown Learning Center Afterschool Program for At-Risk Elementary Age Children in Jefferson County Public Schools: Duties: Teaching Basic Spanish and Basic Skills</p>
Tenure/Non-Tenure track	Tenured
Relationship (full-time, part-time) to the unit	No formal appointment in the College of Education and Human Development; Full-time in the College of Arts and Sciences
Relationship (full-time, part-time) to the program	Teaches Spanish content courses (in the College of Arts and Sciences) taken by Spanish education candidates
Teaching or other professional experience in P-12 schools	Spanish K-12 certification in Pennsylvania, Spanish 7-12 certification in Iowa

E. Curriculum Contract

University of Louisville
College of Education and Human Development
Master of Arts in Teaching
Foreign Language P-12

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

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

Initial Assessment: Admission to Graduate School & Teacher Education. Admission: Suggested GPA of 2.75, suggested GRE of 800 (V+Q) and 3.5 (A), three letters of recommendation, interview, must take Praxis II content exam (middle/secondary), must complete graduate school application, dispositions self-assessment and documentation, signed Professional Code of Ethics, signed Technology User Agreement, signed Statement of Understanding of Admissions Guidelines, appropriate bachelor's degree and pre-requisite courses, C or higher in English 102 and speech communication and personal statement.

COURSE PREFIX	COURSE NUMBER	COURSE TITLE	CREDIT HOURS	SEMESTER OFFERED F/S/U	HOURS EARNED	GRADE EARNED
*EDTP	602	Exploring Teaching Within the Socio-Cultural Context of P-12 Schools	3	F,S,U		
*ECPY	607	Learning Theory and Human Growth and Development	3	F,S,U		
*EDTP	501	General Methods	3	F,S,U		
(NOTE: The above three courses must be taken prior to Methods Course)						
*EDTP	609	Special Methods in Secondary Education (in teaching field)	3	F		
*EDSP	545	Exceptional Child in the Regular Classroom	3	F,S,U		
Mid-Point Assessment: Prior to Student Teaching: Satisfactory dispositions assessment; No lower than 2.0 in content special methods class; Within 3 credits of meeting content requirements; ECPY 607, EDTP 602, 501, 609 passed; Satisfactory mid-point portfolio; Positive recommendation from Middle/Secondary Program Committee.						
Choose two from the following three student teaching courses:						
*EDTP	615/616 617 619	Student Teaching Primary or Student teaching Intermediate Student Teaching Middle Grades Student Teaching Secondary	6	S		
*EDTP	677	Capstone Seminar: Initial Certification ²	3	S		
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 or higher in student teaching; Satisfactory certification portfolio; Passing scores on PRAXIS content and PLT exams; Positive recommendation from Middle/Secondary Program Committee.						
		Academic support course ¹ :	3	F,S,U		
EDTP	503	Developing Cross-Cultural Competence ¹	3	F,S,U		
EDTP	504	Teaching with Technology ¹	2	F,S,U		
EDTP	505	Challenging Advanced Learners ²	1	F,S		
EDTP	620	Reading and Writing Across the Curriculum/Adolescent Literature ¹	3	F,S,U		
¹ Can be taken at any point in the program ² Must be taken concurrently with student teaching.						
			Minimum total hours	36		

Degree Assessment: Satisfactory dispositions assessment; All program course work with 3.0 cumulative GPA; Satisfactory degree portfolio.

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
Requirements for the Alternative Route to
Master of Arts in Teaching with 8-12 Certification

Name _____
 Address _____
 Phone # _____ Other Phone # _____ Zip _____
 Student ID# _____
 Email address _____
 Advisor _____
 Seeking certification in a 8-12, P-12 and 5-12 area _____

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

Initial Assessment: Admission to Graduate School & Teacher Education, passing scores on the content PRAXIS test(s), current employment as a full-time temporary provisional teacher.. Admission: Suggested GPA of 2.75, suggested GRE of 800 (V+Q) and 3.5 (A), three letters of recommendation, interview, must complete graduate school application, dispositions self-assessment and documentation, signed Professional Code of Ethics, signed Technology User Agreement, signed Statement of Understanding of Admissions Guidelines, appropriate bachelor's degree and pre-requisite courses, C or higher in English 102 and speech communication and personal statement.

COURSE PREFIX	COURSE NUMBER	COURSE TITLE	CREDIT HOURS	TENTATIVE SEMESTER OFFERED	HOURS EARNED	GRADE EARNED
EDTP	631	Integrated Teaching and Learning I	3			
EDTP	632	Integrated Teaching and Learning II	3			
EDTP	609	Special Methods in Secondary Education (in teaching field)	3			
EDTP	633	Integrated Teaching and Learning III	3			
EDTP	619	Secondary Student Teaching	3			
Mid-Point Assessment: Completion of all courses listed above; satisfactory dispositions assessment; 2.5 cumulative GPA; all content coursework completed with a 2.5 cumulative GPA; 2.0 or higher in student teaching; satisfactory mid-point portfolio; positive recommendation from Middle/Secondary Program Committee.						
EDTP	503	Developing Cross-Cultural Competence	3			
EDTP	504	Teaching with Technology	2			
EDTP	505	Challenging Advanced Learners	1			
EDTP	620	Reading and Writing Across the Curriculum/Adolescent Literature	3			
EDTP	678	Supporting the Intern Teacher I	3			
EDTP	679	Supporting the Intern Teacher II	3			
Minimum total hours			30			

Certification Assessment: Satisfactory dispositions assessment; all program course work with 2.5 cumulative GPA; Satisfactory certification portfolio; passing score on 8-12 PLT PRAXIS exam

Degree Assessment: Satisfactory dispositions assessment; all program course work with 3.0 cumulative GPA; Satisfactory Alternative Certification degree portfolio

Degree Candidacy: If not enrolled during the semester in which you are graduating, you will need to register for a degree candidacy as outlined in the graduate catalog, <http://louisville.edu/graduatedcatalog/academic-policies-and-requirements/>, under the section called academic policies and requirements.

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
**REQUIREMENTS FOR SPANISH EDUCATION
 LEADING TO P-12 CERTIFICATION**

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

COURSE PREFIX	COURSE NUMBER	COURSE TITLE	CREDIT HOURS	SEMESTER OFFERED F/S/U	HOURS EARNED	GRADE EARNED
Major in Spanish						
SPAN	201	Continuing Spanish I	3			
SPAN	202	Continuing Spanish II	3			
SPAN	321	Conversation	3			
SPAN	322	Composition	3			
SPAN	355	Reading Hispanic Literature	3			
SPAN	401	Foundations of Spanish Civilization OR	3			
SPAN	402	Cultural and Literary Perspectives on Modern Spain	3			
SPAN	403	Foundations of Latin American Nations & Identities OR	3			
SPAN	404	Cultural and Literary Perspectives on Modern Latin America	3			
SPAN	522	Phonetics and Diction	3			
SPAN	523	Advanced Communication Skills	3			
SPAN	524	Introduction to Hispanic Linguistics	3			
One elective at 300 level or above (3 hours)						
			3			
Certification Exit Assessment: Satisfactory portfolio, Passing score on PRAXIS						
			MINIMUM TOTAL HOURS	33		

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
Requirements for the Alternative Route to
Master of Arts in Teaching with 8-12 Certification

Name _____
Address _____
_____ Zip _____
Phone # _____ Other Phone # _____
Student ID# _____
Email address _____
Advisor _____
Seeking certification in a 8-12, P-12 and 5-12 area _____

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

Initial Assessment: Admission to Graduate School & Teacher Education, passing scores on the content PRAXIS test(s), current employment as a full-time temporary provisional teacher.. Admission: Suggested GPA of 2.75, suggested GRE of 800 (V+Q) and 3.5 (A), three letters of recommendation, interview, must complete graduate school application, dispositions self-assessment and documentation, signed Professional Code of Ethics, signed Technology User Agreement, signed Statement of Understanding of Admissions Guidelines, appropriate bachelor's degree and pre-requisite courses, C or higher in English 102 and speech communication and personal statement.

COURSE PREFIX	COURSE NUMBER	COURSE TITLE	CREDIT HOURS	TENTATIVE SEMESTER OFFERED	HOURS EARNED	GRADE EARNED
EDTP	631	Integrated Teaching and Learning I	3			
EDTP	632	Integrated Teaching and Learning II	3			
EDTP	609	Special Methods in Secondary Education (in teaching field)	3			
EDTP	633	Integrated Teaching and Learning III	3			
EDTP	619	Secondary Student Teaching	3			
Mid-Point Assessment: Completion of all courses listed above; satisfactory dispositions assessment; 2.5 cumulative GPA; all content coursework completed with a 2.5 cumulative GPA; 2.0 or higher in student teaching; satisfactory mid-point portfolio; positive recommendation from Middle/Secondary Program Committee.						
EDTP	503	Developing Cross-Cultural Competence	3			
EDTP	504	Teaching with Technology	2			
EDTP	505	Challenging Advanced Learners	1			
EDTP	620	Reading and Writing Across the Curriculum/Adolescent Literature	3			
EDTP	678	Supporting the Intern Teacher I	3			
EDTP	679	Supporting the Intern Teacher II	3			
Minimum total hours			30			

Certification Assessment: Satisfactory dispositions assessment; all program course work with 2.5 cumulative GPA; Satisfactory certification portfolio; passing score on 8-12 PLT PRAXIS exam

Degree Assessment: Satisfactory dispositions assessment; all program course work with 3.0 cumulative GPA; Satisfactory Alternative Certification degree portfolio

Degree Candidacy: If not enrolled during the semester in which you are graduating, you will need to register for a degree candidacy as outlined in the graduate catalog, <http://louisville.edu/graduatecatalog/academic-policies-and-requirements/>, under the section called academic policies and requirements.

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.

IV. Appendix A

A. Professional Course Syllabi

Professional Core
Course Title
EDTP 501: General Methods
EDTP 503: Developing Cross-Cultural Competence
EDTP 504: Teaching with Technology
EDTP 505: Challenging Advanced Learners
EDSP 545: Exceptional Child in the Regular Classroom
EDTP 602: Exploring Teaching in the Sociopolitical Contexts of P-12 Schools
ECPY 607: Learning Theory and Human Growth and Development
EDTP 609: Special Methods in Secondary Education: Foreign Language
EDTP 615: Student Teaching in the Elementary School &/OR
EDTP 617: Student Teaching in the Middle School &/OR
EDTP 619: Student Teaching in the High School
EDTP 677: Capstone Seminar
EDTP 620: Reading and Writing Across the Curriculum/Adolescent Literature

EDTL 501: GENERAL METHODS

Instructor:

Office:

Phone:

E-mail:

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 Reading:

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

Recommended Books for your Professional Growth:

Jacobsen, D. A., Eggen, P., & Kauchak, D. (2006). *Methods for teaching: Promoting student learning in K-12 classrooms (7th Ed.)* Upper Saddle River, NJ: Pearson Merrill Prentice Hall. ISBN 0-13-119950-1

Marzano, R. J., Norford, J. S., Paynter, D. E., Pickering, D. J., & Gaddy, B. B. (2001). *A handbook for classroom instruction that works*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 0-87120-522-X www.ascd.org

Tomlinson, C.A. (2003). *Fulfilling the promise of the differentiated classroom: Strategies and tools for responsive teaching*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN: 0-87120-812-1

Wong, H. & Wong, R. (1998). *The first days of school*. CA: Harry Wong Associates. ISBN: 0-96293-606-5

Relevant 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 and 2 Lesson Plan assignments
Standard II	Creates/Maintains a Learning Climate	Class readings, and Microteaching assignment
Standard III	Implements/Manages Instruction	Class readings and Instructional Strategies or Classroom Management presentation
Standard IV	Assesses and Communicates Learning Results	Class readings and Microteaching Lesson Plan assessment
Standard V	Reflects/Evaluates Teaching/Learning	Class readings, Microteaching lesson plan reflection, daily Journal Entry
Standard VI	Collaborates with Colleagues/Parents/Others	Class participation and Classroom Management presentation
Standard VII	Engages in Professional Development	Professional Growth Plan
Standard VIII	Demonstrates Knowledge of Content	2 Lesson Plan Assignment and Classroom Management presentation
Standard IX	Demonstrates Implementation of Technology	Word Processing assignments, implementation of LiveText, & Classroom Management presentation
Standard X	Understands the Complex Lives of Students and Adults in Schools and Society	Class readings and assignment 3

Course Objectives

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 and Core Content for Assessment in a positive and productive learning environment. NTS 1.1, 1.2, 1.4, .15, 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

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

- Learner-centered planning,
- Classroom instruction that works
- Classroom management theories and approaches
- Assessing student learning

Course Requirements

1. Attendance and **punctuality** at each class are absolutely necessary for your success in this course.
2. Class participation and interaction, collegiality, oral and written communication skills, and completion and application of assigned readings.
3. Three professional readings, in which you record questions, reactions, reflections, and connections (to class discussions, personal experiences, other texts, and websites and to become a critical reader about issues that relate to education with respect to your readings and classroom experiences).
4. One three-phased lesson plan that you will design on a topic/skill in your certification area.
5. Microteaching a lesson using an “instructional strategy that works.” A complete lesson plan, including the reflection and analysis of participant work. **HALLMARK ASSESSMENT**

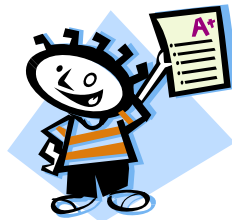
6. Instructional Strategies group presentation **or** Classroom Management group presentation on the principles, underlying assumptions, specific strategies, benefits and limitations, contradictions and challenges of a instructional or management approach and/or program. Group presentation guidelines and scoring rubric will be provided to groups.
7. Classroom Management reflective paper. This paper will represent your ability to synthesize and reflect about the varied classroom management approaches and theories presented by the class groups. The guidelines for the paper and scoring rubric will be provided.
8. Final will be a take home exam relative to developing your teaching philosophy.

Graduate Student Requirements

1. Graduate Students will be required to write a self-assessment and professional goal plan. Template will be sent to graduate students via LIVETEXT
2. Graduate Students will be required to begin a LIVETEXT portfolio. The portfolio requirement is to attach two artifacts and write one rationale. One artifact will be your professional goal plan, and another course assignment that you choose.

Criteria for Determination of Grade

Assignment	Points
Class participation including the daily metacog writing activity (1 pt./day)	11
Professional Reading Reactions (3 at 5 pts. each)	15
Lesson Plans (2, 12 pts. @) The 2 nd lesson plan is the Hallmark Assessment .	24
Micro-teaching lesson utilizing an instructional strategy	14
Instructional Strategies or Classroom Management Presentation	12
Classroom Management Reflective Paper	12
Final	12
Total possible points (Undergraduates)	100
GRADUATES ONLY	
<i>Self assessment professional growth plan and LIVETEXT portfolio</i>	<i>10</i>
<i>Total possible points (Graduates)</i>	<i>110</i>



Grading Scale

The grade is based on the percentage of possible points listed in the previous section:

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

Class Participation

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

Disposition 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. 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 encourage you to raise any questions or issues about the course or other aspects of teaching and education that you may have.

Professional Reading Logs

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. 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, (given to you in class) is relevant to you as a future teacher, and how the knowledge gained from this reading will possibly affect your professional life. Submit your response on LIVETEXT: *Summer '07 1st Reading Response*, *Summer '07 2nd Reading Response* and *Summer '07 3rd Reading Response*.

Lesson Plans – Rubric included

Plan two (2) 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 (3) 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
- 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.

Hallmark Assessment/Microteaching

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.
8. See the HALLMARK ASSESSMENT RUBRIC at the end of this syllabus.

Instructional Strategies or Classroom Management Group Presentation

The class will be divided into groups (randomly drawn) to become experts in an instructional or classroom management approach and/or theory. The class group will be responsible for:

- 1) Presenting a 5-10 minute overview where each member of the group presents a portion of the instructional approach.
- 2) Facilitate a 10 minute demonstration of the instructional strategy with the class.
- 3) Responding to questions about the approach – 5 minutes
- 4) Provide copies of a handout to classmates 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.

Classroom Management Reflective Paper

This paper will represent your ability to synthesize and reflect upon the varied classroom management approaches and theories presented by the class groups. The purpose of the paper is for you to generate a management approach and/or model for your future classroom. This paper should specifically address:

- New Teacher Standard II Creates/Maintains a Learning Climate
- New Teacher Standards III Implements/Manages Instruction
- New Teacher Standard VIII- Demonstrates Knowledge of Content

Guidelines for this paper and the scoring rubric will be discussed in class.

LIVETEXT Portfolio and self assessment professional goal plan:

Graduate Students will be required to write a self-assessment and professional goal plan.

Guidelines will be distributed and discussed in class. Graduate Students will be required to begin a LIVETEXT portfolio. The portfolio requirement is to attach two artifacts and write one rationale. One artifact will be your professional goal plan, and another course assignment that you choose.

Guidelines will be discussed in class.

College of Education and Human Development Policies Pertinent to this Course

Policy on Instructional Modifications

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

CEHD Diversity Statement

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

Technology Expectations

Assignments are to be word-processed. Continuing and regular use of e-mail is expected. Hallmark Assessments & other assignments (as designated) are to be submitted electronically and must be posted to LiveText.

Plagiarism

Plagiarism is addressed by the graduate school in two documents; both 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 (included in full below). 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/catalog_2003/university_policy.shtml

Graduate Student Handbook

http://graduate.louisville.edu/student_info/

Student Code of Conduct

<http://campuslife.louisville.edu/cloffice/conduct/>

Additional Instructor Policies

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.

Teaching Methods

The goal of all teaching methods is active learning. To attain this goal students will be regularly involved in activities as they discuss and analyze readings and problem-based tasks. Students will work in collaborative groups and complete cooperative learning activities. In addition, there will be some lecturing.

Prepared by Dr. Todd Brown, Dept. of Teaching and Learning; January, 2001; revised August, 2006.

Hallmark Assessment – Lesson Plan/Microteaching

	Target (5 pts)	Acceptable (3 pts)	Unacceptable (1 pts)
Objectives (1, 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	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, 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.	assessed. 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, 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, 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 differentiated 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, 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, 8%) KY-NTS-1.2 KY-NTS-1.5	Target is evidenced by the following: The instructional strategy is appropriate for the content. The knowledge, skills and thinking of the students is	Acceptable is evidenced by the following: The instructional strategy is somewhat appropriate for the content but not	Unacceptable is evidenced by the following: The instructional strategy is not appropriate for the content. The knowledge, skills and thinking of the

KY-NTS-1.6	evidence in communication and student work samples.	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.	students is not evident in the communication and or the student work samples.
Structure and proofreading (1, 8%)	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.
KY-NTS-3.1			

Bibliography

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- Chambers, Donald (Ed.) (2002). Putting research into practice in the elementary grades. Reston, VA: NCTM.
- Cunningham, Patricia M. & Allington, Richard L. (2003). Classrooms that work: They can all read and write. Boston, MA: Allyn and Bacon.
- Fiske, Edward B. (1992). Smart schools, Smart kids. New York: Simon & Schuster.
- Harvey, Stephanie & Goudvis, Anne (2000). Strategies that work: Teaching comprehension to enhance understanding. York, ME. Stenhouse.
- Jones, Fred (2000). Tools for teaching: discipline, instruction, motivation. Hong Kong: Fredric H. Jones & Associates.
- 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.
- Myren, Christina. (1995). Posing open-ended questions in the primary classroom. San Diego, CA: Teaching Resource Center.
- Nieto, Sonia. (1999). The Light in their eyes: Creating multicultural learning communities. New York: Teachers College Press.
- Pearce, Charles R. (1999). Nurturing inquiry: Real science for the elementary classroom. Portsmouth, NH: Heinemann
- 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.

Walker, Vanessa Siddle. (1996). Their highest potential. Chapel, NC: The University of North Carolina Press.

Wong, H. & Wong, R. (1998). The first days of school. CA: Harry Wong Associates.

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.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 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)

<http://www.kde.state.ky.us/KDE> (immense resource for Kentucky teachers – See *Teaching Tools*)

<http://www.nbpts.org> (National Board for Professional Teaching Standards)

<http://www.nea.org/code/html> (National Education Association)

**EDTP 503: Developing Cross-Cultural Competence:
Teaching Students from Diverse Backgrounds
Summer 2007**

Instructor: Dr. Shelley Thomas
Telephone: 852-8090
Office: CEHD 271
Office Hours: By appointment

Fax: 852-1497
Email: shelley.thomas@louisville.edu

Catalogue Description:

This course is designed for pre-service and in-service teachers who will be working primarily, but not exclusively with students from diverse racial, linguistic, and socio-cultural backgrounds. The focus will be on developmentally appropriate instruction that addresses the academic and socio-emotional needs of all students.

Course Purpose:

This course extends the principles of curriculum and development, teaching, and learning introduced in previous courses to teaching students from diverse ethnic, racial, linguistic, cultural, and socio-economic backgrounds. It focuses on the professional development of teachers and seeks to improve their knowledge about diverse issues of discrimination and prejudice in educational settings. It provides a framework for examining factors related to racism, sexism, ageism, heterosexism, and ableism in terms of political history, power, stereotyped perceptions and practices across society, groups, and among individuals.

Required Texts and Course Materials

- *Diversity Pedagogy* by Rosa Hernandez Sheets
- *The Light in Their Eyes* by Sonia Nieto
- *White Teacher* by Vivian Paley

Readings accessed by internet:

- Noguera, P. (2002). Joaquin's dilemma.
<http://www.inmotionmagazine.com/er/pnjoaql.html>

Additional readings accessed from Blackboard

- Ladson-Billings (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into practice*, 34 (3), 159-165.
- Banks, J. (2005). Multicultural education: Characteristics and goals. (Book chapter)
- Delpit, L. D. (1988). The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children. *Harvard Educational Review*, 58 (3), 389-411.

Materials

- LiveText
- Reflective journal for class writing (part of participation grade)

Relevant Professional Standards Met By Course

Kentucky New Teacher Standards

Standard 1 Designs/Plans Instruction- Candidates will create instructional units consisting of standards-based lesson plans

Standard 2 Creates/Maintains learning climate- Candidates will read, discuss, and write about the multiple ways to consider culture when creating classroom communities and selecting instructional strategies

Standard 5 Reflects/Evaluates Teaching/Learning- Candidates will analyze and reflect on their own teaching and learning experiences as well as the experiences of others who are both similar to and different from themselves

Standard 6 Collaborates with Colleagues/Parents/Others- Candidates will collaborate with other candidates to develop a unit of study

Standard 8 Knowledge of Content- Candidates will demonstrate knowledge of the core concepts and skills of their respective disciplines or across grade levels

U of L Program Standard Understanding the complex lives of others- Candidates will demonstrate an understanding of the complex lives of others in the written papers, exam, and within the unit of study through their content selections and instructional decisions

Kentucky Experienced Teacher Standards

Standard 2 Demonstrates knowledge of content –Advanced practitioners will demonstrate knowledge of the core concepts and skills of their respective disciplines or across grade levels

Standard 3 Designs/Plans instruction- Advanced practitioners will create instructional units consisting of standards-based lesson plans

Standard 4 Creates/Maintains learning climate- Advanced practitioners will read, discuss, and write about the multiple ways to consider culture when creating classroom communities and selecting instructional strategies

Standard 7 Reflects/Evaluates teaching/learning- Advanced practitioners will analyze and reflect on their own teaching and learning experiences as well as the experiences of others who are both similar to and different from themselves

Standard 8 Collaborates with colleagues/parents/others- Advanced practitioners will collaborate with other candidates to develop a unit of study

Association of Childhood Education International Standards

Development, Learning, and Motivation- Candidates will consider the sociocultural nature of development, learning and motivation through readings, discussions and the exam

Curriculum Standards 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8- Candidates will consider appropriate concepts and modes of inquiry from the disciplines in the unit of study

Instruction Standards 3.1, 3.2, 3.3- Candidates will meet these standards through the development of the unit of study

Assessment Standard 4- Candidates will develop formal and informal assessment strategies as part of the unit of study

Professionalism standards 5.2 Candidates will consider their own cultural identities and how those identities and their beliefs about learners impact their teaching practice

Course Objectives:

Through research, shared experiences in our classes, and the various assigned readings and discussions, participants will:

1. begin to develop some guiding principles for thinking about issues of diversity in the classroom
2. begin to recognize the beliefs they hold most deeply that may affect their teaching practices
3. begin to better understand how their own racial identity development influences their instructional decisions, expectations of students, as well as their interactions with students.
4. begin to learn how to access their teaching behaviors through a diversity lens
5. begin to see the intersection of theories of curriculum development, learning, and classroom behavior
6. begin to apply principles of thoughtful teaching to the analysis of classroom diversity issues
7. begin to develop approaches to solving classroom problems that might result from cross-cultural conflicts through the application of theoretical principles from culturally responsive teaching.
8. be prepared to respect, to enjoy, and to honor the diversity they will find in their classrooms, and
9. begin to learn how to encourage each diverse voice in their classrooms to be heard and affirmed.

Conceptual Framework

The conceptual framework, *Shaping Tomorrow: Ideas to Action*, embodies a unified rationale for our diverse programs that includes three constructs: Inquiry, Action, and Advocacy. Under the construct of ***Inquiry***, and through active engagement and skilled training in methods of rigorous ***Research***, candidates develop the knowledge, skills, and dispositions to become ***Critical Thinkers***. Scholarship, informed practice through inquiry and reflection, is performed not in isolation but in communion with others, both within the university and in the world

(Shulman, 2004). Under the construct of **Action**, and through continual **Practice**, candidates develop the knowledge, skills, and dispositions to become **Problem Solvers** in the community. They are encouraged to apply knowledge and change practice to solve real world problems. Under the construct of **Advocacy**, and through dedicated, committed **Service** to their peers, university, community, and world, candidates develop the knowledge, skills, and dispositions to become **Professional Leaders**. Our candidates are empowered to participate fully in the life of the metropolitan community in which we live, to practice social justice, and to seek equity of educational access for all the constituents.

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

Course Content:

- Defining culturally responsive instruction
- Teachers’ and students’ racial identity development as factors in teaching and learning
- The nature of ethnic, racial, and socio-economic differences in schooling contexts
- Power pedagogy and caring
- Issues of immigration in relationship to linguistic differences
- Cross-cultural communication and teacher expectations
- Inclusion of multicultural content in the curriculum
- Designing and teaching multicultural lessons
- Facilitating cultural congruity between home, school, and the classroom

Course Requirements

Attendance and promptness to each class are essential to success in this course. Much of the learning will take place through your interactions with the instructor, your colleagues and the materials used in class meetings. Assignments completed in class cannot be made up. Further, you are permitted ONE absence from this class. Missing more than two classes will affect your ability to pass this course, and you will be advised to drop.

Assignment	Description	Standards
Double entry journals (modified for undergraduate students)	Record ideas, questions, and reactions to <i>White Teacher</i>	NTS5.1, 5.2 AECI 1
Homework assignments	Identification of and reflections on individual perspectives and cultural	AECI 5.2 U of L

	identities	11.6
Midterm exam	Critical examination and application of concepts from the course content to specific contexts and audiences	
Unit	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	NTS 1.1-1.7; 1.9, 1.10; 4.1-4.4, 6.2-6.5, 8.1, 8.3, 8.4, 8.5 U of L 11.1-11.10 AECI Appropriate Curriculum Standards; 3.1-3.4
Unit presentations	Demonstrate public speaking and facilitation skills while sharing ideas with colleagues	NTS 6.2-6.5, 8.1, 8.3
Class Participation	Demonstrate preparation and engagement in course activities	NTS 2.2

Criteria for Determination of Grade

Double Entry Journals	10%
Selected passages with responses	
Pre and post assignment activities and discussions	
Homework	10%
Written responses to prompts	
Pre and post assignment activities and discussions	
Midterm	
Written responses to prompts or tasks	25%
Unit	25%
Introduction	
Overview	
Rationale	
Lesson Plans	
Unit presentations	15%
Overview	
Presentation	
Closure	
Class participation	15%
Attendance	
Engagement	
Preparation	

Grading Scale

A	100-92	B+	88-89%	C+	78-79%	F	Below 70%
A-	91-90%	B	82-87%	C	72-77%		

B- 80-81% C- 70-71%

Bibliography

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- Bartolome, L. (1994). Beyond the methods fetish: Toward a humanizing pedagogy. *Harvard Educational Review*, 64 (2), 173-194.
- Collins, P. H.. (1998). *Fighting words: Black women and the search for justice*. Minneapolis: University of Minnesota Press.
- Dalton, J., & Watson, M. *Among friends: Classrooms where caring and learning prevail*. Developmental Studies Center: Oakland, CA.
- Developmental Studies Center. (1994). *At home in our schools: A guide to schoolwide activities that build community*. Oakland, CA: Author.
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- Harmin, M. (1994). *Inspiring active learning: A handbook for teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Jensen, E. (1998). *Teaching with the brain in mind*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Kessler, R. (2000). *The soul of education: Helping students find connection, compassion, and character at school*. Alexandria: Association of Curriculum and Development.
- Kohn, A. (1998). *What to look for in a classroom . . . and other essays*. San Francisco: Jossey-Bass Publishers.
- Lickona, T. (1991). *Educating for character: How our schools can teach respect and responsibility*. New York: Bantam Books.
- Nelson, J., Lott, L., & Glenn, H. S. (1997). *Positive discipline in the classroom*. Prima Publishing.

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- Oakes, J., Quartz, K., Ryan, S. & Lipton, M. (2000). Chapter 3: Becoming educative. In *Becoming good American schools: The struggle for civic virtue in education reform*. (pp. 65-103). San Francisco: Jossey-Bass Publishers.
- O'Connor, T. (1999). The rhythms and routines of democratic classrooms. In McDermott, J.C. (ed.). *Beyond the silence: Listening for Democracy*. (pp. 44-51). Portsmouth, NH: Heinemann.
- Orians, G., & Heerwagen, J. H. (1992). Evolved responses to landscapes. In *The adapted mind: Evolutionary psychology and the generation of culture*. Barkow, J.H., Cosmides, L., and Tooby, J., eds. New York: Oxford University Press.
- Ornstein, Robert. (1991). *The evolution of consciousness: The origins of the way we think*. New York: Simon and Schuster.
- Paley, Vivian Gussin. (1999). K is for kindness. *Teacher Magazine*, May/June, 50-57.
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- Sylwester, Robert. (1995). *A celebration of neurons: An educator's guide to the human brain*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Wheelock, Anne. (1992). *Crossing the tracks: How "untracking" can save America's schools*. New York: The New Press.

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

All assignments are to be word processed in 12 point font, double spaced. The Unit will be completed in LiveText. Continuing and regular use of e-mail is expected to ensure clear communication with the instructor. You will also locate readings electronically through the use of the internet.

Plagiarism

Plagiarism is addressed by the graduate school in two documents; both accessible 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 (included in full below). 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/catalog/default.ht>
 Graduate Student Handbook http://graduate.louisville.edu/handbook.htm#c_code
 Student Code of Conduct http://graduate.louisville.edu/handbook.htm#c_code

Prepared by

Dr. M. Shelley Thomas, December, 2006

The Hallmark Assessment

Hallmark Assessments are learning tasks that require students to apply their learning to a situation similar to what they will do in work outside of school. For this course, the Unit is the Hallmark Assessment.

General Directions:

1. Select an organizing question or idea that is appropriate to the content and grade level.
2. Identify state and national standards that the unit will address.
3. Research and select multicultural content that is appropriate given the previous decisions.
4. Develop at least 5 lesson plans that explicitly address the essential questions.
5. Develop a rationale that explicitly links the content and instructional decisions represented in the unit to the research on culturally responsive teaching.

Explicit instructions will be provided.

Rubric:

	Target	Acceptable	Unacceptable
Resources KY-UL-11.1, 11.2, 11.3, 11.4, 11.5, 11.6 11.7, 11.8, 11.9	REGULARLY Uses relevant resources from culturally responsive teaching to design instruction	SOMETIMES Uses relevant resources from culturally responsive teaching to design instruction	RARELY or NEVER Uses relevant resources from culturally responsive teaching to design instruction
Responsiveness KY-UL-11.1, 11.2, 11.3, 11.4, 11.5, 11.6 11.7, 11.8, 11.9	REGULARLY Addresses research-based conceptions of multicultural education and cultural	SOMETIMES Addresses research-based conceptions of multicultural education and cultural responsiveness	RARELY or NEVER Addresses research-based conceptions of multicultural education and cultural responsiveness

Classroom Atmosphere KY-UL-11.8	responsiveness REGULARLY Identifies specifically how classroom atmosphere will reflect an acceptance of and respect for differences and promotes values, attitudes, and behaviors that support diversity.	SOMETIMES Identifies specifically how classroom atmosphere will reflect an acceptance of and respect for differences and promotes values, attitudes, and behaviors that support diversity	RARELY or NEVER Identifies specifically how classroom atmosphere will reflect an acceptance of and respect for differences and promotes values, attitudes, and behaviors that support diversity.
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
Plans instructional strategies and activities that address learning outcomes for all students KY-NTS-1.5, 1.7, 1.9	Aligns ALL 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
Guides students to understand content from various perspectives	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
Creates high quality, complete evidence KY-NTS.3	Meets deadlines. Lesson plans are complete and thorough. Evidence of effort from all members Handouts/worksheets reference in lessons included Contains no spelling, grammar or mechanical errors.	Meets deadlines. Unequal effort. Lesson plans complete but missing handouts/worksheets referenced. Contains some spelling, grammar or mechanical errors.	Late. Incomplete Work efforts not documented Mechanical errors detract from the work

EDTP 504 – Teaching with Technology (2 credit hours)

Instructor:
Office Hours:
Telephone:
E-mail:

Catalog Description

Leading teachers to understand and apply current technologies in classroom instruction. The tools of technology are explored for their creative application in education of B-12 children across the curriculum.

Course Purpose

EDTP 504 is a course providing pre-service teachers with a hands-on overview of effective methods for teaching content with a variety of technologies. In other words, the focus of the course is not on teaching the ins and outs of Microsoft Word. Instead, we focus on meaningful instructional uses of Microsoft Word that meet unique instructional needs in your content area. A secondary aim of the course is to allow you to develop your own ideas about the uses of technology. To this end, you will be experiencing activities that utilize technology and reading a number of articles about different uses of educational technology and reflecting on those readings.

Required Reading

Richardson, W. (2006). *Blogs, wikis, podcasts and other powerful web tools for classrooms*. CA: Corwin Press. (ISBN: 1412927676)

LiveText subscription.

Additional readings as assigned by instructor.

Course Objectives

The goal of EDTP 504 is to challenge you to appropriately integrate technology into your instructional practice. Upon completion of the course, you should:

1. be aware of a variety of different educational technologies (KY NTS: 9.1, 9.2, 9.5, 9.6, 9.7);
2. be skilled in using those technologies for instruction (KY NTS: 1.1, 1.2, 1.3, 1.4, 1.5, 9.13);
3. be able to critically evaluate the use of technology in the classroom (KY NTS: 9.9, 9.12);
4. be able to develop technology-enhanced instructional activities (KY NTS: 1.1, 1.2, 1.3, 1.4, 1.5, 9.13, 9.14);
5. be able to support your students in meeting the KY Core Content as related to both technology and content (KY NTS: 1.1, 1.2, 1.3, 1.4, 1.5, 9.13, 9.14);

6. be aware of a variety of teaching strategies and learning theories which can be used when developing lesson plans (KY NTS: 1.1, 1.2, 1.3, 1.4, 1.5, 8.1, 8.4);
7. feel more confident about your abilities to learn new technologies to which you have not yet been exposed (KY NTS: 9.11, 9.12); and
8. be able to discuss and defend your own philosophy of technology in education (Ky NTS: 9.12, 9.13, 9.14, 9.15).

Relevant Professional Standards Met by Course

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

- Standard 1: Designs/Plans Instruction
- Standard 2: Creates/Maintains Learning Climates
- Standard 3: Implements/Manages Instruction
- Standard 4: Assesses and Communicates Learning Results
- Standard 5: Reflects/Evaluates Teaching/Learning
- Standard 6: Collaborates with Colleagues/Parents/Others
- Standard 7: Engages in Professional Development
- Standard 8: Knowledge of Content
- Standard 9: Demonstrates Implementation of Technology
- UofL Standard 10: Understands the Complex Lives of Students

	1	2	3	4	5	6	7	8	9	10
Instructional Matrix (Hallmark Assessment)	X	X			X			X	X	X
Online participation & Weblog	X				X	X		X	X	X
Technology Autobiography	X	X							X	
Digital Story								X	X	X
Flickr Collaborative Project	X					X		X	X	
Podcast						X		X	X	

Conceptual Framework

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

the metropolitan community in which we live, to practice social justice, and to seek equity of educational access for all the constituents.

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

Course Requirements

Completion of all readings **when assigned**.

Completion of all responses to reading **when assigned**. Your responses will be posted to your weblog – 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:

Technology Autobiography (10%)

In several paragraphs, please share your views and experiences about technology and computers, both in the classroom and in your experiences as a “user.” Be sure to include a discussion of your views on computers in the classroom. What role (if any) do you think computers should play in K-12 education? Why? Post your statement to your blog, and bring a printed copy to our next class.

(Note: You will need to revise this by the end of the class. More details to come.)

Digital Story (15%)

The process of building your digital story will require that you complete a storyboard and script as pre-writing activities, locate and digitize several visual artifacts, import these into a digital video editor, record a narration, add soundtrack, and burn a final cut of your 2-3 minute movie to a CD. The topic of your story either will address your work/experiences as a reader/writer or your experiences/insights about teaching. An evaluatory rubric will be provided in class.

Online Participation & Weblog (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.) You will also be required to participate in a number of online experiences, including but not limited to a threaded discussion, asynchronous chat, and participation in online PD through tappedin.org.

Flickr Collaborative Project (15%)

Working with a partner, you will develop a content-based lesson for students using flickr.com. It is absolutely essential that you follow copyright law (so use public-source content or create your own), title/tag/caption your images as appropriate, and take advantage of the comments feature to solicit student feedback. Be sure to specify the KY core content to be addressed and be specific in describing envisioned student use.

Group Podcast (15%)

In small groups, you will conduct and record a discussion of an assigned reading. Edit the file using Audacity or Garage Band (or another audio editing tool), and post the finished podcast to the class weblog. Think creatively. This could take the form of a radio interview, mash-up, etc.

Midterm Instructional Matrix (15%)

Using the instructional matrix, complete a minimum of three squares on the grid, identifying an instructional mode, specific content, and a technology use that amplifies instruction by providing a clearly articulated instructional value added. Using the mini-plan format, describe both instructional as it will occur in the class as well as the value-added by your particular use of technology/instructional design. A rubric will be provided in class. One restriction: at least two squares need to be in the same row or the same column. This is meant to exercise your flexibility in thinking, showing how one technology can plug into two strategies or how one strategy can incorporate two technologies.

Final Instructional Matrix – Hallmark Assessment (20%)

Using the instructional matrix, complete a minimum of five squares on the grid, identifying an instructional mode, specific content, and a technology use that amplifies instruction by providing a clearly articulated instructional value added. Using the mini-plan format, describe both instructional as it will occur in the class as well as the value-added by your particular use of technology/instructional design. A rubric will be provided in class. You may re-use only two squares from the mid-term matrix. Further, the goal this time is to

demonstrate range in thinking, so you'll want to demonstrate the breadth of your knowledge by completing squares in a variety of rows and columns. Avoid "clustering."

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. Technology Autobiography (10%)
3. Digital Story (15%)
4. Reader's/Writer's Weblog (10%)
5. Collaborative Flickr Project (15%)
6. Group Podcast (15%)
7. Midterm Instructional Matrix (15%)
8. Final Instructional Matrix (Hallmark Assessment) (20%)

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.

Gilster, Paul. (1997). *Digital Literacy*. New York: John Wiley and Sons.

Gladwell, Malcolm. 2000. *The Tipping Point: How Little Things can Make a Big Difference*. Boston, MA: Little, Brown, and Company.

Healy, Jane M. (1998). *Failure to Connect: How Computers Affect Children's Minds – and What We Can Do About It*. NY: Simon and Schuster.

Lessig, Lawrence. 2001. *The Future of Ideas: The Fate of the Commons in a Connected World*. New York, NY: Random House.

Leu, D. (2001). Literacy & technology: Deictic consequences for literacy education in an information age. In Kamil, M., Mosenthal, P. B., Pearson, P. D. & Barr, R. (eds.) *Handbook of Reading Research*. Mahwah, NJ: Lawrence Erlbaum and Associates.

International Society for Technology in Education. (2002). *National Educational Technology Standards for Teachers: Preparing Teachers to Use Technology*. Eugene: ISTE.

McLuhan, M. (1996). *The Medium Is the Message: An Inventory of Effects*. Hard Wired Press.

Roblyer, M. D. (2006) *Integrating Educational Technology into Teaching*. Fourth Edition. Columbus, OH.: Merrill Prentice Hall.

Tapscott, Don. (1998). *Growing Up Digital: The Rise of the Net Generation*. NY: McGraw-Hill.

Williams, R. & Tollett, J. (2000). *The non-designer's Web book*, second edition. Berkeley, CA: Peachpit Press

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 Use

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, wikis, 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.

Additional Course 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.

Prepared by:

Dr. Sarah Kajder, August, 2006.

Challenging Advanced Learners (1 credit)

Instructor: Dr. Gina Schack

Telephone: 852-0581

Office Hours: Monday & Thursday, 3:00-4:30; Friday, 11:30-12:30 & 3:00-4:00; and by appointment

E-mail: gina.schack@louisville.edu

Course info at: <http://blackboard.louisville.edu/webapps/login>

Catalog Description

A study of methods for identifying gifted/talented students and differentiating curriculum and instruction to meet their needs. Pre-requisites: Admission to a UofL teacher preparation program; concurrent enrollment in student teaching.

Course Purpose

To prepare pre-service teachers to identify and support talent development in future students as well as plan and teach in ways that challenge and support all students, particularly those who are more advanced with respect to the teacher's area(s) of responsibility.

Required Reading

Specified course documents on BlackBoard.

Professional Standards Met by the Course

This course meets the following Kentucky New Teacher and UofL Standards:

- 1: Designs/Plans Instruction (1.4, 1.5, & 1.6) Proposes learning experiences that challenge, motivate, and actively involve the learner; are developmentally appropriate for learners; and describes experiences for multiple levels of complexity to accommodate students at different levels of performance. (Differentiated lesson plan)
 - 3: Implements/Manages Instruction: Uses multiple teaching/learning strategies that are appropriate to student development level and actively engages students in individual and cooperative learning experiences (3.4); makes efficient use of physical and human resources and time, facilitates equitable engagement of students on productive tasks (3.12); provides opportunities for students to use and practice what is learned (3.13).
 - 5: Reflects/Evaluates specific teaching/learning situations and/or programs (RASL analysis and lesson reflection)
 - 7.4: Professional Development: Shows evidence of improvement in performance and evidence of an increased capacity to facilitate student learning (mastery requirement for lesson stages analysis forms; formative and summative assessment of content, process, resources differentiation ideas and characteristics of giftedness)
- and the UofL Standard: Understands the Complex Lives of Children and Adults in Schools and Society
- 10.1. 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.
(differentiated lesson; culture-fair strategies for identification of gifted students)

- 10.2. 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. (differentiated lesson plan)

Course Objectives

As a result of this course, students will be able to:

1. Explain and give examples of behaviors indicative of demonstrated or potential giftedness in each of the five areas of giftedness identified by the state: general intellectual, specific academic, creativity, leadership, and visual/performing arts;
2. Explain the intent, rationale, and definition of differentiation for advanced learners;
3. Assess, both before and during their teaching, which children might need/have needed additional challenge in a particular lesson;
4. Design or adapt lessons so they differentiate appropriately for advanced learners through tiered assignments that vary in process, content, &/or resources.

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 and methods for providing appropriate challenge in the regular classroom. They use critical thinking when identifying students with demonstrated or potential giftedness, deciding about needed levels of challenge, designing differentiated lessons, and assessing student response to lessons taught. Candidates put their learning into *practice* using problem solving strategies and knowledge to design appropriately differentiated lessons. They demonstrate *advocacy* and professional leadership by discussing differentiation with their cooperating teachers. Unit *dispositions* are demonstrated when candidates use reflection and the results of inquiry from this course to inform their practice and actively improve their practice by applying their knowledge and understanding of differentiation strategies in the mini-unit hallmark assessment completed later in the student teaching semester.

Course Content

1. Definition/identification of giftedness/talent
 - a. Kentucky's definition of gifted/talented
 - b. behaviors indicating demonstrated or potential giftedness
2. Differentiation
 - a. intent, rationale, definition
 - b. assessing when and for whom it might be needed
 - c. tiered assignments (modify for content, process, resources)

Course Requirements

1. Talent Spotting (10 pts. each, 20 pts. total) – Complete one Talent Spotting Sheet for each of two areas of giftedness (general intellectual and specific academic). Identify (by first name or initials only) at least one student in your teaching setting in each of these areas of giftedness who best represents demonstrated or potential giftedness and describe the evidence you used in making that identification. Describe behaviors you have observed that exemplify at least seven different characteristics of each area of giftedness. If you don't actually observe that many, you can write what you would expect to see as evidence for particular characteristics and indicate this by circling the number of the characteristic.
2. Lesson Outlines (5 pts. each, 15 pts. total) – Bring to the second, third, and fourth classes a lesson outline (format on BlackBoard) of a lesson that either you or your cooperating teacher designed and taught or will teach. We'll use these in class to practice the various differentiation strategies.
3. Pre-assessment (10 pts.) – Design a pre-assessment that will inform you about students' understanding of the objectives of a given lesson before it is taught.
4. Planning Form for Differentiating Learning Activities (5 pts. each, 15 pts. total) – These will be completed in class for each of the differentiation approaches we learn.
5. Differentiated Lesson Plan: (Lesson plan, 30 pts.; RASL, 10 pts.; Lesson reflection, 10 pts.). HALLMARK ASSESSMENT Detailed explanation and rubric are located at the end of the syllabus.
6. Active and informed participation in class, including discussions and activities completed in class. Must be present to win. While attendance alone doesn't guarantee that you will contribute to the class, it is certainly not possible to contribute if you are not in class. Further, because there are many important understandings and skills to develop in just five classes and much of what we do in class can't be captured in someone else's notes, your attendance is particularly important. (10 pts.)

Additional Requirements for Those Taking the Course for Graduate Credit:

- 7. Draft RASL (10 pts.) – After learning about the RASL and practicing it in class, complete a pre- and post-RASL on one lesson in your teaching setting and respond to the reflection questions.

Criteria for Evaluation and Determination of Grade

- 1. Degree to which the candidate’s work appropriately addresses the requirements of the assignment.
- 2. Degree to which the candidate’s work demonstrates understanding and application of concepts taught in class as well as course readings.
- 3. Legibility, correct grammar, spelling and punctuation, logic, and organization are expected for all assignments.
- 4. If the assignment is not received on or before the due date (original due date or one negotiated with the instructor before the original due date), 5% of the possible points for the assignment will be deducted for each day late.
- 5. The grading scale is based on the percentage of total points, which will be awarded as indicated below:

Talent Spotting (20 pts.) Lesson Outlines (15 pts.) Pre-assessment (10 pts.)
Planning Forms for Differentiating Learning Activities (15 pts.)
Differentiated Lesson (50 pts. total: lesson plan, 30; RASL, 10; reflection, 10) (Hallmark Assessment) Participation (10 pts.)
Grad Credit Only: Draft RASL (10 pts.)

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%	

Bibliography

Posted on BlackBoard.

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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

1. All assignments (except those completed in class) must be word-processed, using a font size of 12. Assignments sent to me electronically must be in Microsoft Word or saved as a rich text file (.rtf). In-class activities must be legible.
2. The Hallmark Assessment (differentiated lesson, RASL, and reflection) must be submitted via LiveText, shared with me (gdscha01) as reviewer and be completed using the EDTP 505 Differentiated Lesson Fall 07 Hallmark Assessment template.
3. Continuing and regular use of e-mail is expected. Per university policy, I will send email to your UofL email address. Be sure to check that at least once per week until your final course grade has been posted.
4. Readings, course documents, rubrics, announcements, grades, and other materials will be posted on the class BlackBoard site. You'll need to download those, as well as check for announcements at least weekly. NOTE: Your official UofL username and password are required to log on to Blackboard.

Plagiarism

Definition: Representing the words or ideas of someone else as one's own in any academic exercise.

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>

Prepared by

Dr. Gina Schack, Dept. of Teaching and Learning; January, 2001; revised August, 2007.

Hallmark Assessment: Differentiated Lesson, RASL, and Reflection

Process:

- Download the RASL form from the Learner Profile section of the EDTP 505 HAT Template to your computer. Enter the information at the top and students' initials or first names from the (one) class for which you are designing your differentiated lesson. Complete your personal pre-assessment on the RASL (described in A. below). If you plan to teach the lesson, you can enter results from the pre-assessment you give in the second pre-assessment column.
- Plan your differentiated lesson using the EDTP 505 Differentiated Lesson HAT Template in LiveText (details in section B. below). Share it with your cooperating teacher (C.)
- Again in the HAT Template, reflect about the lesson and RASL (D). The reflection questions are in the Template – please enter your response below each question. Attach your completed RASL to your lesson plan, click “finish,” then share it with me (gdscha01) as reviewer.

A. RASL/pre-assessment

- 1) Identify the knowledge/skill you will teach in your differentiated lesson;
- 2) Choose the class in which you would teach the differentiated lesson and list students' initials or first names on the RASL;
- 3) Pre-assess how hard/easy you think each student will find learning this knowledge or skill if it was taught as a typical whole-class lesson. Base this on your observations of the student thus far. Put a “B” in the appropriate column for each student as your “Before” rating;
- 4) *If you plan to teach the lesson, give and score the pre-assessment, decide what results you consider indicative of advanced, typical, or struggling readiness for the lesson, and indicate that in the second pre-assessment column.*
- 5) In the column following the pre-assessment (s), indicate which tier or level of activities each student would be given (Adv, Typ, Str).

B. Include appropriate differentiation strategies in the lesson plan you design

Using the EDTP 505 Differentiated Lesson Template on LiveText, create a lesson plan appropriate for your teaching area and level. In your lesson plan, address either general intellectual or specific academic giftedness with your differentiation. Your lesson should differentiate content (complex, abstract, multi-faceted), process (levels of Depth of Knowledge or Bloom's Taxonomy, real-world problems), and/or resources (range of sophistication, depth, abstractness), using strategies learned in class. NOTE: Incorporating multiple intelligences is not differentiation for advanced students.

C. Whether you teach it or not, share and discuss your differentiated lesson with your cooperating teacher. Explain the rationale for differentiation, ask his/her opinion of differentiation in general and the differentiation in your lesson in particular. You're just sharing a strategy and seeking his/her reaction. Don't feel the need to agree or disagree – listen, ask clarifying questions if appropriate, and later make brief notes about the conversation.

D. Respond to the reflection questions in the template:

- 1) why (on what basis) you assigned the Advanced and Struggling tier/level assignments to those particular students – What behaviors/observations/data did you use when making your personal judgment? If used, how effective was the pre-assessment, and why? If pre-assessment results differed from your judgment, how did you make your final decision?
- 2) how the Advanced tier/level activities are more challenging than the Typical instructional activities [The lesson plan should describe activities for all three tiers/levels. What I'm looking for here is your explanation of why the Advanced tiered activities are more challenging than the Typical ones with respect to content, process, and/or resources.];
- 3) how the Struggling tier/level activities are more appropriate than the Typical ones [why the Struggling tier/level activities provided scaffolding to help students succeed]; and
- 4) your cooperating teacher's reactions to differentiation in general and the differentiation aspect of your lesson plan.

Rubric for the Hallmark Assessment

	Target	Acceptable	Unacceptable
<i>Pre-assessment</i> (10%)	Elicits conceptual understanding of lesson objectives	Assesses student knowledge related to key lesson objectives	Does not address lesson objectives OR differs greatly in thinking level expected
<i>Element differentiated for adv. tier (content, process, resources)</i> (7.5%) 1.5, 1.6, 7.4	Modifications in more than one element increase challenge level.	Modifications in one of the elements increase challenge level.	No modification to increase challenge level seen in any elements.
<i>Aspects of advanced tier that are differentiated</i> (7.5%) 3.13	Instruction, processing, and assessment elements are differentiated.	Processing <u>or</u> instruction is differentiated (may also differentiate assessment)	None; or only assessment is differentiated
<i>Amount/type of advanced learning activities</i> (10%) 1.4, 1.6, 3.4, 3.12, 7.4, 11.1, 11.2	Similar amount of work, but different activities; other students could not do without additional support	Similar amount of work; different activities that are more challenging	More work than typical students, and/or similar activities as typical students
<i>Extent of advanced tier modifications</i> (10%) 1.4, 1.6, 3.4, 7.4, 11.1	Modifications extend/ challenge students in their area of advanced learning.	Modifications let students use their advanced learning but do not generate additional learning.	Modifications seem insufficient to challenge advanced students.
<i>Explanation of how differentiation would be presented and managed</i> (5%) 5.1	Thorough explanation of how differentiation would be presented <u>and</u> managed, with rationale for approach taken.	Adequate explanation of how differentiation would be presented <u>and</u> managed.	Minimal or incomplete explanation of how differentiation would be presented <u>and</u> managed.
<i>Overall Lesson Planning</i> (10%)	Exceeds expectations of the UofL core lesson plan rubric.	Meets expectations of the UofL core lesson plan rubric.	Falls below expectations of the UofL core lesson plan rubric.
<i>Lesson Reflection</i> (20%) 5.1, 5.2	Reflection responses are thoughtful, thorough, and responsive to all questions.	Reflections are responsive to all questions.	Differentiation reflections aren't responsive to all questions and/or brief or seem superficial.
<i>RASL/ assignment-to-tiers reflection</i> (20%) 4.1, 5.1, 5.2	RASL reflection responses are thoughtful, thorough, and consistent with form; RASL form completed correctly.	RASL reflection responses are consistent with form; RASL form completed correctly.	RASL reflection responses are inconsistent with form or superficial; RASL completed incorrectly.



EDSP 545
Spring 2007
Exceptional Children in the Regular Classroom (3 hours)

Instructor: Mary Ann Reynolds
Office: College of Education and Human Development, Room 139
Office hours: **Tuesday (2-3PM) and Wednesday (3-4:30PM)**
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Catalog Description

Educational programming for exceptional children in regular classrooms; curricular approaches in mainstreaming.

Course Purpose

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.

Lewis, R.B., & Doorlag, D.H. (2006). *Teaching special students in general education classrooms (7th ed.)*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

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

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>

One journal article of your choice

Relevant Professional Standards Met by this Course

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

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

- KY-NTS1: The Teacher designs/plans instruction and learning climates that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

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

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

- CEC Standard 1: Foundations
- CEC Standard 2: Development and Characteristics of Learners
- CEC Standard 3: Individual Learning Differences
- CEC Standard 4: Instructional Strategies
- CEC Standard 5: Learning Environments and Social Interactions
- CEC Standard 7: Instructional Planning
- CEC Standard 10: Collaboration

ACEI Standards: <http://www.acei.org/>

- ACEI 1: Development, Learning and Motivation
- ACEI 2: Curriculum

Course Objectives

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

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

- technology to support exceptional learning needs of students. (CC 7, K4)
10. Observe and develop strategies for collaborating with other professionals in the education of students' with exceptional learning needs. (CC10, S9).

- ACEI standards will be incorporated in lesson plans (HA) by each student based upon individual content area of study

Conceptual Framework

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

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

Course Content

- Inclusion; characteristics of learners and differences
- Role of general and special educators
- Legal and historical foundations of inclusion, Individuals with Disabilities Education Act (IDEA)
- Service delivery models; Identification, placement and assessment process Individualized Education Program(IEP), 504 Plan, Program Service Plan (PSP) for English Language Learners and Gifted and Talented Student Service Plan (GSSP).
- Curricular models

- Teaching techniques; designing and adapting instruction and learning environments, classroom management
- Instructional planning; develop lesson plans and specially designed instruction (SDI) for exceptional learners.
- Using assistive technology
- Collaboration

Course Requirements

1) Class Participation

Students are expected to be prepared for class by reviewing assigned text readings, journal articles and other online readings to contribute to thoughtful participation in class sessions and group and individual activities; weekly essay and strategy discussions, chapter reviews and quiz. (75 points)

2) Individualized Education Plan (IEP) Parent/Teacher Interview

Interview a parent/teacher team about their experiences in special education. Parent and student identity and other personal information should be kept confidential. Use fictitious names and schools to describe your student's IEP experience. The goal of this assignment is to help you understand supports necessary for students with exceptionalities and to practice teacher/parent engagement techniques. Students are required to develop questions for teachers and parents that ask about educational needs, instructional needs, whether or not students' individual needs are met, IEP experiences, etc. Students need to provide a word processed summary of the meetings. (25 points)

3) Field Work

Participate in 15 hours of field work in collaboration with the regular education teacher and ECE teacher of students with exceptional learning needs in an inclusive educational setting; participate in instructional activities and interact with students with exceptional learning needs. Observation sites are coordinated by UofL. Complete your observation request form in Live Text the first week of class <http://college.livetext.com/college/index.html> (50 points)

4) Reflective Logs (RL)

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

RL 1: Classroom Characteristics

RL 2: Classroom Management

RL 3: Curriculum Methods and Assessment

These entries are due before class; both LiveText entries and paper copies for class group work. Class dialogue will include RL summaries and experiences. There is no page limit. RLs will be assessed on LiveText using the RL template. Each RL has a maximum of 16.6 points. (50 points)

5) Lesson Plan/Strategy Notebook – HALLMARK ASSESSMENT

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

into a strategy notebook according to the unique learning needs of students with exceptional learning needs.

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

6) Final Exam

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

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

Criteria for Determination of Grade

Assignment	Points	Due Date
1) Class Participation In class activities include participation and active engagement in class discussions for all assignments in this section.	75 pts	1. Task analysis -5 points. (Feb 6) 2. RL #1 Group review- 5 points. (Feb. 13) 3. Lesson plan development. Bring paper draft to class for group work-10 points. (Feb.27) 4. RL #2 Group review- 5 points. (March 20) 5. Journal article. Read, review and presentation and written summary-10 points. (March 27) 6. Quiz-10 points (April 9th) 7. Chapter review/discussion -10 points (All semester) 8. IEP activity/discussions-10 points (All semester) 9. Essay postings -10 points. #1-Jan 23, #2 Feb 13, #3 March 27 *Bring IEP handouts from KDE website in preparation for coursework and discussions.
2) IEP	25 points	Due April 3 Written parent and teacher interview summaries. Bring hard copies to class
3) Observation/Field Work (12 hours)	50 points	Due April 17
4) Reflective Logs (RL)	50 points	RL #1 due Feb. 13 RL #2 due March 20 RL #3 due April 17 Postings in Live Text
5) Lesson Plan/Strategy Notebook (Hallmark Assessment)	25/50	Due Feb. 27-Lesson Plan Draft Paper Copy Due April 24 -Final Lesson Plan with attached Strategy Notebook
6) Final Exam	25 points	May 1-Case Study: Develop Educational Plan

Written Work Grading Criteria

All written assignments offered in partial fulfillment of requirements of this course will be graded on the following criteria:

- Originality
- Quality of content
- Clarity of writing
- Professional; quality of writing
- Organization
- Use of APA format

Grading Scale

A+	= 290-300
A	= 280-289
A-	= 270-279
B+	= 260-269
B	= 250-259
B-	= 240-249
C+	= 230-239
C	= 220-229
C-	= 210-219
D+	= 200-209
D	= 190-199
D-	= 180-189
F	= 170-179

All assignments must be completed and turned in on time for a grade to be assigned. As indicated above, each requirement has a percentage allowance toward the final grade. All requirements must be completed for a grade to be given at the end of the semester. Grades should be available the week after the last day of class. Grade penalties (10%) will be imposed when materials are submitted after the due dates.

Bibliography

- Bauer, A.M., & Kroeger, S. (2004) *The Inclusive Classroom, CD-ROM Activity and Learning Guide*.
- Choate, J.S., (2000) *Successful inclusive teaching*, Allyn and Bacon, A Pearson Education Company, Needham Heights, MA
- Gould, P., & Sullivan, J.(1999) *The inclusive early childhood classroom*. Gryphon House, MD.
- Heward, W.L. (2003) *Exceptional Children, 7th ed*. Merrill Prentice Hall, Upper Saddle River, New Jersey Columbus, Ohio
- Lewis R.B.& Doorlag D.H. (2003) *Teaching Special Students in General Education Classrooms, 6th ed*. Pearson Education, Inc., Upper Saddle River, New Jersey
- Mastropieri, M.A., & Scruggs, T. E. (2004) *The Inclusive Classroom. 2nd ed*. Pearson Merrill Prentice Hall, Upper Saddle River, New Jersey, Columbus, Ohio.
- Miller, S.P. (2002) *Validated practices for teaching students with diverse needs and abilities*. Allyn & Bacon, Boston, MA.
- Peterson, M.J., & Hittie, M.M. (2003) *Inclusive teaching: creating effective schools for*

all learners. Pearson Education, Inc.

Polloway, E.A., Patton, J.R., & Serna, L. (2005) *Strategies for Teaching Learners with Special Needs, 8th edition*. Pearson Merrill Prentice Hall, Upper Saddle River, New Jersey, Columbus, Ohio

Salend, S.J. (2001) *Creating inclusive classrooms: effective and reflective practices, 4th ed.*
Sands, D.J., Koleski, E. B., & French, N.K. (2000) *Inclusive Education for the 21st century*. Wadsworth, a division of Thompson Learning, Inc.

Turnbull, R., Turnbull, A., Shank, M., & Smith, S.J. (2004) *Inclusive classrooms: video cases on CD-ROM activity and learning guide*. Pearson, Merrill Prentice Hall, Upper Saddle River, New Jersey, Columbus, OH.

Wood, J. (1998) *Adapting instruction to accommodate students in inclusive settings, 3rd ed.* Prentice Hall, Inc. Upper Saddle River, New Jersey.

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, age, national origin, geographic location, etc) related to their chosen field. Students will also have the opportunity to examine critically how diversity issues apply to and affect philosophical positions, sociological issues, and current events in a variety of areas. Students will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

Technology Expectations

Assignments are to be word processed. Continuing and regular use of e-mail is expected. Electronic submissions using LIVETEXT for some assignments is required and downloading documents for class from the Kentucky Department of Education (KDE).

Plagiarism Statement

Plagiarism is 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.

HALLMARK ASSESSMENT RUBRIC -Lesson Plan/Strategy Notebook

EDSP 545- Fall05-HAT-Lesson Plan Assessment

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

		applicability to classroom, reasonable adaptations, involves peers, teacher responsibility, self-monitoring, anecdotal record of student success and encourages student self-efficacy.	creativity, accuracy of strategies, applicability to classroom, reasonable adaptations, involves peers, teacher responsibility, self-monitoring, anecdotal record of student success and encourages student self-efficacy.
Context (7%) CEC2002-EC.CC2K2 CEC2002-EC.CC2K5 CEC2002-EC.CC2K6 CEC2002-EC.CC3K1 CEC2002-EC.CC3K5 CEC2002-EC.CC4S3 CEC2002-EC.CC7S10	Target is evidenced by describing how the learner objectives and the lesson relate to the broader goals of the unit. Personal, social, cultural, and global concerns are addressed if relevant to student learning	Acceptable is evidenced by showing some connection between the learner objectives and the broad goals for teaching the topic.	Unacceptable is evidenced by showing no connection between the learner objectives and the broad goals for the topic. Personal, social, cultural, and global concerns are not addressed.
Resources (7%) CEC2002-EC.CC2K2 CEC2002-EC.CC2K5 CEC2002-EC.CC2K6 CEC2002-EC.CC3K1 CEC2002-EC.CC3K5 CEC2002-EC.CC4S3 CEC2002-EC.CC7S10	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.
Student Assessment (7%) CEC2002-EC.CC2K2 CEC2002-EC.CC2K5 CEC2002-EC.CC2K6	Target is evidenced by the following: The content and activities clearly match objectives and student	Acceptable is evidenced by stating a plan for assessment that	Unacceptable is evidenced when objectives and student products

<p>CEC2002-EC.CC3K1 CEC2002-EC.CC3K5 CEC2002-EC.CC4S3 CEC2002-EC.CC7S10 KY-UL-11.1</p>	<p>products show that the objectives have been met. Expectations are shared with students in advance and if a rubric is used, the language is clear, positive, and articulates the level of quality. The behavior assessed clearly matches the behavior described in the objective and description (connections/context)of the lesson.</p>	<p>addresses some of the objectives. Assessment instruments are provided by may not be clearly stated or differentiate among levels of quality. An attempt has been made to match objectives with student products.</p>	<p>are not clearly related. The assessment tools are not provided or lack levels of quality. Students will not understand the expectations of the instructor.</p>
<p>Impact (7%) CEC2002-EC.CC2K2 CEC2002-EC.CC2K5 CEC2002-EC.CC2K6 CEC2002-EC.CC3K1 CEC2002-EC.CC3K5 CEC2002-EC.CC4S3 CEC2002-EC.CC7S10</p>	<p>Target is evidenced by the following: Reflection discusses success of instruction as it relates to student progress, relation to stated objectives, high and low results, and analysis of performance based on assessment results.</p>	<p>Acceptable is evidenced by: Reflection and analysis discuss the relation of the objectives to assessment of student outcomes. Reflection discusses how candidate assessed student outcomes related to the objectives.</p>	<p>Unacceptable performance is evidenced by: Reflection does not relate student outcomes to assessment. Reflection and analysis do not provide evidence of assessing student performance.</p>
<p>Refinement (7%) CEC2002-EC.CC2K2 CEC2002-EC.CC2K5 CEC2002-EC.CC2K6 CEC2002-EC.CC3K1 CEC2002-EC.CC3K5 CEC2002-EC.CC4S3 CEC2002-EC.CC7S10</p>	<p>Target performance is evidenced by: Discussion and critical analysis of revisions needed based on student needs and assessment data. Discussion and critical analysis of how subsequent lessons can reinforce and extend knowledge of current objectives. Insightful discussion regarding time allotment, meeting objectives, changes in activities, student time on task, and modifications</p>	<p>Acceptable performance is evidenced by: Some analysis of changes needed to lesson plan including time allotment, response to activities, and assessment criteria.</p>	<p>Unacceptable performance is evidenced by: Lack of ability to critically analyze the impact of the methods and materials on student learning. Lack of suggested adjustments for components that were not adequately addressed in the lesson.</p>

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

Lesson Plan Rubric

	Target	Acceptable	Unacceptable
Objectives (3, 11%) CEC2002.EC.CC7S10	Objectives are written as learning outcomes identifying specific measurable behaviors.	Objectives are student-focused and may be assessed.	Objectives are written as learning activities or are not measurable.
Connections (2, 7%) KY-IECE.1.1 KY-NTS-1.1	Clear explanation of how the objectives are clearly aligned to Academic Expectations, Program of Studies, Kentucky Core Content for Assessment, and/or KY EC Benchmarks	General explanation of how the objectives are aligned with Academic Expectations, Program of Studies, Kentucky Core Content for Assessment, and/or KY EC Benchmarks .	Vague explanation of how the objectives align with Academic Expectations, Program of Studies, Kentucky Core Content for Assessment, and/or KY EC Benchmarks, or objectives are not aligned with any of those standards.
Context (2, 7%) CEC2002.EC.CC2K2 CEC2002.EC.CC2K5 CEC2002.EC.CC2K6 CEC2002.EC.CC3K5 KY-IECE.1.1	Clear explanation of the major focus of this lesson. Detailed description of how this lesson relates to previous lesson(s) and future lesson(s). Personal, social, cultural, and global concerns are clearly addressed if relevant.	Adequate explanation of the major focus of this lesson. Adequate description of how this lesson relates to previous lesson(s) and future lesson(s). Personal, social, cultural, and global concerns are generally addressed if relevant.	Vague or missing explanation of the major focus of this lesson. Vague or missing description of how this lesson relates to pervious lesson(s) and future lesson(s). Personal, social, cultural, and global concerns are not addressed.
Resources (2, 7%) KY-IECE.1.2 KY-NTS-1.11	Detailed list of relevant resources and materials. All print materials used with students are included.	List of most resources and materials. Most print materials used with students are included.	Incomplete list of resources and materials. Print materials used with students are not included.
Procedures (5, 19%) CEC2002.EC.CC4S3 KY-IECE.1.2 KY-IECE.1.3 KY-IECE.1.4 KY-IECE.3.1 KY-IECE.3.3 KY-	Introduction: Builds interest, clearly connects to students' lives and previous learning. Provides a clear overview of the lesson. Activities: Thoughtfully sequenced and	Introduction: Builds interest, generally connects to students' lives and previous learning. Provides an adequate overview	Introduction: Builds minimal interest, does not connect to students' lives and previous learning. Vague or missing overview

<p>IECE.3.4 KY-NTS-1.2 KY-NTS-1.4 KY-NTS-1.5 KY-NTS-1.6 KY-NTS-1.7 KY-NTS-3.4 KY-NTS-8.1 KY-NTS-8.3 KY-NTS-8.5 CC2K2, 5- 6; CC3, K1, 5; CC4, S3; CC7, S1, S5, S10; KY-NTS1, 1.1, 1.7; KY-UL.11.1; *ACEI 1, 2-2.1-2.8).</p>	<p>developmentally appropriate. Actively engage the students. Sufficient details would allow a third party to teach the lesson. Closure: Clearly highlights and reinforces the lesson objective. Actively involves all students. MI and Adaptations: Appropriately addresses at least 3 multiple intelligences. Appropriate adaptations to challenge and support students with special learning needs. Descriptions are sufficiently clear to enable a third party to teach the lesson, including accommodations and strategies for students with disabilities/exceptionalities, gift and talented, culturally and linguistically diverse students and students at risk for failure.</p>	<p>of the lesson. Activities: Generally well-sequenced and developmentally appropriate. Adequately engages the students. Details would allow a third party to teach the lesson. Closure: Satisfactorily highlights and reinforces the lesson objective. Actively involves most students. MI and Adaptations: Addresses at least 3 multiple intelligences. Adequate adaptations to support students with special learning needs.</p>	<p>of the lesson. Activities: Illogical sequence and/OR not developmentally appropriate. Fails to actively engage the students. Insufficient details to allow a third party to teach the lesson. Closure: Does not reinforce the lesson objective. Involves few if any students. MI and Adaptations: Fewer than three multiple intelligences are addressed or at least 3 vaguely, incorrectly, or artificially addressed or missing. Adaptations to challenge and support students with special learning needs are inappropriate or missing.</p>
<p>Student Assessment (4, 15%) KY-IECE.4.1 KY-IECE.4.2 KY-IECE.4.4 KY-NTS-1.10 KY-NTS-4.1 KY-NTS-4.2 KY-NTS-4.3 Reflection/Analysis (4, 15%) CEC2002.EC.CC3K1 KY-IECE.5.1 KY-NTS-5.1</p>	<p>Clearly aligns with the lesson objective. Specific questions, tasks, and behaviors are clearly described. Specific, objective look at the lesson focusing on student progress. Strengths and needs of instruction specifically stated and focused on student</p>	<p>Generally aligns with the lesson objective. Specific questions, tasks, and behaviors are adequately described. General, objective look at the lesson with some focus on student progress. Strengths and needs of instruction</p>	<p>Lacks alignment with the lesson objective. Specific questions, tasks, and behaviors are vaguely described or missing. Minimal or missing analysis of the lesson. Strengths and needs of instruction are vague and not</p>

	learning. Three student work samples included with specific analysis of performance.	adequately stated and focused on student learning. Three student work samples included with general analysis of performance.	focused on student learning. Three student work samples are included but with no analysis of performance or are not included.
Extension/Follow-up (3, 11%) CEC2002.EC.CC2K2 CEC2002.EC.CC2K5 CEC2002.EC.CC2K6 KY-IECE.5.2 KY-NTS-5.2	Clear, specific suggestions and justifications for follow-up lessons.	General suggestions and justifications for follow-up lessons.	Inappropriate or missing suggestions and justifications for follow-up lessons.
Surface Features (1, 3%) KY-IECE.9.6 KY-NTS-9.6	All sections of the lesson plan are included. Plan is well written with appropriate vocabulary and minimal surface errors, and is submitted via LiveText.	All sections of the lesson plan are included. Plan is written with appropriate vocabulary and few surface errors, and is submitted via LiveText.	Most sections of the lesson plan are included. Plan is written with some inappropriate vocabulary and several surface errors. Plan is not submitted via LiveText.

May 23, 2006

Prepared by Mary Ann Reynolds

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

DATE	TOPIC	READINGS
1) January 9	Introduction	
a) Review course requirements		
b) Student intake form		
2) January 16	Success for all students	Ch. 1
a) Inclusion		
b) Historical perspectives and current practices		
c) Role of Teachers		
(Beginning of class essay. Each student is required to submit a response to Discussion Board Posting #1 before the January 23rd class).		
3) January 23	Collaboration	Ch. 2 (p. 27-46)
a) Individualized Education Program (IEP) teams		
b) Role of team members		
Class essay posting #1 due.		
(Begin to observe current collaboration efforts and develop a plan for your fieldwork placement. Identify the collaboration/ECE teacher and collaboration practices).		
4) January 30	Special Students, Special Needs	Ch.3
a) Individuals with Disabilities Education Act (IDEA)		
b) Free and appropriate public education (FAPE)		
c) Least restrictive environment (LRE)		
d) Continuum of services.		
5) February 6	Adapting Instruction	Ch.4
a) Evaluating instruction		
b) Gathering data		
c) Curriculum Based Measurement		
d) Work in groups and choose a student and strategy/strategies to implement in fieldwork to practice and evaluate effectiveness using <i>Tools for Teaching Content Literacy</i> (2004) Allen, J.		
e) <i>What is KWL?</i> (Allen, 2004)		
Assignments:		
<u>Task analysis in class activity due</u>		
6) February 13	Managing Classroom Behavior	Ch. 5
a) Managing behavior		
b) Behavior management systems		
c) Functional behavior assessments (A-B-C)		
d) Observations		
e) Data collection and methods		
f) <i>What is Skimming and Scanning?</i> (Allen, 2004)		
Posting #2 due for class essay.		
<u>Reflective Log #1 due- share in groups</u>		

7) February 20 Promoting Social Acceptance Ch. 6

- a) Strategies to improved social attitudes
- b) Attitudes, beliefs and understanding differences
- c) Social environment
- d) Cooperative learning approaches
- e) Teacher information
- f) Parent involvement
- g) Gathering data
- h) Student input

Collaboration in Individualized Educational Program (IEP) Ch. 2 (p. 46-59)

- a) Identification
- b) IEP development
- c) (Kentucky Department of Education (KDE) IEP forms. What is an IEP? Eligibility for services, IEP teams, referral and assessment process).
- d) Program options
- e) *What is List-Group-Label?* (Allen, 2004)

8) February 27 Coordinating Classroom Environments Ch.7

- a) Instructional style
- b) Physical environment
- c) Instructional environment
- d) Group instruction
- e) Self-instructional materials
- f) Learning centers
- g) Components of IEP (IEP forms)
- h) Development of measurable goals and objectives
- i) Observing and monitoring progress.
- k) *What is Book Pass?* (Allen, 2004)

Lesson Plan draft due-work in groups on lesson plan drafts

9) March 6 Teaching students with mild/severe disabilities Ch.10

- a) General adaptations
- b) Functional academics
- c) Characteristics of learners
- d) KDE IEP forms (MMD and FMD)
- e) Work in groups to review collaboration plans.
- f) *What is text structures and supports?* (Allen, 2004)

March 13

No Class

UL Spring Break

11) March 20

students with physical and health needs

- a) Indicators of physical and health impairments
- b) Classroom adaptations
- c) Modifying the environment
- d) Accessibility
- e) Adapting activities
- f) Assistive technology

**Teaching
Ch. 14**

students who are gifted and talented.

- a) Indicators of (GT)
- b) Characteristics of learners
- c) Five areas of giftedness in Kentucky
- c) Inclusion of diverse students
- d) Educational strategies (enrichment and acceleration)
- e) Gifted Student Service Plan (GSSP)
- f) *Developing Questions for Reading: Concept Ladder* (Allen, 2004)

**Teaching
Ch. 16**

Reflective Log #2 due –share in groups

**12) March 27
in the classroom**

- a) Technology assessments
- b) 504 Plan
- c) *Academic notebooks: writing to learn.* (Allen, 2004)

Technology

Ch 8

Posting #3 due for class essay.

Journal article presentation/written review due

13) April 3

Teaching students with behavioral disorders

Ch.11

- a) Indicators of behavioral disorders
- b) Controlling behaviors
- c) Study skills

Teaching students with communication dis./autism

Ch.12

- a) Indicators of communication disorders
 - b) Encouraging communication]
 - c) Autism
 - d) Working with parents and families
 - e) Assessments (eligibility, accountability assessments)
- KDE forms for behavioral disorders (EBD) and autism.
Anticipation Guide (Allen, 2004)

Parent/Teacher interviews due

14) April 10 Teaching at-risk and culturally and linguistically diverse students. Ch. 16 & 17.

Group review of chapter topics (drop-outs, suicide, drug and alcohol abuse, teen pregnancy, child abuse and neglect, eating disorders and delinquency). Share with group for whole class discussion.

Word Study: Developing Content Vocabulary (Allen, 2004)

15) April 17 Teaching students with visual and hearing imp. Ch. 15

- a) Indicators of hearing and visual impairments
- b) Special Services
- c) Classroom adaptations
- d) Instructional modifications
- e) Critical Reflection

Print out final essay posting for class discussion.

Reflective Log #3 due

April 24 No Class UL Reading Day
Final Lesson Plan/Strategy Notebook due on Live Text

16) May 1 Final exam



College of Education
and Human Development

EDTP 502/602: Exploring Teaching within the Sociopolitical Context of P-12 Schools (3 credit hours)

Instructor's Name: Betty S. Doyle
Office: Rm. 263 College of Education and Human Development
Office Hours: Tuesday and Wednesday, 2:00 - 4:00 and by appointment
Phone: 852-3538 with voice mail
E-mail: bsdoyl01@louisville.edu

Catalog Description

An examination of sociocultural, historic and contemporary contexts of teaching. This course is required for all students in P-12 Master of Arts in Teaching Program. Fifteen hours of classroom fieldwork is required (10 hours for 502 students).

Course Purpose

The sociocultural contexts of P-12 teaching are ever shifting. Society's expectations for schools and the roles that teachers are expected to assume must be understood in relation to the social, cultural, political and historical contexts from which they arise. Teacher candidates must be made aware of the ways in which these multiple and overlapping contexts influence their future work as classroom teachers. Teacher candidates must be made aware of how their own backgrounds and experiences might also influence their work as classroom teachers.

Required Readings/Texts

Fisher, Jan; Hoover, Ginny; McLeod, Joyce. (2003) *The Key Elements of Classroom Management*. Alexandria, VA: Association for Supervision and Curriculum Development.

Nieto, Sonia. (2005). *Why We Teach*. New York, NY: Teachers College Press.

LiveText® Software

Additional required readings may be distributed in class. Access to web sites for inquiry and research is required.

Required Items to Purchase for Class

Pocket folder to keep Daily Scoring Guide, assignments, information.
Composition Notebook

Suggested Attendance at the Following Sessions

- Spring Program Portfolio Orientation (Friday, February 9, Room 272, 4:30-6:00)

- LiveText Training (scheduled through the ERTC)

Relevant Professional Standards Met by Course

The following Kentucky Teacher Standards are addressed in this course:

<i>Standard V:</i>	<i>Reflects/Evaluates Teaching/Learning</i>
<i>Standard VI:</i>	<i>Collaborates with Colleagues, Parents and Others</i>
<i>Standard VII:</i>	<i>Engages in Professional Development</i>
<i>Standard IX:</i>	<i>Demonstrates Competencies in Educational Technology</i>
<i>Standard XI:</i>	<i>U of L Program Standard: Demonstrates understanding of the complex lives of students and adults in schools and society</i>

These are addressed through the following assignments and readings:

Teacher Biography/Metaphor Essay; Participation and Homework; “Ethnography of a Learning Environment” based on Field Observations, Reflections, Class Work and Discussions; Book Discussions; Service Learning Project

Course Objectives

- To develop a clear sense of the ways in which personal experiences shape one’s beliefs and perspectives on teaching, learning and schooling; (7.1, 7.2)
- To understand the ways in which teaching, learning and schooling processes are mediated by language, culture, class, race, ethnicity and gender; (11.4)
- To understand the relationship between self and context in teaching and learning; (7.1, 7.2)
- To develop a broader perspective on classroom teaching and learning processes; (11.6)
- To understand the school change process, including the ways in which school contexts influence change initiatives;
- To trace the social, historical, philosophical and cultural development of American schooling;
- To understand and identify key issues in education in the 21st century;
- To better understand the community’s role in education and your role in this relationship; (6.5)
- To construct an emerging personal philosophy of education and develop a teaching metaphor; (7.1, .2)
- To gain a general overview of the Kentucky Education Reform Act and specific knowledge about the impact of school reform on contexts of schooling;
- To begin an exploration of models of curriculum, instruction and assessment as educational “contexts” for teaching and learning; (11.8)
- To explore and practice teaching approaches to successfully teach all students with a focus on issues of race, ethnicity, social class, gender and special needs; (11.4)
- To become aware of school laws related to local education agencies, rights, teacher rights and professional obligations, the rights of students and those laws pertinent to the education of individuals with disabilities;
- To explore and practice the applications and implications of new technologies for personal and educational use; (9.3)
- To learn about and use the Kentucky Teacher Standards for Preparation and Certification of the Kentucky Education Professional Standards Board and to use these standards to organize and construct a developmental, professional MAT teaching portfolio; (all standards)

- To be a participatory member of a community of learners in a professional teaching preparation program; (6.4)
- To participate in effective, authentic self and peer assessments and integrate and apply assessments through course activities and assignments. (7.1, 7.2)

Instructor Objective

It is my hope that through our work this semester, you will gain new knowledge, skills, dispositions and insights that will help you to decide if teaching is the right profession for you. "How have you come to this decision and why?"

Conceptual Framework

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

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

Content

In seeking to broaden novice teachers’ perspectives on the complexity of teaching, learning and school change, EDTP 502/602 focuses on the richness of teaching, learning and schooling historically and in contemporary American society. At the same time, the course content strands

investigate local contexts that impact adults and children working and learning in the Commonwealth of Kentucky schools. As a community of learners in this course, we will be:

- Investigating the purposes of schooling in the United States society;
- Understanding the school community (economic, social and political conditions);
- Understanding and addressing P-12 student diversity (language, culture, race, ethnicity, gender and developmental issues);
- Forging a productive and constructive identify of self as teacher;
- Investigating the policy contexts of teaching (state and district policy, student-teacher relationships, school governance and professional community);
- Exploring teachers’ roles in school change (history of American public school reform, school change research, state and district education reform).

Course Requirements

The following course assignments comprise 100% of the course grade. These will be discussed in class. Following is a list of those assignments:

Course Assignments	Point Value	Percentage
Teacher Biography/Metaphor	100 points	25%
Attendance/Participation/Homework	100 points	25%
Service Learning Project	100 points	25 %
Hallmark Assessment: “Ethnography of a Learning Environment” <i>Based on Field Experience, Reflections, Class Work and Discussions</i>	100 points	25%
TOTAL	400 Points	100%

Teacher Biography/Metaphor: (Standard VII. 1, 2)

Students will write an 8-10 page essay using the following outline. The essay must be word processed, double-spaced and printed with a font no smaller than 10 point. Students will use specific examples to explain and develop their points.

I. Teacher Biography/Metaphor, an Inspirational Quote and a Class Motto

II. Personal Experiences

III. Every Student, Every Day/Dispositions

IV. Conclusions and Growth Plan

Participation/Attendance/Homework: (Standard VI. 4, 5)

Students will be expected to actively and thoughtfully contribute to whole class and small group discussions and activities. Among other things, students will be assessed on their ability to integrate course material, engage peers, and positively shape class discussions through critical question posing, active listening and reflective thinking. From time to time weekly and/or in-class assignments may be given. Students will be expected to participate in these assignments and successfully complete them in the time allotted by the instructor.

Hallmark Assessment--“Ethnography of a Learning Environment” based on Field Observations, Reflections, Class: (Standard V. 1, 2; Standard IX. 6; Standard XI.4)
Hallmark Assessment is attached at the end of the syllabus.

Service Learning Project: (Standard XI.4, 11)

For this project students will volunteer at a community agency of their choosing, or one chosen by the instructor. Students are encouraged to work with children, families, adults that come from backgrounds different from their own.

As a result of this project, students will make a presentation to the class regarding their work. This will be a showcase of their experience complete with pictures, posters, videos, anything that will provide evidence of the great work they were involved in. A written description of their experience following a protocol designed by the instructor, will be included with the oral presentation.

Criteria for Determination of Grade

As part of University requirements, this course is letter graded. Specific criteria will be discussed for all assignments, but the following standards apply to all major assignments. For some assignments, the instructor may ask you to assess your performance based on the criteria for those assignments. You may be asked to submit your assessment and the assessment of classmates.

Grading Scale

Percentage	Grade	Points
100-99	A+	400-397 points
98-94	A	396-377 points
93-92	A-	376-373 points
91-90	B+	372-369 points
89-86	B	368-349 points
85-84	B-	348-345 points
83-82	C+	344-341 points
81-78	C	340-317 points
77-76	C-	316-313 points
75-68	D	312-280 points
<68	F	279 or fewer points

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 (unless otherwise noted by the instructor). Continuing and regular use of e-mail is expected. Students will be expected to communicate with each other and the instructor via e-mail. Hallmark Assessment and Teacher Biography must be posted to LiveText.

All assignments, handouts, grades will be posted to BlackBoard for student reference. If you need additional copies, you can access and print them from here.

Plagiarism

Plagiarism is addressed by the graduate school in two documents; both accessible 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 (included in full below). 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/catalog/default.htm>

Graduate Student Handbook http://graduate.louisville.edu/handbook.htm#c_code

Student Code of Conduct http://graduate.louisville.edu/handbook.htm#c_code

Additional Course Policies

Professionalism

Students are expected to consistently demonstrate professional ethics and behaviors in interactions with MAT colleagues, professors, school-based colleagues in field or educational settings, parents and children. Please review the Kentucky Experienced Teacher Standards and the UofL Program Standard for descriptive “indicators” of professionalism.

Copies

Please make sufficient copies, **in advance**, of any handouts you may need for class work. We will discuss and plan for such needs in class. You may not be able to “count on” the accessibility or workability of copy machines in the College of Education and Human Development you may need for class on any particular day.

Class Community

To keep an accurate record of the course, students will be asked to share in the responsibility of supporting each other in learning and reflection on class activities. Students will assist each other to clarify and communicate about assignments, “make up work,” etc. Such assistance re-creates the atmosphere of the class sessions; shares in the highlights of presentations and reflects on the general ideas; and summarizes questions and issues raised during class activities and discussion.

University Writing Center

The University Writing Center is a great resource for all students, especially those who struggle with the writing process. It provides free support for students by offering a comfortable place to write, to collaborate with other students, and to use writing resources. Through individualized writing consultation, students can 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. I encourage to use this resource for writing assignments in this course and others that you may be taking this semester.

Cellular Telephones

Turn them off upon entering the classroom. You may recall that not so long ago this was not an issue and everyone seemed to survive. In an effort to respect the classroom community, I ask that you honor your commitment to give the course content your undivided attention. Please refrain from receiving calls during class time. If there is a special circumstance, please notify the instructor in advance. Failure to comply with this policy will result in the instructor requesting that you drop the course.

Communication and Professional Responsibility

If you need to be absent from class, you should notify me in advance. If e-mail doesn't work, leave a message on my office answering machine. In an emergency, contact me as soon as possible after class. Please make arrangements with a classmate to gather handouts and take notes for you. You are responsible for catching up on what you missed.

If you have concerns or are confused about the course content or expectations, make an appointment with me so that these concerns might be resolved early in the semester. I am very willing to talk with you. In fact, I look forward to discussions with students about the course, ideas sparked by class discussions and assignments, and the teaching profession. If office hours are inconvenient for you, we can find another more convenient time to talk.

PLEASE NOTE:

The instructor reserves the right to modify the course schedule and syllabus with adequate notice to students based on the rate of progress in covering course content, student needs or other unforeseen occurrences or events.

Syllabus prepared by Betty Doyle, December 2006

Hallmark Assessment: Ethnography of a Learning Environment

Field Component of Ethnography

Students will complete a **minimum of 15 hours (10 for 502 students)** of field experience at a designated site. Students are encouraged to complete more than 15 (10 for 502 students) hours which represents a required minimum. Students will complete a Field Experience Observation Voucher to document hours spent at the site. This is to be signed or initialed by the supervisor at the end of each placement visit. Students will also give the supervisor a Professionalism Rating Sheet for he/she to complete and sign at the end of the field placement experience.

At the completion of the field experience, the student is to turn into the instructor:

1. Field Experience Observation Voucher (must have supervisor's signature/initial for each visit). Voucher must show evidence of at least 15 clock hours. (10 for 502 students)
2. Professionalism Rating Sheet (signed by supervisor).
3. Field Placement Observation Notes/Reflections

The field placement observation notes/reflections are to be word processed and included in LiveText at the end of the ethnography. The voucher and disposition forms may be submitted in hard copy or scanned and included at the end of the Ethnography Project on LiveText along with the field notes.

Ethnography of a Learning Environment Project

The Ethnography of a Learning Environment Project is 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.

Your 8-10 (6-8 for 502 students) page ethnography will include the following sections. Please consult the scoring guide for levels of performance on your work. You will want to use your field experience reflective journal entries mentioned above to assist you in writing the ethnography.

Students / Learning

- Demographics of the learning environment where you completed your field experience (location, neighborhood, number of students, gender, ages of students, ethnicity/race of students)
- Social groupings and/or academic groupings of students
- Levels of engagement (i.e., How were students actively engaged?)
- Student roles
- Student differences

Environment

- Description of setting or context
- Classroom or setting plan (equipment, furniture, arrangement)
- Routines, rhythms or rituals you observed
- Atmosphere (what is the “affect” of the setting?)
- Challenge to children or adolescents and to teacher(s)
- Support for children or adolescents
- You may want to scan in a physical representation of the learning environment

Diversity

- Do the students appear to have similar abilities?
- Do the students look alike? Act alike?
- In what ways are the students treated alike?
- In what ways are the students treated as individuals?
- In what ways are the students treated as members of a distinct group? (Consider the various ethnic, cultural, linguistic, religious and socioeconomic groups with the class.)
- What are the formal and informal rules, the “ways of doing business” that give order to the environment?
- In what ways do these norms enable and encourage the students? In what ways do these norms limit the students?
- What roles do the teacher and students play?
- What is the relationship of these roles to one another?
- What are the key words and concepts that the teacher and the students use regularly? What is the underlying meaning of these words and concepts?
- What choices are being made (and by whom) and what are the alternatives to those choices?
- In what ways do the learning experiences designed for students illuminate a range of experiences, histories and cultures of diverse groups?
- In what ways does the teacher create and maintain a classroom atmosphere that promotes sound and humane values?
- How does the teacher affirm the differences and unique talents, backgrounds and abilities of students?
- In what ways does the teacher work with parents, families and caretakers of students to serve the best interest of their children (if applicable)?
- In what ways does the teacher make use of local community resources and encourage students in the study of the local community or “real world?”
- What are the particular and special learning needs of students in this environment? How does the teacher meet these students’ needs? Share examples and anecdotes to communicate your response to this.

Teacher/Teaching

- Teacher demographics (age), gender, any former experience with kids, other pertinent information)

- Methods of teaching or leading activities
- Methods of planning
- Methods of student guidance
- Teacher roles

Curriculum

- Subject area(s), grade level(s)
- The curriculum, subject matter or activities you observed (what were the children or adolescents learning? What were they doing? How were they applying their knowledge?)
- Significant individual lessons you observed, participated in, or planned
- Materials, manipulatives, teaching resources, technology, etc. used
- Connections to the JCPS Core Content Guidelines (what did you observe these to be?)

Insights into the Teaching Profession

- What did you learn—about kids, curriculum, environment, the joys/challenges of teaching—through your field work?
- Think about insights gleaned from Ayers, Beattie, class experiences and discussions. If you had been the teacher in this classroom, what would you have done differently (methods, curriculum, environment, etc) to ensure that *all kids* were successful?
- Concluding statement or thoughts (include wonderings or questions, if you'd like)

Field Notes/Dispositions Form/Field Voucher

Scoring Guide for Ethnography of a Learning Environment
EDTP 502/602: Exploring Teaching = 100 points

	Target	Acceptable	Unacceptable
Field Notes (25 Points)	*15 (10 for 502 students) hours of field observation represented in notes; *Running notes with specific, objective language, free of labels and stereotypes provide a clear picture of what's happening in the learning environment. (23-25 points)	*15 (10 for 502 students) hours of field observation represented in notes; *Running notes with specific, objective language, free of labels and stereotypes (20-22 points)	*Below 15 (10 hours for 502 students)hours of field observation represented in notes; *Running notes have some objective language mixed with some interpretation. 19 points-below)
Demographics (5 Points)	*School location / neighborhood; *Numbers and types of students and teachers; *School data; special projects; *Supporting details / examples are relevant and examples are accurate and appropriate. (4-5 points)	*School location / neighborhood; *Numbers and types of students and teachers; *Supporting, relevant details and/or examples are appropriate (2-3 points)	*Some of the required information included; *Limitations in either accuracy or explanation. (1 point-below)
Breadth & Depth of Content (30 Points)	*All required sections included (students/learning; environment; diversity; teacher/teaching; curriculum; other sections as appropriate); *Sections are described with relevant/meaningful details that provide reader with a clear sense of life in this environment; *All relevant vocabulary and concepts from class and readings are integrated in a sophisticated way (25-30 points)	*All required sections included (students/learning; environment; diversity; teacher/teaching; curriculum; other sections as appropriate); *Sections are described with some detail that provide reader with limited sense of life in this classroom *Demonstrates understanding of vocabulary and concepts from class and readings (19-24 points)	*Not all required sections are included *Description lacks details and examples that would help readers appreciate the context observed *Demonstrates limited understanding of the vocabulary and concepts from class and readings (18 points-below)
Insights into the Teaching Profession (30 Points)	*Reflection reveals sophisticated understanding of the challenges and rewards of the teaching profession (25-30 points)	*Reflection reveals a solid understanding of the challenges and rewards of the teaching profession (19-24 points)	*Reflection contains misconceptions that suggest a limited or inaccurate understanding of the challenges and rewards of the teaching profession (18 points-below)
Writing Style & Mechanics (10 Points)	*Artful/subtle organization; *Variety in sentence structure and length enhances effect; *Control of spelling, punctuation, and capitalization (8-10 points)	*Logical, coherent organization; *Controlled and varied sentence structure; *Few errors in spelling, punctuation and capitalization relative to length and complexity (5-7 points)	*Lapses in organization and/or coherence *Simplistic and/or redundant sentence structure *Some mechanical errors that interfere with communication (4 points-below)

**ECPY 507/607 LEARNING THEORY AND HUMAN GROWTH AND DEVELOPMENT
(3 credits)**

Professor: Dr. Eunjoo Jung
Phone: 502- 852-1316
Email: eunjoo.jung@louisville.edu
Office: Education Bldg Room 237
Office Hours: Tuesday 10:00-11:30 am, Wednesday 10:00-11:30 am, and by appointment

Course Description

This course focuses on the basic principles of learning theory and human development, and the major theories of learning including behaviorism, cognitive, and cultural –historical activity theory along with physical, social, cognitive, emotional, language, and cultural development as they apply to children and adolescents, including those with special needs.

Course Purpose

The purpose of this course is to assist the teacher candidate with the psychological knowledge and experience necessary to understand the developmental nature of learning for those with and without disabilities and the implications for teaching and learning. Students will be required to apply the theories and concepts learned in this course to inform best teaching practice.

Required Readings, Text

Educational Psychology: Theory and Practice (8th edition) by Robert E. Slavin
LiveText Software

Relevant Kentucky New Teacher Standards (NTS) and University of Louisville Professional Standards Met by the Course

- NTS1.3 – Integrates skills, thinking processes, and content across disciplines.
- NTS1.4 – Incorporates strategies that address physical, social, and cultural diversity and shows sensitivity to differences.
- NTS 3.10 – Uses multiple perspectives and differing viewpoints to facilitate the integration of knowledge and experiences across disciplines.
- NTS 5.1- Accurately assesses, analyzes, and communicates the effectiveness of instruction and makes appropriate changes to improve student learning.
- NTS 7.2 – Articulates a professional development plan to improve his/her own performance and to expand his/her teaching repertoire to facilitate student achievement of the learning goal.
- U of L 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.
- U of L 11.5 – The teacher seeks professional development opportunities to gain knowledge and understanding and to affirm various and diverse groups.

- Conceptual Framework Themes of Human Development and Learning linking Theory and Practice.

Course Objectives

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

1. Demonstrate understanding of the main theories of human development and learning
2. Analyze perspectives of currently held theories of physical, cognitive, social, and personality development with attention to children and youth with special needs
3. Inquire different theoretical perspectives on teaching and learning
4. Apply educational and developmental research and perspectives through teaching
5. Evaluate the impact of individual differences, gender, social class, and culture on human development and learning
6. Examine and evaluate factors influencing learning
7. Develop a plan for teaching in integrating psychological theories.

Conceptual Framework

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

Course Content

<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

To meet the objectives stated above, students will be involved in learning and teaching activities and fieldwork such as

1. examination of formal theories and experience

2. learning about the nature of theories, data and science
3. evaluation criteria for comparing theories
4. study of selected theories of physical, cognitive, social, and personality development
5. examination of the formal theories of behavior and cognition
6. study of social/developmental/constructivist and humanist models of learning, large/small group learning, individual learning styles, individual differences, and levels of thinking
7. application of human development and learning theory/research to the practice of education.

Course Requirements.

1. Examinations (50%):

Midterm 1 and Midterm 2 (15 % x 2= 30 %), Comprehensive Final (20 %)

These exams will be based on assigned readings, lectures, class discussions, activities, and the assignments and will include the specific principles, factual knowledge, analysis and synthesis of the ideas, and issues encountered during our readings and class discussions. Exams may not be made up unless there are extenuating circumstances and the related official documents are submitted.

2. Quizzes/Review or Preview Activities (12 %)

Throughout the semester, students will complete several announced/unannounced quizzes/reviews or preview activities. These may take several forms such as a short quiz in the class or may be an assignment for you to organize the information you are studying (e.g., an outline, concept map, etc) or individual/group class activities. These activities and quizzes cannot be made up under any circumstances.

3. Tutoring Project: (10%)

A course requirement is that students participate in a structured and supervised 1-hour fieldwork per week (30 to 45 minutes tutoring session counts as 1-hour field experience) as tutors in the public school system for a total of 10 hours. You will officially be assigned to work at an Elementary School or other programs for tutoring an at-risk student (s) who needs assistance with his/her reading. The project will provide you with the opportunity to integrate and synthesize what is being learned in the course and be involved in a meaningful community service. You will take a required training for the Every 1 Reads tutoring program provided by JCPS and U of Louisville Personnel during the second week of our class. If you miss the training, you are required to arrange and take the training individually.

Throughout the tutoring sessions, you will keep a tutoring log for the length of the tutoring sessions and get signatures of the coordinator/teacher each week you tutor.

On the final examination day, turn in the tutoring log to the professor.

All A through E below in relation to this project should be completed to pass the course. Grades will be determined depending upon your progress and the successful completion/submissions of A through E.

(A) Tutoring placement request form (1%)

Before Jan 19(Friday) 5:00 pm, Complete the U of L, College of Education Field Placement Form found at this web page:

<http://college.livetext.com/misk5/formz/public/9595/hunVtQEwXy>

(B) Tutoring plan (2 %)

After you have completed two (2) tutoring sessions, submit a tutoring planning. Tutoring plan sheet is attached to the syllabus, p.12-13.

(C) Professional involvement in the field experience and class discussions (2 %)

Actively participate in class discussions/ activities on the tutoring experience.

Throughout the tutoring project, keep your

- Punctuality
- Reliability
- Enthusiasm in dealing with students
- Ability to get along with students
- Willingness to follow directions
- Willingness to learn from mistakes
- Professionally appropriate dress

(D) Summary and Presentation (4%)

Write one 1-2 pages summary/handout using the criteria a through f below, and make a class presentation. In the summary/handout, describe

- a. your tutoring setting and tutee (do not write the name of your tutee)
- b. what your original tutoring plan was
- c. how your tutoring project progressed
- d. your strategies/approaches/perspectives/theories that you employed throughout your tutoring and that you want to share with the class
- e. what worked and what did not work
- f. what you learned from this project

(E) Tutoring log (1%)

On the final exam day, turn in the tutoring log. Log sheet is attached to the syllabus, p.14.

4. Learning Theory Development Project: (Hallmark Assessment Assignment, 24%)

As the culminating project for the course, from assigned readings, class activities, independent study, field experience, and the tutoring project, you will develop and present your own theory (perspective) of learning and complete this project as Hallmark Assessment (HA) on LiveText. Detailed rubric for grading is attached (p.9-10).

Important note: You need to write your Learning Theory Development Paper in the order A through E listed below. The HA assessment rubric which is posted in LiveText and attached to this syllabus (p. 9-10) is the criteria which I use for grading and which you need to thoroughly refer to as you write this paper. Undergraduates are required to write 5-6 pages; Graduate students are required to write a 7-8 page report.

The Learning Theory paper should be written in the following order:

- (A) Assumptions or ideas regarding learning held before taking this class;
- (B) Specific ways in which these ideas have been challenged or validated;

- (C) Your own learning theory (theories) that you have adopted, developed, practiced, and/or revised;
- (D) Justification of your theory by the impact on students learning (or explanation and revision plan if no or minimal impact);
- (E) Method/plan(s) for using these theories in your future teaching and practice; and proposal(s) for future study in the area of human learning and teaching.

5. Participation/Professionalism (4%)

Participation, contributions, and professionalism will constitute 4 % of your grade.

Criteria for Determination of Grade

Grading	Percent
1. Examinations	Exam 1 15%
	Exam 2 15 %
	Final 20 %
2. Quizzes/Review activities	12 %
3. Tutoring Project	10 %
4. Learning Theory Development Paper	24 %
5. Class Participation/ Professionalism	4 %
Total	100 %

Grade Scale

98.5 %-100%= A+	88.5%-89.4 % = B+	78.5 %-79.4% = C+	68.5%-69.4%=D+	Below 59.4 % = F
93.5%- 98.4 % = A	83.5% -88.4 % = B	73.5 %-78.4 % = C	63.5%-68.4%=D	
89.5%-93.4% = A-	79.5%- 83.4 % = B-	69.5 %-73.4% = C-	59.5%-63.4%=D-	

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POLICY ON INSTRUCTIONAL MODIFICATIONS

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

CEHD DIVERSITY STATEMENT

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

TECHNOLOGY EXPECTATIONS

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

POLICY ON PLAGIARISM AND CHEATING

The following statement on plagiarism and cheating was taken from the University of Louisville Graduate Catalog :Academic Standing: Plagiarism and Cheating

“It is expected that a student in the Graduate School will refrain from plagiarism and cheating. Plagiarism and cheating are serious breaches of academic conduct and may result in permanent dismissal. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty.

Especially in courses requiring extensive written work or collaborative exercises, students should take every care to observe good documentation practices and to give credit for their reliance upon others' work or ideas. At the same time, ideas in the common stock of educated persons need not be documented, and learning what will qualify as a "common stock" idea or phrase is one of the goals of research-methods courses like English 102, 105 and 601. Well-prepared students will settle questions of how much documentation is necessary before assignments are due, but even last-minute doubts can be indicated by a brief note attached informally to the assignment when it is submitted. It is better to err by giving too much credit than to fail to document indebtedness: your scrupulousness will be recognized, and this good error is easy and painless to correct.”

Course Policies

- Complete all assignments/readings/activities **on time** and **whenever assigned**.
- Prepare carefully and completely for class. Participate fully by attending all classes, complete all readings and assignments, and by engaging in small/large group discussions and activities. Some written products will not be collected for credit.

- Chronically arriving late/leaving early/ unprofessional demeanor/ disruptive and disrespectful classroom behaviors will result in deductions of participation/ professionalism points.
- Class activities, assignments, quizzes, questions, etc. that you have missed due to your absences or tardiness are not allowed for the make-ups under any circumstances. This policy applies to the cases when you informed me about their absences or tardiness in advance. You are responsible for any information and materials that you miss.
- Print and bring the power point summary of the chapters posted on the Blackboard per course schedule.
- Every assignment (except the tutoring planning, and in-class activities) should be word processed, 12-font size, double spaced, and one-inch margin, carefully edited and clearly written and prepared. Tutoring summary can be written single spaced. Unprofessional works will be returned to the respective student requesting for the reworks. 15 % of the possible points for the assignment will be deducted for each day (24 hour from the beginning of the class) late. After a week, the assignment will not be accepted.
- The HA due dates/times should be strictly kept. If you miss the due date and time for any reasons, you will not pass the course.
- Extra credit opportunities (i.e., participation in surveys, usually one point per participation) might occasionally be given.

Prepared and revised January 1, 2007 by Dr. Eunjoo Jung

HALLMARK ASSESSMENT DESCRIPTION

Learning Theory Development Project

Students will compare, contrast, classify, examine, inquire about, analyze, and evaluate theories of learning and phases of physical, cognitive, social, and personality development. Students then apply human development and learning theory/research to the practice of education through tutoring. Finally, students synthesize their learning and develop a plan for teaching in integrating psychological theories by developing their own learning theory.

Final Product: Developed one's own learning theory (perspective) of learning and how people learn synthesizing their readings, class activities, independent study, field experiences, collaborative works, reflections, and semester long tutoring project.

Hallmark Assessment Rubric

Criteria	Exemplary	Appropriate	Developing
Knowledge of Learning Theory and Human Growth and Development KY-NTS-1.3 KY-NTS-1.4 KY-NTS-3.10 KY-NTS-5.1 KY-NTS-7.2 KY-UL-11.2 KY-UL-11.5	Shows thorough, deep and broad understanding of content through coherent and systematic explanation	Shows reasonable understanding and knowledge of content; adequately addresses their knowledge of content	Shows incorrect, insufficient, and minimal understanding and knowledge of content
Interpretation of relevant ideas/ process/ and concepts KY-NTS-1.3 KY-NTS-1.4 KY-NTS-3.10 KY-NTS-5.1 KY-NTS-7.2 KY-UL-11.2 KY-UL-11.5	Demonstrates meaningful and significant interpretation of theories of learning and human growth and development illustrating and illuminating examples	Demonstrates acceptable and adequate interpretation of theories of learning and human growth and development illustrating some examples	Minimal and basic interpretation of theories of learning and human growth and development rarely using examples
Ability to Observe, Assess, and Practice KY-NTS-1.3 KY-NTS-1.4 KY-NTS-3.10 KY-NTS-5.1 KY-NTS-7.2 KY-UL-11.2 KY-UL-11.5	Demonstrated an ability to make sophisticated observations of the child's learning behavior (process and product), making excellent and accurate use of	Demonstrated an ability to make accurate observations of the child's learning behavior (process and product), making some use of the	Demonstrated limited ability to make observations of the child's learning behavior (process and product), making little use of the tools for teaching

	the tools for teaching and other resources in teaching practice	tools for teaching other resources in teaching practice	and other resources in teaching practice
Analysis of one's own practice KY-NTS-1.3 KY-NTS-1.4 KY-NTS-3.10 KY-NTS-5.1 KY-NTS-7.2 KY-UL-11.2 KY-UL-11.5	Demonstrates comprehensive, detailed and insightful analysis of one's own tutoring practice	Demonstrates a plausible analysis of the importance/meaning/significance of tutoring practice	Demonstrates a simplistic or superficial analysis, no sense of wider importance or significance
Examination of factors influencing learning KY-NTS-1.3 KY-NTS-1.4 KY-NTS-3.10 KY-NTS-5.1 KY-NTS-7.2 KY-UL-11.2 KY-UL-11.5	Demonstrates effective, efficient, practical application of theories thorough examination of factors influencing learning	Able to use knowledge and skill and adapt understandings through examination of factors influencing learning	Lacks the ability and evidence to examine factors influencing learning effectively, adequately, and clearly
Proposal of a Learning Theory KY-NTS-1.3 KY-NTS-1.4 KY-NTS-3.10 KY-NTS-5.1 KY-NTS-7.2 KY-UL-11.2 KY-UL-11.5	Able to provide a thorough, coherent, and organized theory of learning; well supported and justified theory; sufficient and adequate argument	Provides some in-depth theory; reasonably supported and justified theory; mostly logical argument	A superficial, a fragmentary or sketchy account of facts/ideas or generalizations; less a theory than an unexamined hunch or borrowed idea; insufficient of inadequate and argument.
Reflection and self-analysis KY-NTS-1.3 KY-NTS-1.4 KY-NTS-3.10 KY-NTS-5.1 KY-NTS-7.2 KY-UL-11.2 KY-UL-11.5	Deeply aware of the boundaries of one's own and others' understanding; able to recognize strengths and weaknesses	Generally aware of what is and is not understood; knows the strengths and limits of one's understanding	Generally or completely unaware of one's specific ignorance; generally unaware of prejudice and subjectivity
Required Elements and Mechanics KY-NTS-1.3 KY-NTS-1.4 KY-NTS-3.10 KY-NTS-5.1 KY-NTS-7.2 KY-UL-11.2 KY-UL-11.5	Meets all the requirements; no errors, carefully and professionally prepared product	Included all required elements; a few errors, professionally prepared product	Not included all required elements; errors in spelling, grammar, organization, unprofessionally prepared product

EDTP 615/616: Student Teaching in the Elementary School (3 credits each)

Instructor:

Office Hours:

Telephone:

E-mail:

Catalog Description

Supervised observation, participation, and teaching in elementary schools, with two placements of seven weeks each, one in primary and the other in intermediate grades. *Prerequisite: Passing mid-program assessment of teacher certification program.*

Course Purpose

Student teaching is that part of the pre-service education program in which the prospective teacher works full time in a school setting under the supervision of a cooperating teacher and university supervisor. Through guidance from the cooperating teacher and university supervisor, the student teacher takes on increasing responsibility for working with students (as well as other teachers, administrators, parents, and others) until he or she has assumed the full “load” of a classroom teacher.

Student Teaching is the culminating experience for the University of Louisville Teacher Certification Program. Accordingly, this course is the appropriate place for pre-service teachers to demonstrate the knowledge, skills, and commitment to teach diverse learners; develop their role as educational leaders; and strive to make a positive difference in the lives of children, as well as society as a whole.

Required Readings, Text

Required readings and/or texts will be individually assigned, based on the discretion of the university supervisor and cooperating teacher.

Course Objectives:

Students will:

1. plan, teach, assess, and reflect upon appropriate learning activities for elementary grades students;
2. teach his/her content accurately, effectively, and appropriately for the students in the classes;
3. effectively manage classroom elements, e.g., materials, time, student behavior, the physical environment, transitions, different types of learning activities, differentiation;
4. reflect upon classroom experiences and his/her personal and professional growth as a teacher;
5. develop collegial relationships with teachers, other school personnel, parents, and others;
6. act in a professional manner, consistent with the expectations of the teaching profession; and
7. Demonstrate all the knowledge, skills, practices and dispositions in the nine KY New Teacher Standards and the UofL Program Standard.

Relevant Professional Standards Addressed by Course

In student teaching, candidates demonstrate the following Kentucky New Teacher Standards and the UofL Standard:

Standard I: Designs/Plans Instruction

- Standard II: Creates/Maintains Learning Climates
- Standard III: Implements/Manages Instruction
- Standard IV: Assesses and Communicates Learning Results
- Standard V: Reflects/Evaluates Teaching/Learning
- Standard VI: Collaborates with Colleagues/Parents/Others
- Standard VII: Engages in Professional Development
- Standard VIII: Demonstrates Knowledge of Content
- Standard IX: Demonstrates Implementation of Technology
- Standard X: Understands the Complex Lives of Children and Families

Conceptual Framework Summary

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

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

Course Content

1. Planning, teaching, and classroom management
2. Communication with cooperating teacher and university supervisor
3. Attempts to respond to supervisory criticisms
4. Professional interaction with students, teachers, and others
5. Additional requirements as specified by supervisor

Course Requirements (100%)

1. Completion of two seven week student teaching placements

At a minimum, the student teacher is expected to assume the full load of a regular teacher for one week in each seven week placement. The student teacher will be formally evaluated (as explained more fully hereafter) on at least four occasions by the university supervisor, as well as two times by each of the two cooperating teachers during the fourteen week student teaching placement. During any given evaluation period, effort, accuracy of content knowledge taught, pedagogical skills, student learning, classroom management skills, and the completion of other tasks and obligations during the school day will be considered.

2. Demonstration of proficiency on all Kentucky New Teacher Standards and U of L Teacher Standard

The university supervisor and cooperating teacher will use the Kentucky New Teacher Standards and the U of L Program Standard as the basis of diagnostic, formative, and summative assessments of the student teacher's performance. Student teachers may be evaluated using one or more teacher evaluation instruments of the supervisor's choosing, including, but not limited to, the Kentucky Teacher Internship Program (KTIP) Observation instrument.

3. Demonstration of "Meets Expectations" at minimum on all dispositions as outlined on the Candidate Dispositions Rating Sheet

Students are expected to demonstrate positive and professional dispositions throughout their student teaching experience. The university supervisor, cooperating teacher and candidate will each complete a Student Dispositions Rating Sheet at the end of each student teaching placement and as part of the final student teaching evaluation. The candidate must receive at least a "meets expectations" on each disposition at the end of each student teaching placement and at the end of the student teaching semester.

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

Candidates will apply content and pedagogical knowledge and skills to plan, teach, and analyze a week-long instructional sequence appropriate for students in their first seven-week student teaching placement, with an emphasis on designing, using, and analyzing assessment data to inform subsequent instruction. This instructional sequence, reflection, and analysis of student learning will demonstrate the candidate's ability to design and plan instruction based on sound content knowledge, Kentucky content standards, and an understanding of the context and needs of the students s/he is teaching. It will also demonstrate the candidate's ability to create appropriate assessments, use data from those assessments to plan and adjust instruction, and to analyze student work to determine the effectiveness of instruction. See Hallmark Assessment and rubric at the end of they syllabus.

Criteria for Determination of Grade

Student teachers will earn a grade for each 7-week placement (EDTP 615 or 616) as judged by the cooperating teacher and the university supervisor on formal and informal evaluations and on the Student Dispositions Rating Sheet. Specific guidelines/rubrics for determination of grade can be found in the Student Teaching Handbook: <http://louisville.edu/education/departments/t-l/> In general, however, the grades A, B, C, D, and F mean the following:

- A. This grade indicates performance or production well beyond basic requirements as demonstrated through creativity, depth, and refinement in the student teacher's performance during the field placement.

- B. This grade indicates solid work in the student teacher's performance during the field placement. The performance is of good quality, but lacks the depth, creativity, or originality of "A" work.
- C. This grade indicates minimally acceptable performance during the field placement. Some minor weakness and deficiencies may be apparent, but overall the work is acceptable.
- D. This grade indicated work which is below accepted minimum levels of performance. Such performances include inability to teach content effectively, carelessness in developing written lessons, errors in professional judgment, or poor child guidance and classroom organization.
- F. This grade indicated that none of the essential demands of the student teaching performance were met.

Bibliography

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Assignments are to be word-processed. Continuing and regular use of e-mail is expected. Use of the Internet for research purposes may be required. Electronic submission using LiveText for some assignments is required.

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Date prepared and by whom

This syllabus was prepared by the Elementary Program Committee, May, 2007

Hallmark Assessment for Elementary/Middle/Secondary Student Teaching: Standards-Based Instructional Sequence

(Adapted from the KTIP Pilot Project Teacher Work Sample)

Candidates will apply previous content and pedagogical knowledge and skills to plan, teach, a week-long instructional sequence appropriate for students in their student teaching context, with an emphasis on designing, using, and analyzing assessment data to inform subsequent instruction. This instructional sequence, reflection, and analysis of student learning will demonstrate the candidate's ability to design and plan instruction based on sound content knowledge, Kentucky content standards, and an understanding of the context and needs of the students s/he is teaching. It will also demonstrate the candidate's ability to create appropriate assessments, use data from those assessments to plan and adjust instruction, and to analyze student work to determine the effectiveness of instruction. Outline of the project:

1. With your cooperating teacher, identify knowledge &/or skills appropriate for the content, grade level, and needs of the students, that can be taught and assessed in one week.
2. Identify state and national standards that the sequence will address.
3. Create an essential question and two to four learner outcomes that establish a framework for your planning and student learning.
4. Develop a pre-assessment and post-assessment that can be used to analyze student learning for the instructional sequence, and at least one formative assessment you will use during the week to inform your instruction.
5. Develop lesson plans for the instructional sequence.
6. Pre-assess before starting the unit, adjust your teaching plans based on that assessment data, teach, using formative assessment data to modify your plans as warranted, post-assess, and analyze your results.

Your final product will be submitted on LiveText and should include:

1. Description of community, school, classroom, and student contextual factors and their instructional implications for student learning;
2. Lesson plans (UofL/KTIP format) covering the instructional sequence.
3. Assessment Plan Organizer showing how each learner outcome will be assessed before, during, and at the end of the instructional sequence.
4. Analysis of student learning (pre-assessment, implications, how you responded; formative assessment and how you modified instruction based on that data; and an analysis of the pre- and post-assessment data to show students' progress related to each outcome).
5. Based on your analysis, describe a plan for advancing subsequent student learning and how you can improve your instructional practice.

Example of an Assessment Plan Organizer

Learner Objective*	Pre- Assessment	Formative Assessment(s)	Summative or Post Assessment
Objective 1			
Objective 2			
Objective 3			
Objective N			

*Objectives for your Instructional Sequence, identified within lesson plans

For each learner objective, identify the type of pre-tests, formative assessments, post-tests, and accommodations you plan to use for each objective.

This assignment will be assessed by the Capstone Seminar instructor, with input from the cooperating teacher. Rubrics (taken from the KTIP Pilot Project Teacher Work Sample) are on the following pages.

Hallmark Assessment Rubric

Rating → Benchmark ↓	Exceeds Standard	Meets Standard	Does Not Meet Standard
Displays a knowledge of community, school and classroom factors (Standard Ic)	Teacher prepares a Contextual Analysis that displays a comprehensive understanding of the community, school, and classroom characteristics that may affect learning. Factors are derived from multiple data sources.	Teacher prepares a Contextual Analysis that displays some understanding of the community, school, and classroom characteristics that may affect learning. Factors are derived from a limited number of data sources.	Teacher prepares a description of the community, school, and classroom characteristics, but does not analyze these characteristics to determine how they may affect learning.
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.
Rating → Benchmark ↓	Exceeds Standard	Meets Standard	Does Not Meet Standard

Objectives are clearly stated as learning outcomes (Standard Ia)	Objectives are clearly stated as learning outcomes. Objectives include what the student will be expected to know and be able to do at the conclusion of instruction.	Objectives are clearly stated as learning outcomes, but do not include what the student will be expected to know and be able to do at the conclusion of instruction.	Objectives are not clearly stated as learning outcomes. Objectives do not include what the student will be expected to know and be able to do at the conclusion of instruction.
Objectives are aligned with district and state standards (Standard Ia)	Objectives are aligned with the Program of Studies, the Core Content for Assessment, and the KERA Academic Expectations.	Objectives are aligned with <u>some, but not all</u> of the Program of Studies, the Core Content for Assessment, and the KERA Academic Expectations.	Objectives are <u>not</u> aligned with the Program of Studies, the Core Content for Assessment, and the KERA Academic Expectations.
Objectives address significant content/skills and include higher order/critical thinking (Standard Ia)	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

<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 (Standard III d)</p>	<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.</p>	<p>*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.</p>	<p>*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>
<p>Demonstrates command of subject knowledge within discipline (Standard VIII a)</p>	<p>Lesson content is congruent with the big ideas or structure of the discipline.</p>	<p>Lesson content represents a limited perspective of the big ideas or structure of the discipline.</p>	<p>Lesson content is incompatible with the big ideas or structure of the discipline.</p>
<p>Integrates media and technology into instruction plan (Standard Ie, IXa, and IXb)</p>	<p>Teacher integrates appropriate media and technology that make a significant contribution to teaching and learning OR provides a strong rationale for not using technology.</p>	<p>Teacher integrates appropriate media and technology that make a minimal contribution to teaching and learning OR provides a weak rationale for not using technology.</p>	<p>Teacher does not integrate appropriate media and technology that make a significant contribution to teaching and learning OR does not provide a strong rationale for not using technology.</p>
<p>Conducts individual and group analyses of learning (Standard IVc)</p>	<p>Analysis of student learning is fully aligned with lesson objectives and provides a complete profile of student learning for both the whole class and identified subgroups and individuals. Analysis is data-based.</p>	<p>Analysis of student learning is partially aligned with lesson objectives and provides a partial profile of student learning for both the whole class and identified subgroups and individuals. Analysis is data-based.</p>	<p>Analysis of student learning is not aligned with lesson objectives and does not provide a profile of student learning for either the whole class or identified subgroups and individuals. Analysis is not data-based.</p>
<p>Provides analysis with clear and appropriate interpretations and conclusions (Standard IVf)</p>	<p>Analysis is easy to understand. Interpretation is meaningful and appropriate conclusions are drawn from the data.</p>	<p>Analysis is somewhat difficult to understand. Interpretation is trivial and conclusions need to be reconsidered.</p>	<p>Analysis is confusing or hard to follow. Interpretation is not meaningful and appropriate conclusions are not drawn from the data.</p>
<p>Focuses on student learning (Standard Va)</p>	<p>Documents the impact of context, instruction, and collaboration on student learning. Both student attitude and performance data provide a clear direction for plans to improve instruction and student learning.</p>	<p>Documents the impact of context, instruction, and collaboration on student learning. Data does not provide a clear direction for plans to improve instruction and student learning.</p>	<p>Does not document the impact of context, instruction, and collaboration on student learning. No data provides a clear direction for plans to improve instruction and student learning.</p>
<p>Rating → Benchmark ↓</p>	<p>Exceeds Standard</p>	<p>Meets Standard</p>	<p>Does Not Meet Standard</p>

<p>Provides evidence of impact on student learning (Standard IVe)</p>	<p>Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learner objective.</p>	<p>Analysis of student learning includes incomplete evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learner objective.</p>	<p>Analysis of student learning does not include evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learner objective.</p>
<p>Describes a plan for improving instructional practice (Standard Vb)</p>	<p>Teacher's plan identifies the changes in instructional practices needed to effectively improve student learning.</p>	<p>Teacher's plan loosely identifies the changes in instructional practices needed to effectively improve student learning.</p>	<p>Teacher's plan does not identify the changes in instructional practices needed to effectively improve student learning.</p>

EDTP 617/618: Student Teaching in the Middle School (3 credits each)

Instructor:

Office Hours:

Telephone:

E-mail:

Catalog Description

Supervised observation, participation, and teaching in middle school, with two placements of seven weeks in each content teaching major. *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.

Course Objectives:

Students will:

8. plan, teach, assess, and reflect upon appropriate learning activities for middle school students;
9. teach his/her content accurately, effectively, and appropriately for the students in the classes;
10. effectively manage classroom elements, e.g., materials, time, student behavior, the physical environment, transitions, different types of learning activities, differentiation;
11. reflect upon classroom experiences and the his/her personal and professional growth as a teacher;
12. develop collegial relationships with teachers, other school personnel, parents, and others;
13. act in a professional manner, consistent with the expectations of the teaching profession; and
14. Demonstrate all the knowledge, skills, practices and dispositions in the nine KY New Teacher Standards and the UofL Program Standard.

Relevant Professional Standards Addressed by Course

In student teaching, candidates demonstrate the following Kentucky New Teacher Standards and the UofL Standard:

- Standard I: Designs/Plans Instruction
- Standard II: Creates/Maintains Learning Climates
- Standard III: Implements/Manages Instruction
- Standard IV: Assesses and Communicates Learning Results
- Standard V: Reflects/Evaluates Teaching/Learning
- Standard VI: Collaborates with Colleagues/Parents/Others
- Standard VII: Engages in Professional Development
- Standard VIII: Demonstrates Knowledge of Content
- Standard IX: Demonstrates Implementation of Technology
- Standard X: Understands the Complex Lives of Children and Families

Conceptual Framework Summary

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

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

Course Content

6. Planning, teaching, and classroom management
7. Communication with cooperating teacher and university supervisor
8. Attempts to respond to supervisory criticisms
9. Professional interaction with students, teachers, and others
10. Additional requirements as specified by supervisor

Course Requirements (100%)

1. Completion of two seven week student teaching placements

At a minimum, the student teacher is expected to assume the full load of a regular teacher for one week in each seven week placement. 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)

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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:

- E. 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.
- F. 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.
- G. This grade indicates minimally acceptable performance during the field placement. Some minor weakness and deficiencies may be apparent, but overall the work is acceptable.
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Date prepared and by whom

This syllabus was prepared by the Middle/Secondary Program Committee, May, 2006

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Standards-Based Instructional Sequence**

(Adapted from the KTIP Pilot Project Teacher Work Sample)

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7. 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.
8. Identify state and national standards that the sequence will address.
9. Create an essential question and two to four learner outcomes that establish a framework for your planning and student learning.
10. 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.
11. Develop lesson plans for the instructional sequence.
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Your final product will be submitted on LiveText and should include:

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8. Assessment Plan Organizer showing how each learner outcome will be assessed before, during, and at the end of the instructional sequence.
9. 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).
10. 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 & I Ib)	Teacher provides a comprehensive written analysis of two contextual factors that effectively connects the factors and instructional implications for identified student learning outcomes.	Teacher provides a written analysis of two contextual factors that loosely connects the factors and instructional implications for identified student learning outcomes.	Teacher's written analysis does not address contextual factors or ineffectively connects the factors and instructional implications for identified student learning outcomes.
Objectives are clearly stated as learning outcomes (Standard Ia)	Objectives are clearly stated as learning outcomes. Objectives include what the student will be expected to know and be able to do at the conclusion of instruction.	Objectives are clearly stated as learning outcomes, but do not include what the student will be expected to know and be able to do at the conclusion of instruction.	Objectives are not clearly stated as learning outcomes. Objectives do not include what the student will be expected to know and be able to do at the conclusion of instruction.
Objectives are aligned with district and state standards (Standard Ia)	Objectives are aligned with the Program of Studies, the Core Content for Assessment, and the KERA Academic Expectations.	Objectives are aligned with <u>some, but not all</u> of the Program of Studies, the Core Content for Assessment, and the KERA Academic Expectations.	Objectives are <u>not</u> aligned with the Program of Studies, the Core Content for Assessment, and the KERA Academic Expectations.
Objectives address significant content/skills and include higher order/critical thinking (Standard Ia)	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.
Rating → Benchmark ↓	Exceeds Standard	Meets Standard	Does Not Meet Standard
Uses multiple assessments and sources of data. (Standard IVb)	Multiple data sources to provide information on quantitative and qualitative indicators and measures.	Only one data source is used to provide information on quantitative and qualitative indicators and measures.	Data sources are not used to provide information on quantitative and qualitative indicators and measures.

Includes assessments that accommodate the learning needs of students (Standard IVd)	Teacher makes adaptations needed to insure that the assessments are appropriate to meet the characteristic needs of students as identified in the contextual analysis	Teacher makes some adaptations needed to insure that the assessments are appropriate to meet the characteristic needs of students as identified in the contextual analysis	Teacher makes no adaptations needed to insure that the assessments are appropriate to meet the characteristic needs of students as identified in the contextual analysis
Uses appropriate strategies to engage students in learning content that is aligned with the Kentucky Program of Studies and the Core Content for Assessment (Standard III d)	*All lesson activities and assignments are aligned with appropriate learner objectives and contribute to students' learning of lesson content aligned with the Program of Studies and the Core Content.	*Most lesson activities and assignments are aligned with appropriate learner objectives and but may need refinement in order to contribute to students' learning of lesson content aligned with the Program of Studies and the Core Content.	*Lesson activities and assignments are not aligned with appropriate learner objectives and do not contribute to students' learning of lesson content aligned with the Program of Studies and the Core Content.
Demonstrates command of subject knowledge within discipline (Standard VIIIa)	Lesson content is congruent with the big ideas or structure of the discipline.	Lesson content represents a limited perspective of the big ideas or structure of the discipline.	Lesson content is incompatible with the big ideas or structure of the discipline.
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 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.
Rating → Benchmark ↓	Exceeds Standard	Meets Standard	Does Not Meet Standard
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.

<p>Focuses on student learning (Standard Va)</p>	<p>Documents the impact of context, instruction, and collaboration on student learning. Both student attitude and performance data provide a clear direction for plans to improve instruction and student learning.</p>	<p>Documents the impact of context, instruction, and collaboration on student learning. Data does not provide a clear direction for plans to improve instruction and student learning.</p>	<p>Does not document the impact of context, instruction, and collaboration on student learning. No data provides a clear direction for plans to improve instruction and student learning.</p>
<p>Provides evidence of impact on student learning (Standard IVe)</p>	<p>Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learner objective.</p>	<p>Analysis of student learning includes incomplete evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learner objective.</p>	<p>Analysis of student learning does not include evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learner objective.</p>
<p>Describes a plan for improving instructional practice (Standard Vb)</p>	<p>Teacher's plan identifies the changes in instructional practices needed to effectively improve student learning.</p>	<p>Teacher's plan loosely identifies the changes in instructional practices needed to effectively improve student learning.</p>	<p>Teacher's plan does not identify the changes in instructional practices needed to effectively improve student learning.</p>

EDTP 619: Student Teaching in the High School (6 credit hours)

Instructor:

Office Hours:

Telephone:

E-mail:

Catalog Description

Supervised observation, participation, and teaching in the content teaching major in high school.

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.

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.

Relevant Professional Standards Addressed by Course

In student teaching, candidates demonstrate the following Kentucky New Teacher Standards and the UofL Standard:

- Standard I: Designs/Plans Instruction
- Standard II: Creates/Maintains Learning Climates
- Standard III: Implements/Manages Instruction
- Standard IV: Assesses and Communicates Learning Results
- Standard V: Reflects/Evaluates Teaching/Learning
- Standard VI: Collaborates with Colleagues/Parents/Others
- Standard VII: Engages in Professional Development
- Standard VIII: Demonstrates Knowledge of Content
- Standard IX: Demonstrates Implementation of Technology
- Standard X: Understands the Complex Lives of Children and Families

Conceptual Framework Summary

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

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

Course Content

1. Planning, teaching, and classroom management
2. Communication with cooperating teacher and university supervisor
3. Attempts to respond to supervisory criticisms

4. Professional interaction with students, teachers, and others
5. Additional requirements as specified by supervisor

Course Requirements (100%)

1. Completion of one fourteen week or two seven week student teaching placements

At a minimum, the student teacher is expected to assume the full load of a regular teacher for one week in each seven week placement or two weeks in a fourteen 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" 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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Policy on Instructional Modifications:

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

CEHD Diversity Statement

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

Technology Expectations:

Assignments are to be word-processed. Continuing and regular use of e-mail is expected. Use of the Internet for research purposes may be required. Electronic submission using LiveText for some assignments is required.

Plagiarism

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

Date prepared and by whom

This syllabus was prepared by the Middle/Secondary Program 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
<p>Displays a knowledge of community, school and classroom factors (Standard Ic)</p>	<p>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.</p>	<p>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.</p>	<p>Teacher prepares a description of the community, school, and classroom characteristics, but does not analyze these characteristics to determine how they may affect learning.</p>
<p>Displays a knowledge of characteristics of students (Standard Ic)</p>	<p>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.</p>	<p>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.</p>	<p>Teacher describes student differences (e.g., development, interests, culture, abilities) but does not analyze how these differences may affect learning.</p>
<p>Identifies implication of contextual factors for instructional planning and assessment (Standards Ic & Iib)</p>	<p>Teacher provides a comprehensive written analysis of two contextual factors that effectively connects the factors and instructional implications for identified student learning outcomes.</p>	<p>Teacher provides a written analysis of two contextual factors that loosely connects the factors and instructional implications for identified student learning outcomes.</p>	<p>Teacher's written analysis does not address contextual factors or ineffectively connects the factors and instructional implications for identified student learning outcomes.</p>
<p>Objectives are clearly stated as learning outcomes (Standard Ia)</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Objectives are aligned with district and state standards (Standard Ia)</p>	<p>Objectives are aligned with the Program of Studies, the Core Content for Assessment, and the KERA Academic Expectations.</p>	<p>Objectives are aligned with <u>some, but not all</u> of the Program of Studies, the Core Content for Assessment, and the KERA Academic Expectations.</p>	<p>Objectives are <u>not</u> aligned with the Program of Studies, the Core Content for Assessment, and the KERA Academic Expectations.</p>

Rating → Benchmark ↓	Exceeds Standard	Meets Standard	Does Not Meet Standard
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
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.

Rating → Benchmark ↓	Exceeds Standard	Meets Standard	Does Not Meet Standard
Demonstrates command of subject knowledge within discipline (Standard VIIIa)	Lesson content is congruent with the big ideas or structure of the discipline.	Lesson content represents a limited perspective of the big ideas or structure of the discipline.	Lesson content is incompatible with the big ideas or structure of the discipline.
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 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.

Rating → Benchmark ↓	Exceeds Standard	Meets Standard	Does Not Meet Standard
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 620 – Reading and Writing Across the Curriculum/Adolescent Literature
(3 credit hours)

Instructor: Dr. Sara Kajder
Office Hours: Tuesday 1-3, Wednesday 3-4, and by appointment
Telephone: 852-0586
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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.

Haddon, M. (2004). *The curious incident of the dog in the night.* NY: Vintage Press.

Schlosser, S. (2006). *Chew on this.* NY: Houghton Mifflin.

One additional adolescent literature title (related to your content area and used in a book club).

One additional adolescent literature title (to be used for your book trailer).

One additional professional title (again, used in the book club discussions.)

LiveText subscription.

Additional readings as assigned by instructor.

Course Objectives

Students will:

1. Design instruction that supports the unique needs and skills of the adolescent reader. (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)

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)

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

UofL Standard X: Understands the Complex Lives of Students and Adults in Schools and Society

Assignments	Standards >	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 Weblog			X			X	X	X	X	X	X
Book Club Project						X	X	X		X	X
Book Trailer Project							X			X	
Digital Story						X				X	X
Reciprocal Teaching		X		X	X	X	X		X		

Conceptual Framework

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

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

Course Requirements

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:

Digital 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. From your writing, we will script, storyboard, and develop a 3-5 minute digital story.

Reader's/Writer's Weblog (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 Club 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. Two of the three book club discussions will be edited podcasts using your blogs.

Book Trailer (10%)

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

Reciprocal Teaching (10%)

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.

Instructional Strategy Synthesis Paper (20%)

Students will write an instructionally focused paper connecting the strategies and resources explored in the course to instruction in their own content-area classroom. At a minimum, students must identify *two* instructional strategies for each of the following categories explored in the course:

- Vocabulary
- Before Reading
- Comprehension
- Motivation
- Writing
- Discussion

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.

Reader’s Writers Project Rubric

	Target	Acceptable	Not Acceptable
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	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.

Findings 8.1, 8.2, 8.4., 8.5			
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.
Multigenre 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.

Criteria for Determining Grade

Grades will be based on the following:

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.

Digital Story (10%)

Reader's/Writer's Weblog (10%)

Book Club Project (15%)

Book Trailer Project (10%)

Reciprocal Teaching Project (10%)

Instructional Synthesis Paper (20%)

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

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%

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. (2nd 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 Edition). Portland, ME: Stenhouse.
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- 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.

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 Use

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, wikis, digital video, and podcasts. Some assignments will be required to be submitted via LiveText.

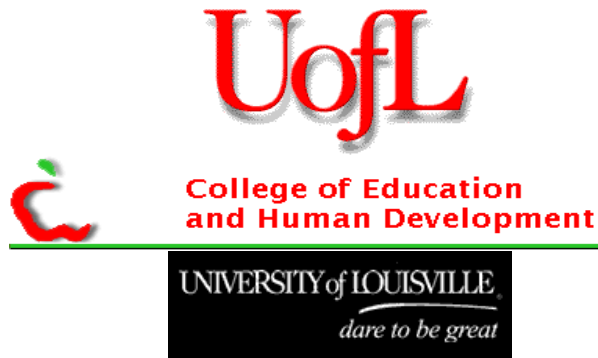
Plagiarism Statement

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.

Course 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.



EDTP 677: Capstone Seminar: Initial Teacher Certification (3 hours)

Instructor: Ann Elisabeth Larson, Ph.D.
Associate Dean for Assessment and Accountability, College of Education and Human Development.
Associate Professor, Department of Teaching and Learning, Room 127 CEHD.

Office Hours: Before class and by appointment.

Phone: 852-6044

Email: aelars01@gwise.louisville.edu

Web page: <http://www.louisville.edu/edu/edtl/faculty/larson.html>

Listen to your students, and they will show you how to teach them.
--Lisa Delpit, *Other People's Children*

To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin.
--bell hooks, *Teaching to Transgress*

The hidden curriculum ... is the teacher's own integrity and lived conviction. The most important lesson is not what is written by the student on a sheet of yellow lined paper in the lesson pad; nor is it the clumsy sentence published and illustrated in the standard and official text. It is the message which is written in a teacher's eye throughout the course of his or her career.
--Jonathan Kozol, *On Being a Teacher*

Catalog Description

Analysis, synthesis, and evaluation skills applied to the student teaching experience; collaborative problem solving; action research in classrooms. Prerequisite: EDTP 607 or 609: Content Methods; concurrent enrollment in EDTP 617, 618, or 619: Student Teaching.

Purpose of the Course

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 Textbooks

Readings as assigned.

Resources

Live Text, 2007.

Blackboard, University of Louisville, 2006.

Resources available on the [Kentucky Department of Education](http://www.education.ky.gov/KDE/Default.htm) website <http://www.education.ky.gov/KDE/Default.htm>, including

- [Core Content for Assessment](#)
- [Designing an Effective Performance Task for the Classroom](#)
- [How to Develop A Standards-Based Unit of Study](#)
- [Program of Studies](#)
- [Implementation Manual for the Program of Studies](#)
- [Open-Response Questions in the Classroom](#)
- [Transformations: Kentucky's Curriculum Framework](#)

Professional Content Association websites (e.g., NCTE, NCSS, NSTA, NCTM, etc.)

Education Professional Standards Board, Kentucky. Teacher Quality. Kentucky Internship Pilot Program, Teacher Performance Assessment. <http://kyteacherquality.org/pilot/KTIP.cfm>

Department of Teaching and Learning Website for MAT portfolio guidelines <http://www.louisville.edu/edu/edtl/index.html>

Ekstrom Library, University of Louisville.

Curriculum Resources at Jefferson County Public Schools Gheens Academy on the Male High School campus.

University Writing Center, UofL, 312 Ekstrom Library.

Various articles and web sites as assigned by the course instructor and/or class peers.

Professional Standards Met

To guide our semester's work that culminates in each student constructing, assembling, and presenting work including an M.A.T. professional portfolio required by accreditors and our department for exit from MAT program, eleven Kentucky's New Teacher Standards for Preparation and Certification and a UofL Program Standard on Diversity are used. These Standards are:

- Standard I:** *Designs/Plans Instruction*
Standard II: *Creates/Maintains Learning Climate*
Standard III: *Implements/Manages Instruction*

Standard IV:	<i>Assesses and Communicates Learning Results</i>
Standard V:	<i>Reflects/Evaluates Teaching/Learning</i>
Standard VI:	<i>Collaborates with Colleagues/Parents/Others</i>
Standard VII:	<i>Engages in Professional Development</i>
Standard VIII:	<i>Demonstrates Knowledge of Content</i>
Standard IX:	<i>Demonstrates Implementation of Technology</i>
*Standard X:	<i>Understands the Complex Lives of Students and Adults in Schools and Society</i>

New Teacher Standard 1. Designs/Plans Instruction – in lesson plans submitted with the Hallmark Assessment instructional sequence; in curriculum planning materials and assessments discussed with peer teacher candidates in class; evidence discussed and included in M.A.T. portfolio

New Teacher Standard 2. Creates/Maintains Learning Climates – discussion of student teaching critical incidents and issues; evidence discussed and included in M.A.T. portfolio

New Teacher Standard 3. Implements/Manages Instruction – discussion of student teaching critical incidents and issues; evidence discussed and included in M.A.T. portfolio

New Teacher Standard 4. Assesses and Communicates Learning Results – focus of the hallmark assessment task (HAT); evidence discussed and included in M.A.T. portfolio

New Teacher Standard 5. Reflects/Evaluates Teaching/Learning – focus of the hallmark assessment task (HAT); discussion of teaching; evidence discussed and included in M.A.T. portfolio

New Teacher Standard 6. Collaborates with Colleagues/Parents/Others – in discussions, class activities, instructional conversations, and “balanced lives” plan, around M.A.T. portfolio entries, evidence discussed and included in M.A.T. portfolio

New Teacher Standard 7. Engages in Professional Development – Professional Growth Plan and hallmark assessment task (HAT) with analysis of student learning

UofL Program Standard 10. Understands the Complex Lives of Students and Adults in Schools and Society – in readings, lesson planning, assessment, Hallmark Assessment, professional growth plan, and in M.A.T. portfolio.

Conceptual Framework

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

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

The CEHD Conceptual Framework, *Scholarship in Community: Inquiry, Action and Advocacy* suggests that educators move from theory to action and then to advancing theory to more targeted, enhanced action. The cyclical nature of moving to ever increasing depths of knowledge and meaningful action is aligned with P-16 education, workforce initiatives, initial certification and advanced certification. Within the framework, the CEHD has focused on three key guiding constructs: *Inquiry, Application, and Advocacy*. These guiding constructs align with the research of Dr. Lee Shulman, who received the Grawemeyer Award in Education, 2005 from the University of Louisville. His study of the preparation of professionals in a variety of fields (medicine, nursing, law, engineering, and others) led to the conclusion that all preparation programs include three qualities to varying degrees: Habits of Mind, Habits of Hand, and Habits of Heart. We interpret these qualities in educator preparation to be the preparation and implementation of inquiry, application, and advocacy. The CEHD's shared vision celebrates faculty and candidates who embrace these constructs and qualities to enhance the lives of others by becoming knowledge seekers, problem solvers, and change strategists.

Course Objectives:

Teacher candidates will demonstrate the ability to:

- a) Reflect thoughtfully and insightfully about their experiences in student teaching (NTS 5);
- b) 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);
- c) Synthesize and apply learning from university courses to the student teaching experience (NTS 1, 2, 3, 4, 5, 6, 9);
- d) Collaborate with peers to understand and enhance their knowledge, skills, and dispositions about teaching and learning (NTS 6);
- e) Identify strengths and areas for growth with respect to all aspects of teaching; create and implement a professional growth plan (NTS 7);
- f) Provide evidence that candidates have had a positive effect on student achievement (NTS 4)
- g) Give and receive constructive feedback about experiences in student teaching and M.A.T. certification portfolios (NTS 6).

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, instructional coach, etc.)
3. Interactions with teachers at various stages of their careers (teacher panel)
4. Problem solving
5. Application, analysis, synthesis, and evaluation of one's own student teaching experience
6. Current issues in teaching
7. Content specialization and content integration
8. Differentiation to challenge and support all students

General Course Goals for Teacher Candidates

1. develop and implement knowledge, skills, and dispositions in serving adolescent students' complex cognitive, academic and social needs in schools.
2. create a repertoire of strategies and affirm beliefs about teaching and learning that result in the creation of a learning climate that supports students' learning and models district expectations and democratic processes.
3. demonstrate competence in the 11 Kentucky Experienced Teacher Standards and U of L Program Diversity Standard.
4. understand and begin to embrace the 5 core propositions of the National Board for Professional Teaching Standards: Teachers are committed to students and their learning; Teachers know the subjects they teach and how to teach those subjects to their students; Teachers are responsible for managing and monitoring student learning; Teachers think systematically about their practice and learn from experience; teachers are members of learning communities.
5. plan, organize, teach, and assess lessons in a positive and academically challenging classroom environment.
6. enhance and nurture personal growth and professional development.
7. improve self-assessment and peer feedback processes.
8. describe, analyze and reflect on teaching practices and professional growth.
9. assemble resources for personal and classroom use as curriculum planners and assessors.
10. become familiar with and integrate new technologies in relation to a specific content area in the middle or secondary classroom as appropriate.
11. organize and become informed about hiring and certification processes.
12. revise and further develop an M.A.T. "exit" portfolio that serves as a resource in preparation for interviews for a teaching position upon completion of the program.

Course Requirements

1. Plan, conduct, and share orally and in writing your Instructional Sequence 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) (Hallmark Assessment: see course syllabus.)
2. 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)

3. Create a Professional Growth Plan (using the KTIP format), including your strengths/areas for growth, two specific goals, and methods for attaining and providing evidence of this growth by the completion of the semester. (NTS 5.1, 5.2)
4. Provide feedback to peers on their M.A.T. portfolios-in-progress and consider feedback given to you by your peers as a way to enhance and improve your portfolio. (NTS 6.1, 6.4, 6.5)
5. Participate in an active and informed way in class discussions and activities, including practice of appropriate social skills needed in a professional learning community, analysis of situations presented, problem solving, and other activities facilitated by the instructor (see course tasks and scoring rubrics in syllabus). These will require attendance, preparedness, punctuality, leadership and quality work for each class session. (NTS 6.1, 6.4, 6.5)

Criteria for Determination of Grade	Percentage	Points
Preparedness and Participation; Leadership; Professional Collegiality and Collaboration; Small Group Work	15%	75 points
Hallmark Assessment Task (HAT): Instructional Sequence and Analysis of Student Learning*	30%	150 points
Short Readings/Reflection and Portfolio in-progress Feedback Giving and Receiving	10%	50 points
Critical Incident Problem Solving, Instructional Conversations, Written Reflections	25%	125 points
Professional Growth Plan	10%	50 points
“Balanced Lives” Plan Implementation and Weekly Update	10%	50 points
Total	100%	500 points

* Hallmark Assessment for course

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%	

Bibliography

Teaching and Learning

- Beattie, M. (2001). The art of learning to teach: Preservice teacher narratives. Columbus, OH: Merrill-Prentice Hall.
- Borich, G.D. (2004). Effective teaching methods. Upper Saddle River, NJ: Pearson.
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- Comer, J. (2005). Leave no child behind: Preparing today’s youth for tomorrow’s world. New Haven, CT: Yale University Press.
- Daniels, H., and Bizar, M. (1998). Methods that matter: Six structures for best practice classrooms. New York: Stenhouse.

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Policy on Instructional Modifications

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

CEHD Diversity Statement

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

Technology Expectations

Assignments are to be word-processed. Continuing and regular use of e-mail is expected. The Hallmark Assessment Task must be completed and submitted on Live Text by the appropriate assigned deadlines. Additional expectations for the class include continued development of the M.A.T. certification portfolio using Live Text and the ability to access and download resources, readings and other materials from various websites as assigned by the instructor.

Plagiarism

The university defines plagiarism as "representing the words or ideas of someone else as one's own in any academic exercise." Thus, all writing you do for this course must be your own and must be exclusively for this course, unless the instructors stipulate differently. Please pay special attention to the quotes, paraphrases, and documentation practices you use in your work. If you have any questions about plagiarism, please ask your instructor. For additional information concerning plagiarism, please consult the graduate catalog and/or consult a writing specialist in the Writing Center on the third floor of the library.

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 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

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

“Balanced Lives” Plan and Implementation

Researchers who study professionals’ health in our society contend that teaching is one of the more stressful professions. There is also a solid body of research on teacher burnout and on the impact of burnout on alarming numbers of novice teachers who leave the profession in their first three to five years of teaching. Recent statistics indicate that 12% of new teachers leave in the first year of teaching; 50% leave in the first five years; and it has been reported that up to 75% do not enter or do not stay in teaching (U.S. Department of Education, 2006). In order to support a mindset and lifestyle of a healthy balance between the personal and the professional, this seminar requires a “Balanced Life” plan from each teacher candidate. It appears critical that such a plan during student teaching to keep you healthy will enhance the balance that those in the health professions advise us to attend to in the quest to stay mentally and physically healthy and well grounded in our work. Involving family and friends in your “Balanced Life” plan can enhance your commitment in this area.

If you have not exercised in a while, your instructor advises you to consult your physician for an exercise routine suitable for you before you begin this task. In an early seminar, we will establish a “Balanced Life Plan” for this course component. Beginning in several weeks and weekly thereafter, you will keep track of your plan and your progress and share these with weekly updates in class and in your folder.

Schedule of Classes and Course Content Overview

A schedule is attached to this syllabus; please note that it is tentative. This schedule is designed to be helpful and provide structure to our work, not to constrain or diminish “teachable moments” in the course. Thus, the instructor may make modifications as necessary to the syllabus as the course progresses although no additional work will be “added to” the schedule and overview.

Course Evaluation Procedures

Class work, assessments, participation, homework, readings, collaboration, etc. will be assessed according to the attached scoring guides to the syllabus.

Class meets once a week for 2.5 hours each session. Class attendance and participation are a significant source of learning in this course (and also a significant part of the grade); candidates who are diligent about reading assignments on time and responding to class experiences with thoughtfulness not only will prepare themselves for a profession in teaching but also will demonstrate leadership and significantly improve their assessment outcomes.

Candidates in this course are expected to command an emerging knowledge base of professional thought on “best practice” teaching. Candidates are also expected to apply and use best practice methods in developing, teaching, and assessing content lessons for middle or secondary students with varying interests, achievement levels, and special and diverse needs. Performance assessment methods for this course are designed to model those that pre-service and early career teachers may use in their own teaching.

Work for this course must be word processed on a computer unless otherwise indicated. Quality of the work should be representative of graduate level of study.

More than one absence from this course will jeopardize your successful completion of this class and result in a conference with the instructor. Out of professional courtesy and responsibility for your status in the course, if you must be absent for an emergency, illness, or other reason, please call the instructor (852-6044) before the class session to communicate about your absence. If you are absent, it will be your responsibility to schedule a time to consult with another colleague in the class and/or the instructor to become informed about the work missed and opportunities to complete the work.

Proficiency in Writing and General Performance as a Graduate Student

As a graduate student, you are well aware of the importance of being a proficient writer. The University Writing Center, 312 Ekstrom Library, 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 consultations, students learn to develop and organize ideas for course papers, applications, these and dissertations. Resources are also available on a large number of writing topics, including thesis statements, summaries, abstracts, lab reports, memos, and documentation. To schedule an appointment, students may stop by in person or call 852-2173. The UWC is located on the third floor of Ekstrom Library.

To successfully complete this course as per Graduate School requirements, students will be expected to do the following:

1. Complete all readings by assigned dates;
2. Complete all written work by assigned dates;
3. Attend class regularly, in prompt fashion, participate in and complete in-class activities and assignments as requested, and act in collegial collaboration with colleagues;
4. Perform at a proficient or distinguished level (3 or 4) on the attached rubrics;
5. Demonstrate positive and appropriate professional dispositions; and
6. Adhere to the Student Code of Conduct at the University of Louisville.

Notes on Assignments

All written work for this course should be word-processed unless otherwise noted by the instructors and have a substantive title and page numbers. Use the *Publication Manual of the American Psychological Association* as the style guide for the more formal work of the course. It is not necessary to use report covers or folders; simply staple pages and submit your work in your individual, class folder.

Late work will be accepted at the instructor's discretion. If you are unable to meet a deadline, please discuss the situation with the instructor as soon as possible. An "incomplete" for this course is will temporarily prevent you from completing the M.A.T. program and applying for certification.

Course Procedures

- **Attendance and Participation. Class Leadership.**
Your active participation in this class is crucial to its success. Because of the interactive, group nature of a successful learning community, you play a critical role in helping build and shape this course. Any absences should be discussed with the instructor, and more than two will result in a conference to evaluate your status in the course. Participation involves a combination of attendance, appropriate contributions to discussion, completion of assignments, and active listening. ***Please call and leave a message for or e-mail the instructor if you are unable to attend class for any reason.*** Class leadership involves actively contributing to the success of this community of learners. Your presence in class is needed to successfully accomplish this.
- **Time and Punctuality**
Out of respect for all of our busy schedules, one norm or expectation is ***that class will begin promptly at 4:30 p.m.*** Please arrive *before* class begins. Flagrant, late arrivals will be considered as absences.
- **Course Text Readings**
An important part of learning is spending time reading, listening, and thinking about ideas one encounters. One way to overcome the passivity of the traditional classroom, to make students more active and responsible for their own learning, is to use learning logs across the curriculum (Fulwiler, 1987). Instead of focusing exclusively on knowledge acquisition, writing allows for knowledge construction – the tentative, speculative creation that occurs through the interaction of self and experience. The most important aspect to the appropriate fulfillment of this course requirement is the regular use of analysis and reflection to organize your thoughts related to issues raised throughout the course. Writing before, during and after reading and preparing for class is an excellent way to organize your thoughts in order to share with others. Writing in class or after we meet is a way to extend ideas – to “mull over” what we discussed in class. Writing is a way to both encourage and give you course credit for reading and development of ideas, rather than for the making of lists or other strategies in preparation for an exam. It values your personal knowledge and experience as these connect to the theories and practical elements in the readings, rather than your assimilation of a particular perspective or your summary about what you have read. Effective teachers, as well as theorists, are finally recognizing that writing is the rightful bookend to reading, a too-neglected tool that helps students actively process their encounter with ideas, to deepen their engagement with the curriculum (Zemelman, Daniels, & Hyde, 1998). Writing to learn, writing to demonstrate learning, and writing for a real purpose to a real audience are key formative and summative assessments in the course.

For some in-class readings, problem solving or other assignments, we may also use the following protocol. The instructor will inform you in class about writing assessment expectations. This protocol may also be used for Critical Incidents which you will prepare and present that address real teaching, classroom management, assessment or other dimensions of teaching aligned with class meetings and essential questions.

1. Big ideas or incident: What are the “big ideas” discussed in the reading OR What is a brief description of the critical incident you have selected? (brief summary)
2. Questions: What questions does the reading raise for you OR what questions or concerns does the critical incident raise? What would you like your peers to assist you problem solve? (2-3 most important questions)
3. Reflections: How does the reading OR critical incident “connect” or differ from your existing understanding of the “big ideas” addressed or description of the incident you presented? Do the authors’ points OR your analysis and reflection of the critical incident fit with your own views and experience on the topic? If so, how? If not, do the points change your perceptions of the topic? How? What are you provoked to think deeply about as a result of the reading, analysis or discussion? What challenges are “out there” for you when you consider the implications of the reading OR critical incident for your growth and development as a teacher? Remember to focus not on the **what** in this section, but rather on the **why** through analysis and reflection.

- **Assessment and Grading**

In this class we will spend some time discussing the complexities and dilemmas of grading and assessment. Grading and assessment at the University level are equally complex. As part of University requirements, this course is letter graded with “plus” and “minus” option available.

As part of each assignment, the instructor will ask you to assess your performance based on the criteria for that assignment. Often you will submit your assessment and the assessment of classmates. For most assessments, the instructor will use a four-category criteria guide. The first level is "4 or A." This level means clear, focused, complex, well organized, well written/produced, precise, rich, distinctive, and/or creative. A “4 or A” indicates excellent, exemplary work that has pushed you to a new level of understanding. The second level is "3 or B," meaning focused, suitable, supported, logical, acceptable, and/or minimal errors. The third level is "2 or C" meaning that an effort was made to accomplish the task, but it was accomplished simplistically, contains errors, is disorganized, is poorly developed, and/or lacks coherence. The fourth level is "1 or D," indicating a performance that is minimal, lacking key components, filled with errors, and/or organized incoherently. Your self-assessment will be taken into consideration as your instructors reads and assesses your work. A "0" indicates an assignment was not submitted or was totally lacking all required components. The HAT (Hallmark Assessment Task) instructional sequence and analysis of student achievement will be assessed on a performance rubric of three levels (target, acceptable or unacceptable). This assessment will be shared with you on Live Text.

Typically, the instructor will record one of the above ratings for your work. Looking across the work of the course and taking into account the percent of class emphasis and the weight and point totals of assignments, the instructor will use the above scale based on a four-point system (see attached syllabus scoring rubrics). Some of the assignments and class activities, as part of course projects and in-class work, may be assessed at the levels of “√+, √, or √-.” These assessments equate to excellent (√+), satisfactory (√), or needs improvement (√-). These assessments are a part of the grading for this course.

- **Folder System**

We will use an organizational system of folders (Atwell, 1998) for recording attendance, notes to each other, and submitting and receiving work due in class. This system will be explained in class.

- **Copies**

Please make sufficient copies, in advance, of any handouts you may need for class work. We will discuss and plan for such needs in class.

- **Inclement Weather Policy**

When Jefferson County Public Schools or other school districts are canceled for weather related or other reasons but the University of Louisville is open as usual, this class will meet in our regular assigned classroom. Please listen to the radio (e.g., WHAS, 840 AM) or consult the university website. The University website <http://www.louisville.edu> posts up-to-date information for students and faculty.

- **Cell Phone Policy**

Ringling cell phones are an intrusion and a distraction during class. Please respect the learning community and concentration of colleagues by setting cell phones in the off or vibrate mode during class. If you have an emergency and must answer or talk on your cell phone at some point during class, please advise the instructor beforehand of your need to do so. Otherwise, we will respect this “norm” as a learning community at all times.

Prepared by Dr. Ann Larson and Ms. Sherry Ederheimer, January 2007, based on EDTP 477 syllabus previously created.

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

Designed by the Department of Teaching and Learning,
Middle/Secondary Program Committee 2006-07

Purpose

Candidates will apply previous content and pedagogical knowledge and skills to design, plan, teach, and analyze a week-long instructional sequence appropriate for candidates 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 (program of studies, core content for assessment, and district standards as appropriate), and an understanding of the context and needs of middle or secondary students the candidate is teaching. This work product will also serve as evidence of the candidate's ability to create appropriate and aligned assessments, use data from those assessments to plan and adjust instruction, and analyze student work to determine the effectiveness of instruction with a proposed plan for modification based on analyses of data. This Hallmark Assessment Task (HAT) is based on elements of the Teacher Performance Assessment of the Kentucky Education Professional Standards Board (EPSB, 2006) and is used as evidence of teacher candidates' proficiency in these areas for continuous assessment of candidates and also to prepare candidates for the Kentucky Teacher Internship Program (KTIP, EPSB, 2006).

Product

The final HAT project will be submitted by the teacher candidate on Live Text, where a template includes more specific instructions and forms to be used. In general, the product includes:

- Description of the community, school, classroom, and student contextual factors and the instructional implications of these for curriculum planning, assessment and student learning.
- Lesson plans (UofL KTIP format) that provide evidence of the instructional sequence.
- An Assessment Plan Organizer demonstrating how each learner outcome will be assessed before, during, and at the completion of the instructional sequence.
- Analysis of middle or secondary student learning (pre-assessment, implications, how the teacher candidate responded; formative assessment and how the teacher candidate modified instruction based on analysis of data; and an analysis of pre and post-assessment data to show students' progress related to each learner outcome).
- Based on the teacher candidates' analysis, s/he provides a written description of a plan for advancing subsequent student learning and how the teacher candidate will improve instructional practice based on analysis and reflection related to the Hallmark Assessment Task.

Description

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 content 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 may be used to analyze student learning for the instructional sequence, and at least one formative assessment you will use during the week of instruction related to this sequence, to inform your instruction.
5. Develop quality lesson plans for the instructional sequence.
6. Pre-assess before beginning the instructional sequence, adjust your teaching plans based on that assessment data, teach, use formative assessment data to modify your plans as warranted, post-assess, and analyze, reflect and present in writing your results.

Rubric	Target	Acceptable	Not Acceptable
Displays a knowledge of community, school and classroom factors (7%) KY-NTS.1.3 UofL Program Standard 10.1	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 UofL Program Standard 10.3, 10.4, 10.8	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, and abilities) but does not analyze how these differences may affect learning.
Identifies implication of contextual factors for instructional planning and assessment (7%) KY-NTS.1.3 KY-NTS.2.2 UofL Program Standard 10.2	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	Objectives are clearly stated as learning outcomes, but do not include what the student will be expected to know and	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.	be able to do at the conclusion of instruction.	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.
Includes multiple forms of assessment (7%) KY-NTS.4.2	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.
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	*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 (7%) KY-NTS.8.1	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>	<p>Analysis of student learning is fully aligned with lesson objectives and provides a complete profile of student learning for both the whole class and identified subgroups and individuals. Analysis is data-based.</p>	<p>Analysis of student learning is partially aligned with lesson objectives and provides a partial profile of student learning for both the whole class and identified subgroups and individuals. Analysis is data-based.</p>	<p>Analysis of student learning is not aligned with lesson objectives and does not provide a profile of student learning for either the whole class or identified subgroups and individuals. Analysis is not data-based.</p>
<p>Provides analysis with clear and appropriate interpretations and conclusions (7%)</p>	<p>Analysis is easy to understand. Interpretation is meaningful and appropriate conclusions are drawn from the data.</p>	<p>Analysis is somewhat difficult to understand. Interpretation is trivial and conclusions need to be reconsidered.</p>	<p>Analysis is confusing or hard to follow. Interpretation is not meaningful and appropriate conclusions are not drawn from the data.</p>
<p>Provides evidence of impact on student learning (7%) KY-NTS.4.5</p>	<p>Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learner objective.</p>	<p>Analysis of student learning includes incomplete evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learner objective.</p>	<p>Analysis of student learning does not include evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learner objective.</p>
<p>Describes a plan for improving instructional practice (7%) KY-NTS.5.2</p>	<p>Teacher's plan identifies the changes in instructional practices needed to effectively improve student learning.</p>	<p>Teacher's plan loosely identifies the changes in instructional practices needed to effectively improve student learning.</p>	<p>Teacher's plan does not identify the changes in instructional practices needed to effectively improve student learning.</p>

Scoring guide for preparedness, leadership, professional collegiality, collaboration & small group work

4	3	2	1
Comes to class prepared, having read and thought about the material (brings questions or worthwhile additions to the conversation), having invested time with the written and reflective work.	Comes to class prepared, having read, written and thought about the material.	Comes to class generally prepared, having read and thought about the material.	Comes to class with some of the assignments prepared or is not prepared.
Participates with enthusiasm, listening to others, helping to advance 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 with interest, talks occasionally or dominates the conversation without consideration of others, asks few questions.	Reticent to participate or does not enter into collaborative, group activities, asks no questions.
Demonstrates leadership by initiating ideas, positively contributing to the learning community, and demonstrating appropriate dispositions through behavior that is professional, positive, innovative and respectful	Demonstrates leadership by contributing to class discussions and actively engagement. Appropriate dispositions are exhibited that support the learning community and are positive and respectful.	Demonstrates limited leadership with infrequent contributions of ideas and appears inconsistent in active engagement. Dispositions may inhibit advancement of the learning community.	Reticent to contribute to class and appears reluctant or not invested in the learning community. Engagement is passive. Dispositions may inhibit advancement of the learning community.

Prepares high quality, reflective and analytical critical incidents, applies course content to student teaching practice that is evident in course work, and demonstrates problem solving commitment.

Prepares descriptive critical incidents, applies course content to student teaching practice that is periodically evident in course work, and responds to problems when others present them.

Prepares limited description of critical incidents, provides limited evidence of application of course content to student teaching practice, and demonstrates inconsistent commitment to problem solving.

Is unprepared with critical incidents, provides little to no evidence of application of course content to student teaching practice, and appears reticent in commitment to problem solving as a teacher candidate.

Scoring guide for class work and weekly assignments

Component	4	3	2	1
Level of thought	Analytic and Reflective (considers alternatives, how lessons learned might influence future actions), thoughtful, integrates course content with professional experience. Excellent, exemplary work that has pushed you to a new level of understanding.	Analytic (attempts to make sense of incidents described or patterns observed), thoughtful.	Descriptive (tells <u>what</u> is going on).	Confused (omits or illogically connects ideas), little evidence given.
Expression	Clear, focused, complex, well-organized, precise, rich, distinctive or creative, well written/produced.	Clear, focused, logical, acceptable.	Acceptable but vague, disorderly or confusing.	Simplistic, disorganized, poorly developed, and/or lacks coherence.
Evidence	Well supported with examples and/or connections to experiences or readings.	Mostly well supported.	Adequately supported.	Sketchy or weak support.
Mechanics	Meets deadline. Word processed. Free of mechanical errors.	Meets deadline. Word processed. Minimal mechanical errors.	Word processed. Some mechanical errors.	Word processed. Mechanical errors are noticeable relative to complexity and detract from the work.

Tentative Course Projects, Activities, and Schedule

The following schedule outlines tentative due dates for assignments and provides an overview of themes and activities for each class session. Readings and completion of assignments are due on the dates noted. Formative writing assignments will be used as launching points for class discussion weekly and will be read and assessed by the instructor. For each class session, the instructor will provide an overview of a class agenda. ***NOTE:** *The instructor reserves the right to modify the course schedule based on the rate of progress in addressing course content, candidate needs, or other unforeseen occurrences or events.*

Class Meeting	Themes and Essential Questions	Assignments
January 10	Introduction to Course Rituals and Routines What rituals and routines are you observing? What rituals and routines are you developing? What rituals and routines did you notice in our class this evening?	Information Card (in class) Sponge Activity Critical Incident (in class) In-class Reading with Graphic Organizer
January 17	How do you view yourself as a teacher? How do you view your students? What is a theory of hope? What is resiliency?	Bring Critical Incident Reading TBA Reading Reflection Introduce (in class) “Balanced Lives” Plan
January 24	What are the developmental stages new teachers experience? What does best instruction “look like?”	Reading TBA Reading Reflection KTIP Intern Performance Record (in class) Introduce Professional Growth Plan (in class)
January 31	How do we cultivate constructivism in our teaching and in student learning in a “behavioral, objectivist” world?	Bring Critical Incident Reading TBA Reading Reflection
February 7	How has your theory of classroom management evolved?	Reading TBA Reading Reflection Bring M.A.T. portfolio evidence for a “new” (not mid-point) entry for exit portfolio
February 14	How well is classroom management working in your school? In your	Bring Critical Incident Reading TBA

	classroom? In your practice?	Reading Reflection Bring your first day of school rules/protocols/ routine and set-up
February 21	What are the uses of formative and summative assessment?	Reading TBA Reading Reflection Bring M.A.T. portfolio evidence for a “new” (not mid-point) entry for exit portfolio Bring 1 formative assessment that you have created for a lesson with several copies of student work
February 28	What are the expectations of (new) teachers related to the Kentucky Writing Portfolio and CATS?	Bring Critical Incident Reading TBA Reading Reflection Revise and bring for submission your first day of school rules/protocols/ routines and set-up
March 7	How does a teacher candidate prepare to interview for a teaching position at a school?	Reading TBA Reading Reflection Bring M.A.T. portfolio evidence for a “new” (not mid-point) entry for exit portfolio Introduce Hallmark Assessment Task (HAT)
March 14 UofL’s Spring Break – We DO meet for class ☺	How do we take stock of the Kentucky New Teacher Standards and UofL Program Theme in relation to student teaching and to professional development and the professional growth plan?	Bring Critical Incident Reading TBA Reading Reflection Bring HAT Assignment #1 Bring 1 observation evaluation from your university supervisor, your lesson plan for that observation, and any feedback you have received from your cooperating teacher. Bring your mid-point student teaching evaluation from both cooperating teacher and university supervisor.
March 21	What do we need to know as teacher candidates about applying for certification and licensure? What	Reading TBA Reading Reflection Bring M.A.T. portfolio evidence for

	are our timelines for spring or summer 2007?	a “new” (not mid-point) entry for exit portfolio Bring HAT Assignment #2 Education Advising Center Certification Officer presents
March 28	Open Topic/Theme: Special Interest	Bring Critical Incident Reading TBA Reading Reflection Bring M.A.T. portfolio evidence for a “new” (not mid-point) entry for exit portfolio Bring HAT Assignment #3
April 4	What does it mean to be a professional educator?	Reading TBA Reading Reflection Experienced Teacher Panel (in class) Professional Growth Plan Due Bring HAT Assignment #4
April 11	Schools’ Spring Break No Class!	⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒⇒
April 18	Open Topic/Theme: Special Interest	Bring Critical Incident Reading TBA Reading Reflection Bring M.A.T. portfolio evidence for a “new” (not mid-point) entry for exit portfolio Bring Draft of HAT, Assignment #5
April 25, Final Class Scheduled 5:30 – 8 p.m. Time TBA	Showcase of Learning	Reading TBA Reading Reflection Hallmark Assessment Task (HAT) Due Bring Showcase of learning Product Final Course Self-Assessment Final Course Evaluations

**EDTP: 609 Special Methods: in Teaching Foreign Language
(3 credit hours)
Middle and Secondary, Alternative Certification MAT
and Traditional MAT Programs**

Course date / time / location

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

University Catalog Description:

A study of methods and materials in teaching, appropriate to the field of World Language.
Prerequisite: Admission to 8-12 MAT program. An application of methods and materials to teaching appropriately in specific content areas of certification.

Course Purpose:

This course is designed for those students who are considering foreign language teaching as a profession and who have had no prior teaching experience or training. In this course, we will examine current trends in foreign language pedagogy, including the national standards, *Standards for Foreign Language Learning: Preparing for the 21st Century*, and the Proficiency Guidelines of the American Council on the Teaching of Foreign Languages (ACTFL). In this class, you will become familiar with professional foreign language organizations and professional publications.

Required Texts:

Omaggio, A. Teaching Language in Context. Third Edition. United States: Heinle & Heinle 2001.

Blaz, D. Foreign Language teacher's guide to active learning. New York: Eye on Education. 1999.

Required Download

Standards for Foreign Language Learning: Executive Summary. 1996. ACTFL Executive Summary. <http://www.actfl.org/i4a/pages/index.cfm?pageid=3324> (Download execsumm.pdf)

Course Objectives:

Plan and deliver effective classroom lessons for teaching all four skills, using appropriate teaching strategies, and incorporating culture, by:

1. designing and presenting contextualized, engaging language lessons to their peers
2. creating lessons for students of various ages, abilities, aptitudes, and physical conditions

- 3. developing a variety of strategies in dealing with students from diverse socioeconomic and cultural settings
- 4. integrating effective technological tools into the design of classroom lessons
- 4. selecting and designing materials (including visuals, props, realia) to support lessons
- 5. becoming knowledgeable about national and state standards for foreign languages and demonstrate that knowledge by incorporating these standards into planning and teaching
- 6. planning and implementing instruction reflective of student needs
- 6. Reflect on their own development as effective teachers by:
 - 1. writing detailed self-evaluations after teaching each lesson
 - 2. sharing their reflections with peers
 - 3. selecting items from this experience for inclusion in their portfolios
 - 4. engaging in experiences that allow for reflection, self-assessment and improvement of teaching that lead to examination of attitudes and beliefs related to foreign language instruction
 - 5. demonstrating an increasing involvement in the profession as a whole by reading professional journals, attending and participating in state and national conferences, etc.

WORLD LANGUAGE OTHER THAN ENGLISH STANDARDS

(for teachers of students ages 3-18+)

National Board for Professional Teaching Standards

PREPARING FOR STUDENT LEARNING

- I. **Knowledge of students:** Accomplished teachers of world languages other than English draw on their understanding of child and adolescent development, value their students as individuals, and actively acquire knowledge of their students to foster their students' competencies and interests as individual language learners.
- II. **Fairness:** Accomplished teachers of world languages other Than English demonstrate through their practices toward all students their commitment to the principles of equity, strength through diversity, and fairness. Teachers welcome diverse learners who represent our multiracial, multilingual, and multiethnic society, and they set the highest goals for each student.
- III. **Knowledge of Language:** Accomplished teachers of world languages other than English have the ability to function with a high degree of proficiency in the languages they teach, know how the languages work, and draw on this knowledge to set attainable and worthwhile learning goals for their students.

ADVANCING STUDENT LEARNING

- IV. **Knowledge of Culture:** As an integral part of effective instruction in world languages other than English, accomplished teachers know and understand the target cultures and target languages and know how these are intimately linked with one another.

- V. **Knowledge of Language Acquisition:** Accomplished teachers of world language other than English are familiar with how students acquire competence in another language, understand varied methodologies and approaches used in the teaching and learning of languages, and draw on this knowledge to design instructional strategies appropriate to their instructional goals.
- VI. **Multiple Paths to Learning:** Accomplished teachers of world languages other than English actively and effectively and effectively engage their students in language learning and cultural studies; they use variety of teaching strategies to help develop students' proficiency, increase their knowledge, strengthen their understanding, and foster their critical and creative thinking.
- VII. **Articulation of Curriculum and Instruction:** Accomplished teachers of world languages other than English work to ensure that the experiences students have from one level to the next are sequential, long-range, and continuous, with the goal that over a period of years students will move from simple to sophisticated use of languages.
- VIII. **Learning Environments:** Accomplished teachers of world languages other than English create inclusive, caring, challenging, and stimulating classroom environment in which meaningful communication in the target languages occurs and in which students learn actively.
- IX. **Instructional Resources:** Accomplished teachers of world languages other than English select, adapt, create, and use appropriate resources to help meet the instructional and linguistic needs of all their students and foster critical and creative thinking among them.
- X. **Assessment:** Accomplished teachers of world languages other than English employ a variety of assessment strategies appropriate to the curriculum and to the learner and use assessment results to monitor student learning, to assist students in reflecting on their own progress, to report students progress, and to shape instruction.

SUPPORTING STUDENT LEARNING

- XI. **Reflection as Professional Growth:** Accomplished teachers of world languages other than English continually analyze and evaluate the quality of their teaching in order to strengthen its effectiveness and enhance student learning.
- XII. **Schools, Families, and Communities:** Accomplished teachers of world languages other than English work with colleagues in other disciplines, with families with members of the school community and with the community at large to serve the best interest of students.
- XIII. **Professional Community:** Accomplished teachers of world languages other than English contribute to the improvement of instructional programs, to the advancement of knowledge, and to the practice of colleagues in language instruction.
- XIV. **Advocacy for Education in World Languages Other than English:** Accomplished teachers of world languages other than English advocate both within and beyond the school for the inclusion of all students in long-range, sequential programs that also offer opportunities to study multiple languages.

http://www.nbpts.org/the_standards/standards_by_cert?ID=16&x=42&y=9

STANDARDS FOR FOREIGN LANGUAGE LEARNING

COMMUNICATION

Communicate in Languages Other Than English

- **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics
- **Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES

Gain Knowledge and Understanding of Other Cultures

- **Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
- **Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

CONNECTIONS

Connect with Other Disciplines and Acquire Information

- **Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language
- **Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

COMPARISONS

Develop Insight into the Nature of Language and Culture

- **Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
- **Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES

Participate in Multilingual Communities at Home & Around the World

- **Standard 5.1:** Students use the language both within and beyond the school setting

- **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

College of Education and Human Development’s Conceptual Framework

This course imbeds a number of program concepts from the Department of Teaching and Learning’s Conceptual Framework. Teaching for Knowledge, Leadership and Change: Enabling Success for All Learners. This course is designed to enable students to develop sound content knowledge specialization in World Language for grades k-12 and knowledge of how to apply developmentally and cognitively appropriate processes and methods to teach content to middle school children and adolescents, and assess learning. .

Diversity in this course will advance a focus on preparing students to develop knowledge and affirm issues of race, ethnicity, culture, gender, sexual orientation, class, language, ability, special needs and exceptionalities as well as for different learning styles and multiple intelligences.

Relationship to Conceptual Framework

The conceptual framework for certification and degree programs in the Department of Teaching and learning has three components: (a) teaching for knowledge, (b) leadership, and (c) change that enable all learners to succeed. These components are embedded in the performances particularly relevant to this course. All three components are addressed in this course through all class activities, field experiences, readings, assignments.

Grading Scale

99 – 100	A+	95 – 98	A	93 – 94	A-	
91 – 92	B+	87 – 90	B	85 – 86	B-	
83 – 84	C+	79 – 82	C	77 – 78	C-	
75 – 76	D+	71 – 75	D	69 – 70	D-	Below 69 F

Course Requirements

1. Language acquisition activities 10%
2. Micro-teaching 15%
3. Chapter Presentations 15%
4. Hallmark Assessment – unit of study 40%
5. Field Experience 20%

1. Language acquisition activities: Every student will design 6 original and creative activities that will enhance students’ following skills: listening, reading, speaking, writing, cultural understanding, and testing for levels 1 and 2. Each activity should not exceed 5’ (See schedule for specific dates). Classmates will participate in the activity as students. They will provide

feedback to the presenter. Lesson plans are not required, but you need to indicate the objectives and how you will assess students' language acquisition.

2. Micro-teachings consist of a 5 minute demonstration of a teaching methodology through presentation of an activity to the class. Classmates will participate in the activity as students and will provide feedback. Lesson plan is required for this activity.

3. Presentations consist of 20 to 25 minute group presentation. Key elements that you need to keep in mind when preparing your presentations. Set your objectives, present concepts clearly, provide examples, engage your audience, and assess learning. This presentation is a teaching experience, use Madeline Hunter's Lesson Plan model – see attachment at the end. Be creative, and have fun teaching.

4. Hallmark assessment. The **instructional unit** is the compilation of the individual learning and assessment activities developed for reading, listening, speaking, writing, and culture. Grammar should also be included, but can be integrated in or separate from other activities. The unit should be introduced by a short statement of the learning goals and target audience for the activities.

5. Field experience

In order for you to make the best possible decisions and implement in action what you are learning in the MAT program, you will have a field component in this course where you will work with a mentor teacher and with students in a classroom (36 hours). If you are in the alternative MAT program, you have been assigned a classroom and are teaching with the guidance of a university and school-base mentor. This is the site where you will complete the field component for this course.

The University of Louisville and the Jefferson County Public Schools (JCPS) district have a longstanding collaborative relationship. Selected schools are UofL partners and you will be assigned a school in consultation with the instructor. Your positive and professional demeanor during fieldwork is an absolute necessity. Your dispositions as well as your professional knowledge and practice will be assessed by your host teacher or supervisors/mentors as well as by your methods instructor. Problem solving, being intentional and thinking ahead are important dispositions and skills for teachers. Such assessment becomes a running record of your performance and is often sought by district administrators from your UofL files when you become an applicant for teaching positions.

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Donato, R., & Terry R.M. (1995). *Foreign language learning: The journey of a lifetime*. The ACTFL Foreign Language Education Series. Lincolnwood, IL: National Textbook Company.

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Glisan, E. W., & J.K. Phillips. (1989). Immersion experiences for teachers: A vehicle for strengthening language teaching. *The Canadian Modern Language Review*, 45 (3), 478-484.

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Guntermann, G. (1993). *Developing Language Teachers For a Changing World*. The ACTFL Foreign Language Education Series. National Textbook Company, ILL.

Hadley, A.O. (1993). *Teaching language in context: Proficiency-oriented instruction*, 2nd. ed. Boston: Heinle & Heinle.

Hall, J.K. (1995). 'Aw, man, where we going?': Classroom interaction and the development of L2 interactional competence. *Issues in Applied Linguistics*, 6 (2), 37-62.

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USEFUL BOOKMARKS

Kentucky World Language Association <http://www.kwla-online.org/>

American Association of Teachers of Spanish and Portuguese <http://www.aatsp.org>

American Association of Teachers of French <http://www.frenchteachers.org>

FLTEACH: <http://www.cortland.edu/flteach>

Jefferson County Public Schools, World Language Department
<http://www.jefferson.k12.ky.us/Departments/Gheens/ForeignLang1.html>

Foreign Language Learning Standards: <http://edstandards.org/Standards.html>

Spanish: Eva Easton's Site <http://eleaston.com/spanish.html>

French: Tennessee Bob's Site <http://www.utm.edu/departments/french/french.html>

Schoolhouse: Special needs and gifted education
<http://teacherpathfinder.org/School/Subjects/SpecEd/learndisabl.html>

Foreign Language Lesson Plans and Resources for Teachers
<http://www.csun.edu/~hcedu013/eslsp.html>

The National Capital Language Resource Center <http://www.nclrc.org/>

Journals recommended:

- Foreign Language Annals
- Hispania
- The French Review
- FLES News – Foreign Language in the Elementary School
- TESOL Quarterly – Teacher of English to Speakers of Other Languages
- ADFL Bulletin – Association of Departments of Foreign Language
- Modern Language Journal
- Language Learning

Policy on Instructional Modifications for the University of Louisville and the College of Education and Human Development

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

CEHD Diversity Statement

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

Technology Expectations

Assignments are to be word-processed. Continuing and regular use of e-mail is expected. Electronic submission using Live Text for some assignments is required. Be able to access the web/BlackBoard; download and print documents, do web searches; participate in chat rooms. Your UofL email account will be used for official business.

Plagiarism Statement:

Definition: 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.

August 10, 2006

Prepared by D. MacKenzie

