

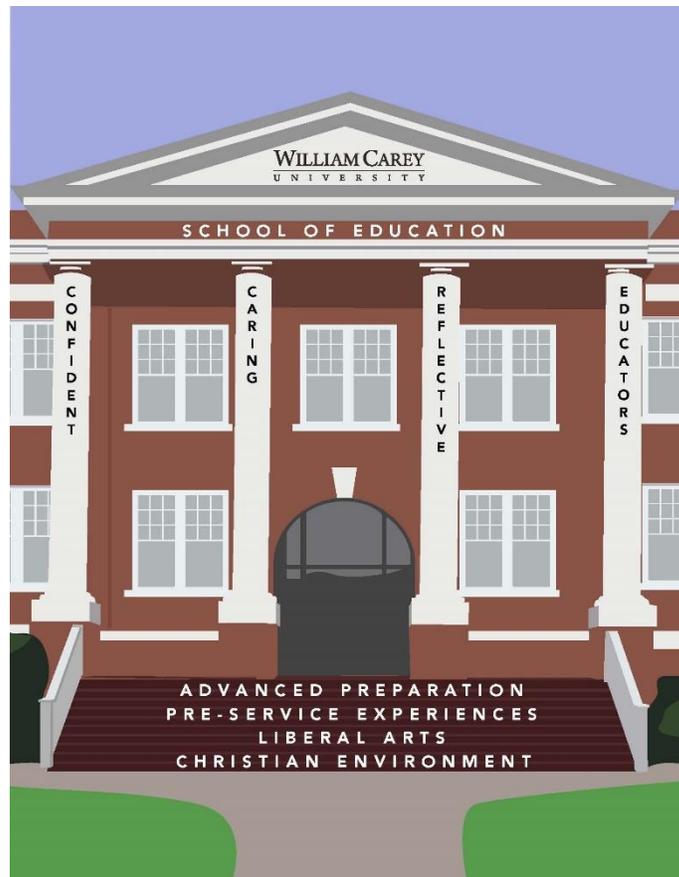
EDL 601
William Carey University
School of Education
Course Syllabus – Fall 2019

Instructor: Dr. Chuck Benigno
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E- Mail: cbenigno@wmcarey.edu

WCU Theme: Desiderium Sciendi – “Longing to Know” Philippians 3:10
Vision: “Confident, Caring, and Reflective Professional Educators”

The School of Education serves to prepare *confident, caring, and reflective* educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for inservice educators.



One or more assignments in this course require submission to two links in CANVAS. Failure to do so will result in a grade of “I” (incomplete) in this course. If you receive an “I”, you will then have one term to complete the upload to receive a reduced grade, preventing the “I” from converting to an “F” automatically. If you have questions or need help with your upload to the link that has TK20 in the title, contact your TK20 Administrator at tk20@wmcarey.edu.

OFFICE HOURS:

Tuesdays, Wednesdays, and Thursdays 10 a.m. -1 p.m.

COURSE COMMUNICATION:

Please communicate with me through the Canvas email and the University’s email address established for students. My email address is cbenigno@wmcarey.edu.

Telephone numbers: 601-580-1810

The discussion mechanism in Canvas, allows you to communicate with other students in the Discussion Assignment.

REQUIRED TEXT(S) AND READINGS:

Owens, Robert and Valesky, Thomas. (2015). Organizational Behavior in Education: Leadership and School Reform. 11th Edition. Upper Saddle River, NJ: Pearson ISBN# 0-13-348903-5

COURSE DESCRIPTION:

(Three hours) The study of the fundamental principles and culture of the educational organization and administration as well as concepts for development and growth.

PREREQUISITES:

There are no prerequisites for this class/course. Student must be admitted to graduate school.

COURSE OBJECTIVE:

To acquaint students with the classical research and theories of organizational behavior and applications that have been the foundation of progress in educational leadership.

GENERAL STUDENT LEARNING OUTCOMES:

Assessments	ELCC	SLLA	PSEL STANDARDS FOR EDUCATIONAL LEADERS 2015	ISTE	MSSL/ MPPS	WCU/CF	Vision Values
Understand acceptable	1.1	I	1.a 1.f	1,2	1,2 AB	1,2	1A

organizational behaviors expected of others by sharing their vision. (CF Confident, Reflective; CF 1, 6: EG 1, 3, 5; InTASC 3, 10)			1.b				
Demonstrate a knowledge of shared-decision making (CF Confident, Reflective; CF 1, 6: EG 1, 3, 5; InTASC 3, 10)	3.4	IV	1.b 6F	1	3,4D,E	2,3,4	A1,3
Recognize cultural diversity as a natural state of being (CF Confident, Reflective; CF 1, 3, 6: EG 1, 2, 3, 5; InTASC 2, 3, 10)	4.2	II,VI	3.a-h	1,5	2AB	4	A2
Understand the value of collaborative work group processes (CF Confident, Caring, Reflective; CF 1, 6: EG 1, 3, 5; InTASC 10)	2.1	IV	7.a 7.c 7.g		4a,C D	1	A1,3
Examine administrative	3.1	III	9.a		3A	1	A1

theory and organizational structure (CF Confident; CF 1, 6: EG 1, 3, 5; InTASC 10)							
Examine administrative process and organizational restructuring transformation (CF Confident; CF 1, 6: EG 1, 3, 5; InTASC 10)	3.1	III	9.a		3A,C	1	A1
Understand the importance of compliance with federal, state, and local governing agencies (CF Confident, Reflective; CF 1, 6: EG 1, 3, 5; InTASC 10)	5.4, 6.2	I,II, VI	9.h		1,2B	6	A2

SPECIFIC STUDENT LEARNING OUTCOMES:

Students will be able to:

1. Design a visual presentation defining a specified educator’s leadership style **PSEL 9.a**
2. Utilize appropriate decision-making models **PSEL 9.k**
3. Design a plan for collaborations between the instructional leader and staff **PSEL 7.a**
4. Compose a written reflection on the strengths and challenges of bureaucratic and non-bureaucratic leadership styles **PSEL 7.a**
5. Produce a power point about appropriate behaviors and skills of effective first – year principals **PSEL 7.a**
6. Develop strategies/a plan for garnering support for a specific non-traditional curriculum program **PSEL 4.a**
7. Compose a written reflection on strengths of positive Professional Learning Communities **PSEL 7.f**

CLASS PROCEDURES AND REQUIREMENTS:

Beginning with Week One, each Launch Page clearly identifies the goals for that particular week. The goals are closely tied to the each Assignment Page. Each assignment is aligned with the student learning outcomes that are listed on the second and third pages of the syllabus. **Completed assignments are to be submitted to Canvas by 11:59 on the specified dates.**

Week 1

Assignment 1: Student Introduction: In order to better acquaint students with one another, we ask that you take a few minutes to introduce yourself to classmates. You may include your name, hometown, school where employed, grade or subject you teach, years experience, goals for the future, and anything else you would like to share.

Assignment 2: Contrast two theories of leadership. After reading Chapter 1, contrast Theory X and Theory Y. How do these theories relate to bureaucratic and non-bureaucratic leadership styles (400-500 words in length)? **30 points The plagiarism level should be 30% or less.**

Week 2 -

Assignment 3: Analyze the Great Debate of education. Read Chapter 2 and after reading “Controversy at the Principal Meeting” (p. 70-71), reflect on the following: a) How are the philosophies of Olson and Joan related to the Two Principal Sources of Conflict and the Great Debate? b) Which part of the Great Debate do you support and why? Your reflections should be in one document. (400 to 500 words in length). 30 Points

The plagiarism level should not be over 30%.

Week 3

Assignment 4: Compose written reflections on bureaucratic vs. non-bureaucratic leadership styles. Read Chapter 3 and after reading “A Philosophical Disagreement on Administration” (p. 95), reflect on the following: a) If you agree or disagree with Jason and Muriel, defend your position, b) What valid points does the university professor make?, and c) Would you agree with Jason that schools were administered somewhat differently in the past than they are today? Defend your position. How is this scenario related to structuralism and informal organizational leadership as discussed in Chapter 3? The responses should be in one document. 400-500 words in length. 40 Points

The plagiarism level should not be over 30%.

Week 4

Assignment 5: (Discussion Board): Analyze supervisory structures of effective Professional Learning Communities. Click on the article below and review the 7 approaches listed regarding how principals can enhance professional learning communities in their schools. Post a response to the following questions in a paragraph of 100 words or more. Then make comments to two classmates about their response in 50 words or more each, for a total of 200 words or more.

<http://www.ascd.org/publications/educational-leadership/feb09/vol66/num05/The-Principal's-Role-in-Supporting-Learning-Communities.aspx> (Links to an external site.)[Links to an external site.](#)

Question #1: Which approach of the seven do you believe is the most important? Why?

Question #2: Most educators would say that PLCs can be a positive growth experience for teachers. Why do so many schools either not have PLCs or have ineffective PLCs? A related rubric is located in the Rubrics Module in Canvas. 50 points

Week 5

Assignment 6: Produce a power point about appropriate behaviors and skills for first – year principals. Google “Tips for First – Year Principals.” Select one of the topics listed and develop a power point presentation as if you are going to present the highlights to an audience of new school leaders. The presentation should be 10 slides in length. The first slide should include the title, source, and your name. The last slide should be a summary of professional perspectives that you gained from the selected topic (What was important to you and why?). **A related rubric is located within the Rubrics Module in Canvas. 100 Points**
The plagiarism level should not be over 30%.

Week 6 - Read Chapter 7

Week 7

Assignment 7: **Discussion Board: The 14 signs that a person is Emotionally Intelligent**

1. Read the section on page 61-62 in the textbook on Emotional Intelligence.
2. Click on the article listed in Canvas and review the 14 signs of emotionally intelligent people. Post a response to the following question in a paragraph of 100 words or more. Then make comments to two classmates about their response in 50 words or more each, for a total of 200 words or more.

Question #1: Which 3 signs out of the 14 do you believe are the most important for principals to possess? And, explain why for each of the three signs you selected.

Week 8

Assignment 8A - Chapter 8 - Organizational Health: Using the section in the textbook (pages 230-231) on Organizational Health, the students will complete the following task:

1. List the 10 specific indicators of organizational health.
2. Rank your current school on a (scale of 1-5) for each of the indicators.
3. Choose the three indicators you believe are the most important and explain why.

Assignment 8B: For assignment 8B, students are to only complete the assignment associated with the degree they are pursuing.

Master’s Degree Assignment 8 - Design a plan for collaboration between the school leader and faculty. Read Chapter 8. After reviewing “The Man for the Job” (p.245) in Chapter 8, respond to the following issue: What do you suggest Rick do to make effective changes at Madison and how do you suggest he works with the staff? Cite specific useful concepts a leader might consider presented in this chapter by the authors of the textbook. 40 Points - 400-500 words in length. The plagiarism level should not be over 30%.

Specialist Degree Assignment 8 - Case Studies: Read the three assigned case studies and respond to the questions in each. Questions are found at the end of each case scenario. Response to each case should be two pages in length (6 pages total) using double – space and utilize font size “12. Assigned questions are as follows:

The Passive Principal: Questions #1, #3 and #5, #6

The One – Trick Principal: Questions #2, #3, and #5

A Disillusioned Assistant Principal Questions #1, #2, #6 and #10

30 Points – 6 page double space in length. The plagiarism level should not exceed 30%.

Week 9.

Assignment #9 - **SLLA Sample Questions:** Using the study guide attached above, students are to answer the following sample questions listed in the booklet. #3, #6, #12, #26, and #29

1. Attempt the questions without looking at the answers in the back of the booklet.
2. Then, check the answer in the back of the book and provide an honest reflection on the ones you missed and discuss why you think you missed that question. Remember, you learn more from missing a practice question than from getting it right.
3. Discuss which question you found most difficult and why?
4. Discuss which question you found to be the easiest and why?

Week 10

Assignment 10: Develop a strategy/plan for garnering support for the implementation of a curriculum program. Read the case study “**Non – Traditional Math Program**”

Case Study Scenario: A new principal in a suburban school district with six elementary schools has been asked to support the continuing implementation of a non-traditional math program at her school. The program was implemented district-wide three years ago amidst considerable concern from parents and staff.

Frequent evaluation of the program has shown that students’ conceptual understanding is exceptional, but their computation performance varies from year to year and consistently falls below their conceptual understanding. While significant concerns still linger among parents and

staff, parent satisfaction has increased by 20% in the last year and dissatisfaction has declined by one-third. The site evaluation team has established several recommendations, including improving communication with parents and providing professional development for teachers.

Activity:

1. Identify and describe at least three steps the principal can take to gain further support for the program and decrease the dissatisfaction levels.
2. Elaborate on involving stakeholders.
3. Connect your decision-making back to three different concepts introduced throughout the textbook. Explain how your approach to this scenario fits each of the three concepts.

Complete this activity in narrative form. Be very specific and outline your procedures.

(See Resources Module). Follow the instructions. **Follow the** related rubric located in the Rubrics Module. **100 Points**

ATTENDANCE OR PARTICIPATION POLICY:

WCU policy requires attendance to be taken even in 100% online and hybrid classes. Attendance is taken by submitting all weekly assignments by the due date. Assignments are due each Sunday night before midnight unless otherwise stated. Failure to submit assignments on time will result in an absence.

Attendance at all face-to-face class meetings is expected. Please be on time and stay until the class has ended. No credit is to be received if more than two (2) full classes are missed or more than seven (7) hours of class time. Please see The Graduate Catalog of WCU.

If submissions are late it is the responsibility of the student to contact the instructor. The instructor will respond in writing whether they choose to accept a late assignment. Even if an assignment is accepted late, it will not remove the absence, and the instructor reserves the right to remove points from the overall grade for the late assignment.

Statement on Academic Integrity

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University's academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean's office, and each campus dean's office.

ADA Statement

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact (contact person) at (phone number). (contact person) is located in (office of contact person).

The contact information:

Hattiesburg campus: Ms. Valerie Bridgeforth, 601-318-6188, Student Services Office in Lawrence Hall.

Tradition campus: Mr. Jerry Bracey, 228-702-1802.

Keesler Center: Ms. Amanda Knesal, 228-376-8480.

Slidell Site: Dr. Karen Sicard, (601) 318-6475

Disaster Plan Statement

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website <http://wmcarey.edu>, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university's course management system at <https://wmcarey.instructure.com>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through *SaderWatch*, the WCU emergency message service. Sign up instructions can be found at <http://wmcarey.edu/saderwatch>.

Sexual Misconduct Statement

It is the policy of William Carey University to comply with all federal and state laws governing sexual misconduct. Further, William Carey University reaffirms its principle, as well as Title IX of the Education Amendments Act of 1972, that all students have a right to be free from sexual discrimination in the form of sexual harassment and sexual violence. Students are referred to the Student Handbook, *The Translation (The Red Book)*, for policy statements regarding sexual harassment and sexual assault and for procedures for reporting and responding to sexual offenses. The policies and procedures may also be found on the university's website under Campus Life – Security. <http://wmcarey.edu/sexual-misconduct>

PROCTORED EXAMS:

There are no proctored exams.

STANDARDS SPECIFIC TO DISCIPLINE:

National Policy Board for Educational Administration: Professional Standards for Educational Leaders (2015)
See pages 2 and 3.

CREDIT HOURS:

This class receives 3 credit hours.

DROP DATE:

See online class schedule for the last day to drop the class with "W."
See the online class schedule for the last day to add a class.

LATE ASSIGNMENTS OR PROJECTS:

Assignments are expected to be submitted on the dates specified. At the discretion of the instructor, five points may be deducted for each tardy assignment. It is important that a student informs the instructor if there are circumstances that prohibit him/her from turning in an assignment on time or attending class. **Failure to turn in required assignments on the assigned dates results in being marked absent.**

EVALUATION CRITERIA:

Assignment 1	10 Points
Assignment 2	30 Points
Assignment 3	30 Points
Assignment 4	40 Points
Assignment 5	30 Points
Assignment 6	100 Points
Assignment 7	30 Points
Assignment 8a	40 Points
Assignment 8	40 Points
Assignment 9	30 Points
Assignment 10	100 Points

GRADING SCALE:

A = 93 -100%
B = 86 - 92%
C = 75 - 85%
F = Below 75%

TECHNOLOGY REQUIREMENTS:

To complete course requirements, some assignments will require Power Point and Microsoft Word. In some cases, specific links are given. These links are usually located in the Links Module of Canvas and/or Assignment Page. Students are required to submit the final assignment into both **Canvas and TK20**. **ALWAYS USE THE LOGIN URL FOR CANVAS: <https://wmcarey.instructure.com>**

TECHNICAL ASSISTANCE:

Use the **Help?** Icon in Canvas (located in the lower left corner of course home page).

**William Carey University
School of Education**

Assessment System Foundation

The School of Education’s Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission, School of Education’s Conceptual Framework (CF) and Outcomes, School of Education’s Education Goals (EG), Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

Mission	Outcome
William Carey University Expanded Statement of Mission	WCU 1- Provide academic programs to promote student learning. WCU 2-Promote Christian development and social responsibility. WCU 3-Strengthen ties with Baptist churches, associations, and conventions. WCU 4-Provide an environment that supports student learning. WCU 5-Strengthen organizational and operational effectiveness. WCU 6-Strengthen financial resources.
School of Education Conceptual Framework and Outcomes	CF-Confident, Caring, and Reflective Professional Educators CF 1-An innovative thinker CF 2-An effective communicator CF 3-An advocate for diverse learners CF 4-An integrator of technology CF 5-A life-long learner CF 6-A steward of the profession
School of Education Goals	EG 1-Apply current research and technology related to the teaching-learning-assessment process. EG 2-Respond sensitively to individual differences and diversity. EG 3-Understand and anticipate the needs of a global society. EG 4-Plan and implement learning experiences that support the highest level of student potential. EG 5-Continue to reflect, refine, and revise professional practices. EG 6-Collaborate with others to promote learning.
Interstate Teacher Assessment and Support Consortium (InTASC) Standards	1-Learner Development 2-Learner Differences 3-Learning Environment 4-Content Knowledge 5-Application of Content 6-Assessment 7-Planning for Instruction 8-Instructional Strategies 9-Professional Learning and Ethical Practice 10-Leadership and Collaboration
Learned Societies (SPA)	Association of Childhood Education International (ACEI) Council for Exceptional Children (CEC) Educational Leadership Constituency Council (ELCC) National Association for Sport and Physical Education (NASPE) National Association for the Gifted Child (NAGC)

	<p>National Council for Social Studies (NCSS) National Council for Teachers of English (NCTE) National Council for Teachers of Mathematics (NCTM) National Science Teachers Association (NSTA) National Policy Board for Educational Administration (NPBEA)</p>
<p>Professional dispositions</p>	<p>All WCU candidates will:</p> <ol style="list-style-type: none"> 1. Exhibit professional behaviors that indicate all students can learn and are a vital part of the learning environment; 2. Collaborate and seek to create positive relationships with all stakeholders to improve the learning environment; 3. Exhibit an awareness of all students' needs; 4. Exhibit poise, mature reflection, and sound judgment; 5. Engage in ongoing reflection, self-evaluation, and improvement in the profession; and 6. Act as a steward of the profession.

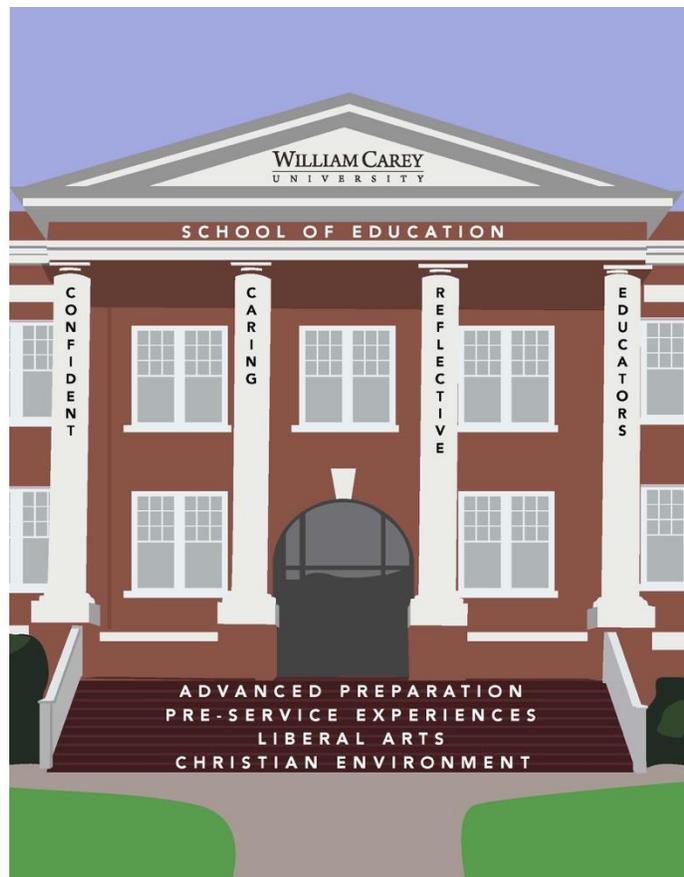
EDL 604 Sec 40E, Fall 2019
William Carey University
School of Education
Course Syllabus

Instructor: Dr. Ben Burnett, Dean of Education **E-Mail:** bburnett@wmcarey.edu
Office Hours: by appointment through email

Vision: “*Confident, Caring, and Reflective Professional Educators*”

WCU Theme: “*Build Each Other Up*” 1 Thessalonians 5:11

The School of Education serves to prepare *confident, caring, and reflective* educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for inservice educators.



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William Carey University
School of Education
EDL 604, Sec 40E
Data-Driven Instruction
Fall 2019 Online

The vision of William Carey University's leadership program is to equip Educational Leadership candidates to become change agents for positively impacting students' lives socially, emotionally and academically.

VISION VALUES:

- A. Effective educational leaders have:
 - 1) healthy and obtainable visions;
 - 2) integrity, ethical and judicial behaviors;
 - 3) cognizant resourcefulness

- B. The vision and values are instilled through the following guiding principles:
 - 1) Effective leaders develop and articulate reasonable personal and school goals;
 - 2) Effective leaders are instructional leaders and are knowledgeable about analyzing data, identifying, securing, and organizing appropriate resources for school reform (human, technological, etc.);
 - 3) Effective leaders create nurturing and caring educational environments;
 - 4) Effective leaders are knowledgeable about safe practices regarding ethical, legal, social, and political issues;
 - 5) Effective leaders skillfully communicate with internal and external publics;
 - 6) Effective leaders emphasize the importance of literacy; and
 - 7) Effective leaders skillfully practice leadership theories in real world settings.

IMPORTANT DATES:

WCU Website - Last day to drop with a "W"

COURSE COMMUNICATION:

All communication for students will be shared via Canvas messages or through WCU student email accounts. No messages will be sent to personal and/or work email addresses.

TECHNOLOGY REQUIREMENTS:

Students will be expected to open Word documents, PDF documents and Power Point presentations.

TECHNICAL ASSISTANCE:

Students may access the 24/7 technical Canvas help by using the "help" button on your Canvas home page.

CATALOG DESCRIPTION:

EDL 604 examines the utilization of educational data to make informed decisions for leading schools. (Three hours)

COURSE CONTENT:

The course provides leadership candidates opportunities for in-depth scrutiny of authentic data and reports as they relate to student achievement, and requires the candidates to develop improvement plans for faculty and students.

REQUIRED TEXTBOOK & READINGS:

Textbook:

Kowalski, T. J., Lasley II, T. J., & Mahoney, J. W. (2008). *Data-driven decisions and school leadership: Best practices for school improvement*. Boston: Pearson

Readings:

Meyers, Coby, & Murphy, Joseph. (2008). *Turning around failing schools*. Thousand Oaks, CA: Corwin Press.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

WEBSITES:

William Carey University - <https://www.wmcarey.edu/>

WCU Library - <http://library.wmcarey.edu/>

Mississippi Department of Education - <http://www.mde.k12.ms.us/>

Canvas - <https://wmcarey.instructure.com/>

TK20 - <https://tk20.wmcarey.edu/campustoolshighered/start.do>

William Carey University Office 365 - <http://portal.office365.com/>

Pearson Higher Education - <http://www.ablongman.com/>

Purdue OWL (APA resources) - <https://owl.english.purdue.edu/owl/>

LEARNING OUTCOMES:

Students are to:

- problem solve and make decisions in the context of school reform using case studies
- recognize best practice in decision-making behavior (incorporating information concerning societal organizational and personal variables)
- analyze the complexities of decision making and distinguish between decision-making models
- recognize decision behaviors within groups, the advantages and disadvantages of group decision-making, how to structure and lead group decision-making
- identify turnaround schools
- understand and recognize the process of data-driven decision making and the roles of the school leaders, teachers and students
- utilize research in the decision-making process and recognize the different types of research
- collect and assess data for decision making
- utilize technology and information management to build and utilize data bases
- apply data-based decisions for curriculum and instruction
- utilize data to effectively improve school
- implement and monitor decision making utilizing a data-driven methodology

EDL 604 Data-Driven Instruction

Learning Outcomes - Effective Leaders	Vision Values	PSEL 2015	NELP	WCU/CF
<ul style="list-style-type: none"> • problem solve and make decisions in the context of school reform using case studies 	A1	1,3,4,5,6,7,8,10	1.1 3.3	1, 2
<ul style="list-style-type: none"> • recognize best practice in decision-making behavior (incorporating information concerning <u>societal, organizational, and personal variables</u>) 	A1	1,4,5,6,7,10	1.1 3.3 4.1	1, 3
<ul style="list-style-type: none"> • analyze the complexities of decision making and distinguish between <u>decision-making models</u> 	A1, A2	1,4,5,6,7,8,9,10	1.1 3.3	1, 3
<ul style="list-style-type: none"> • recognize decision behaviors within groups, the advantages and disadvantages of <u>group decision-making</u>, how to structure and lead group decision-making 	A1, A2	5,6,9	1.1 3.3	1, 3
<ul style="list-style-type: none"> • identify <u>turnaround schools</u> 	A1	1-10	3.3	1, 4
<ul style="list-style-type: none"> • understand and recognize the process of <u>data-driven decision making</u> and the <u>roles of school leaders, teachers, and students</u> 	A3	4,5,6,7,9	1.1 3.3 6.3	1, 3, 4
<ul style="list-style-type: none"> • <u>utilize research in the decision-making process</u> and recognize the different types of research 	A3	4,5,6,7,8,9	1.1	1, 2
<ul style="list-style-type: none"> • <u>collect and assess data for decision making</u> 	A3	4,5,6,7,9	1.1 4.3 4.3	5
<ul style="list-style-type: none"> • <u>utilize technology</u> and information management to build and utilize data bases 	A3	1,4,5,6,7,8,9,10	1.1	6

Learning Outcomes - Effective Leaders	Vision Values	PSEL 2015	NELP	WCU/ CF
<ul style="list-style-type: none"> • apply data-based decisions for curriculum and instruction 	A1	4,5,6,7	1.1 6.3	6
<ul style="list-style-type: none"> • utilize data to effectively improve school 	A3	4,5,6,7,9	1.1 4.3 6.3	5, 6
<ul style="list-style-type: none"> • implement and monitor decision making utilizing a data-driven methodology 	A1, A3	1-10	4.3	1, 2, 6

Performance Assessments	Vision Values	PSEL 2015	NELP	WCU/CF
• Case Study Analysis	A1	1,4,5,6,7,8,9,10	1.1 3.3	1
• Interview/Observation	A3	2,3,4,5,6,7,8,9	1.1 3.3	1, 2, 6
• Comparing and Contrasting “administrative competencies” for leading a large, urban, low-income school with that of leading a rural, low income school,” especially in Mississippi	A1, A3	2,3,5,6,8,9	1.1 4.1	1, 3,4
• PowerPoint Presentation for standardized test data identifying failing schools’ efforts to raise test scores	A1, A3	4,5,6,7	1.1 4.3 6.3	1, 2, 3
• Analysis of Mississippi Accountability System	A1, A3	4,5,6,7	1.1	1, 2, 3
• Summarize the characteristics that made one Turnaround school in the United States successful.	A1	1,4,5,6,7,8,9,10	4.1	1
• Discussion Board	A1, A3	2,3,5,6,8,9	1.1 3.3	1, 3,4
• Stanford Leadership Outline	A3	2,3,4,5,6,7,8,9		1, 2, 6
• School Reform/Decision-Making Analysis	A1	1,4,5,6,7,8,9,10		1

REQUIREMENTS:

Assignments:

See [Weekly Assignment Calendar for due dates](#). All assignments are due by **midnight on due date. Reduced grades are given for late assignments. Assignments will not be accepted after one week of due date. It is your responsibility to have assignments in on time.**

1. **School Improvement: Efforts to Raise Test Scores PowerPoint Presentation:**

Interview and observe an administrator concerning efforts made to raise standardized test scores in his/her school. Then collect and analyze your grade level or subject area school’s state test data. Using this information and information provided from the text and class discussions, create a PowerPoint (or other presentation mode), and be prepared to present to the class. Make sure you follow the rubric carefully. Data analysis and presentation must include application of knowledge relative to our Mississippi Accountability System (20 pts will be deducted if presentation is not made.) This assignment must be uploaded to two links in Canvas by the due date. Failure to load it in both links will result in an incomplete. For further explanation & clarification, see assignment in CANVAS classroom. (100 points)

2. **Case Study Analysis:**

There will be three case studies, Use the Case Study Analysis directions on CANVAS to guide the analysis of each case. The case studies can be found on Pages

3, 72-72, & 101-102; Maximum of two pages double spaced. For further explanation & clarification, see assignment in CANVAS classroom. (120 points)

3. **Stanford Leadership Reading:**

Summarize by outlining and then critique the “Stanford Leadership Reading”. (5 pages minimum) For further explanation & clarification, see assignment in CANVAS classroom. (100 points)

4. **Turnaround Schools:**

Choose one Turnaround School in the United States, and summarize the characteristics that made them successful. Include in characteristics: socioeconomic status, parental involvement, teacher quality, measure of improvement, type of school (magnet, public, private, charter etc.) Minimum of 4 pages, not including references. For further explanation & clarification, see assignment in CANVAS classroom. (100 points)

5. **Discussion Board:**

There will be four discussion questions. For each of the discussion boards, students have to participate **at least** three times during the designated week. Your initial response to the discussion item should be posted in Canvas by 11:59pm Wednesday night. You should post replies in Canvas to at least two other student’s comments with quality responses by 11:59pm Sunday night. Below is a rubric that will be used to evaluate your discussions:

Response to Discussion Topic 7 points	Reflection 4 points	Presentation Style 2 points	Use of Scholarly Sources 2 points
<ul style="list-style-type: none"> Overall, the response directly and thoroughly addresses the discussion topic. The discussion includes responses to colleagues' entries. 	<ul style="list-style-type: none"> The discussion includes thoughtful and critical reflection; The discussion includes application and analysis of the information related to the individual student's professional practice. 	<ul style="list-style-type: none"> Written in APA style; Writing reflects professionalism, is coherent, comprehensive, with correct spelling and grammar. Timely submission 	<ul style="list-style-type: none"> The discussion is supported with scholarly sources, both from the textbook and other scholarly resources.

Technology Clinical:

Review of existing software found in schools, catalog choices and lessons incorporating technology.

Practicum Experiences:

1. Candidates will review and analyze accountability data. (PSEL 4)
2. Candidates will analyze the test score section of MDE’s Annual Report Card for a school and make recommendations to improve student achievement. (PSEL 10)

ATTENDANCE:

Students are required to be active, professional participants in the teaching and learning process. Attendance for this online class will be recorded by submitting or posting your work in Canvas. While the instructor realizes that distance learning allows students to work around their schedule, logging in and completing assignments or activities on the final day of the module will not be considered “professional participation”. There are no excused or unexcused absences. Please see The Graduate Catalog of WCU. If you come into class late it

is your responsibility to write a note to let me know you are present and when you came into class. Otherwise you will be marked absent for the entire class. If this becomes an issue, you will need to contact Dr. Garry Breland, Vice-President of Academic Affairs. Attendance at all class meetings is expected.

*** There will be an extra assignment for any student missing a class or seminar.**

Statement on Academic Integrity

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ADA Statement

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact (here give the name and contact information for the appropriate campus).

The contact information:

Hattiesburg campus: Dr. Allen Bonner, (601) 318-6211, Hattiesburg Campus, Lawrence Hall 124.

Tradition campus: Dr. Alesia Haynes-McCook, 228-702-1783.

Baton Rouge: Dr. Catherine Belden, (225) 953-7020

Online Campus: Dr. Allen Bonner, (601) 318-6211, Hattiesburg Campus, Lawrence Hall 124.

Disaster Plan Statement

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website <http://wmcarey.edu>, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university's learning management system (LMS), which is called Canvas, at <https://wmcarey.instructure.com>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through *SaderWatch*, the WCU emergency message service. Sign up instructions can be found at <http://wmcarey.edu/saderwatch>.

Sexual Misconduct Statement

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VIDEO-CONFERENCING:

Due to a move toward online and hybrid classes, the School of Education is serious about providing students with engaging and interactive options to meet with their instructors and to collaborate with fellow students in their classes. Instructors will be offering video conferencing through the Webex platform. We encourage you to perform a test conference before class begins by clicking on this link <https://www.webex.com/test-meeting.html#>. This will test your readiness to connect to Webex. If a plug in is required, it will prompt you to download. This only has to happen once and then the browser is ready. If you use a different browser then you will have to run the test again. The chrome browser is recommended browser. You may access WebEx by downloading the app, go to <https://www.webex.com/downloads.html> for PC or Mac. For a mobile device go to the app store and search for Webex and download the free app for you mobile device. Watch a video about Webex <https://www.youtube.com/watch?v=DFznJoUbW5g>

Your instructor will send a link inviting you to join the class or group. You can access Webex via CANVAS by clicking on the Cisco Webex link on the left side of your canvas course.

METHOD OF EVALUATION:

Assignment	Due Date	Points
1. Introductions	9/1/2019	*
2. Discussion Board Assignment #1	9/8/2019	15
3. Case Study Analysis #1	9/8/2019	40
4. Discussion Board Assignment #2	9/15/2019	15
5. Case Study Analysis #2	9/15/2019	40
6. Discussion Board Assignment #3	9/22/2019	15
7. Stanford Leadership Reading Outline/Critique	9/29/2019	100
8. Turnaround Schools Report	10/6/2019	100
9. Case Study Analysis #3	10/13/2019	40
10. Efforts to Raise Test Scores Activity 1 - Observation and skills analysis of a building level administrator during their daily routine	10/13/2019	*
11. Discussion Board Assignment #4	10/20/2019	15
12. Efforts to Raise Tests Scores Activity 2 - Interview of building level administrator about efforts they used to improve student achievement.	10/20/2019	*
13. Efforts to Raise Test Scores Activity 3 - Collecting and analyzing school's state test data results.	10/27/2019	*
14. Efforts to Raise Test Scores Power Point presentation	11/3/2019	100

<i>(This assignment will be posted in Canvas and TK20)</i>		
Total Points		500

* - Assignments will receive a Complete or Incomplete for attendance.

GRADING SCALE:

Percentage

A = 90%-100%

B = 80%-89.9%

C = 70%-79.9%

F = 69.5% and below

Points

A= 450 - 500

B = 400 – 449.5

C = 350 – 399.5

F = 349.5 and below

EDL 604 Spring 2018 – WEEKLY ASSIGNMENT SCHEDULE

<u>Week</u>	<u>Where</u>	<u>Topics</u>	<u>Assignments Due</u>
Week 1 (Aug 26 - Sept 1)	Canvas	<ul style="list-style-type: none"> Get Familiar with Canvas & Text 	1. Introductions * Both due Sept 1 st by 11:59 p.m.
Week 2 (Sept 2 – 8)	Canvas	<ul style="list-style-type: none"> Data-Driven Decisions and School Leadership 	1. Case Study #1 (40 pts) 2. Discussion #1 (15pts) *Both due Sept 8 th by 11:59 p.m.
Week 3 (Sept 9 - 15)	Canvas	<ul style="list-style-type: none"> Decision Making Behavior, Ch. 2 	1. Case Study #2 (40 pts) 2. Discussion #2 (15 pts) *Due Sept 15 th by 11:59 p.m.
Week 4 (Sept 16 – 22)	Canvas	<ul style="list-style-type: none"> Decision Complexity Models Action Theories 	1. Discussion # 3 (15 pts) *Due Sept 22 nd by 11:59 p.m.
Week 5 (Sept 23 - 29)	Canvas	<ul style="list-style-type: none"> Leadership Studies and Research 	1. Stanford Leadership Assignment (100 pts) *Due Sept 29 th by 11:59 p.m.
Week 6 (Sept 30 - Oct 6)	Canvas	<ul style="list-style-type: none"> Turnaround Schools Assignment 	1. Turnaround Schools Assignment (100 pts) *Due Oct 6 th by 11:59 p.m.
Week 7 (Oct 7 - 13)	Canvas	<ul style="list-style-type: none"> Ch. 10 Effective School Improvement. Efforts to Raise Test Scores Activity 1 - Observation and skills analysis of a building level administrator during their daily routine. 	1. Case Study #3 (40 pts) 2. Efforts to Raise Test Scores Activity 1 *Due Oct 13 th by 11:59 p.m.
Week 8 (Oct 14 - 20)	Canvas	<ul style="list-style-type: none"> Efforts to Raise Tests Scores Activity 2 - Interview of building level administrator about efforts they used to improve student achievement. 	1. Discussion #4 (15 pts) 2. Efforts to Raise Test Scores Activity 2 *Due Oct 20 th by 11:59 p.m.
Week 9 (Oct 21 - 27)	Canvas	<ul style="list-style-type: none"> Efforts to Raise Test Scores Activity 3 - Collecting and analyzing school's state test data results. 	1. Efforts to Raise Test Scores Activity 3 *Due Oct 27 th by 11:59 p.m.
Week 10 (Oct 28 – Nov 3)	Canvas / TK20	<ul style="list-style-type: none"> Efforts to Raise Test Scores Activity 4 - Developing an action plan to improve student achievement Efforts to Raise Test Scores Presentation 	1. Efforts to Raise Test Scores Project (100 pts) *Due in Canvas and TK20 Friday, Nov 3 rd by 11:59 p.m.

**EDL 607 40 E Instructional Leadership
William Carey University, Hattiesburg Campus
School of Education
Course Syllabus – Fall 2019, 10 Week Term**



***Desiderium Sciendi – “Longing to Know”
Philippians 3:10***

Instructor: Dr. Kim S. Benton **Office:** LRS 104
Office Hours: Thursday 10:00-3:00 (may vary, contact prior to site visit)
Phone: (228) 318-6334 Office **E-Mail:** kbenton@wmcarey.edu
Phone: (601) 527-3774 Cell **Meeting Time and Place:** Online Course

William Carey University Mission Statement:

As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society (*Graduate Handbook 2018-19*).

The Carey Creed: *“Expect great things from God; attempt great things for God.”*

Catalog Description:

Instructional Leadership - Three hours. This course trains the candidate to organize human, financial, physical and community resources for leading school improvement.

Course Content:

The course provides opportunities to explore the emerging research base about effective practices for organizing, maintaining and utilizing the school staff as a “Professional Learning Community.” Additionally, there are hands-on activities for candidates to learn about critical issues in designing, conducting and using evaluations for student success.

Required Textbook:

Glickman, C.D., Gordon, S.P., Ross-Gordon, J.M. (2018). *Supervision and instructional leadership: A developmental approach* (10th ed.). New York, New York: Pearson.
ISBN: 9780134449890

NOTE:

Course and University Expectations - pp.1-8
Class Schedule and Major Assignments– pp. 9-12
Assignment Rubrics - pp. 15-20

Program Overview:

The *educational leadership* program will prepare educational leaders to be confident, caring, and reflective decision makers. The program will equip candidates to become change agents for positively impacting their students' lives socially, emotionally, and academically.

Program Goals and Objectives:

- A. Effective educational leaders have:
 - 1. Healthy and obtainable visions;
 - 2. Integrity, ethical and judicial behaviors;
 - 3. Cognizant resourcefulness.
- B. The goals and objectives are instilled through the following guiding principles:
 - 1. Effective leaders develop and articulate reasonable personal and school goals;
 - 2. Effective leaders are instructional leaders and are knowledgeable about analyzing data, identifying, securing, and organizing appropriate resources for school reform (human, technological, etc.);
 - 3. Effective leaders create nurturing and caring educational environments;
 - 4. Effective leaders are knowledgeable about safe practices regarding ethical, legal, social, and political issues;
 - 5. Effective leaders skillfully communicate with internal and external publics;
 - 6. Effective leaders emphasize the importance of literacy; and
 - 7. Effective leaders skillfully practice leadership theories in real world settings.

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Plagiarism:

Plagiarism is scholarly theft and it is defined as the unacknowledged use of secondary sources. More specifically, any written or oral presentation in which the writer or speaker does not distinguish clearly between original and borrowed material constitutes plagiarism. Because students, as scholars, must make frequent use of the concepts and the facts developed by other scholars, plagiarism is not the mere use of another's facts and ideas. However, it is plagiarism when students present the work of other

scholars as if it were their own work. Plagiarism is a serious offense. Any act of plagiarism may lead to a failing grade on the paper and in the course, as well as sanctions that may be imposed by the student/college judicial system. NOTE: All assignments in this course must be checked for plagiarism using Turnitin.com. Assignments that have a plagiarism measure of 30% or higher will not be graded. Students will have one opportunity to re-submit.

Grading Scale:

Grades will be based on percentage of points earned on assignments.

A	100-93 %
B	92-85 %
C	84-75 %
F	74-0 %

Evaluation:

As a graduate student, all written assignments will be assessed on the basis of three major sets of criteria:

1. **Mechanics:** This includes such writing abilities as appropriate verb usage, appropriate use of subject-verb agreement, comma usage, use of punctuation, spelling, sentence structure, quotes, and use of APA format.
2. **Content:** This involves such areas as following directions for written assignments, in-depth analysis and reflection, addressing the actual question (correct information), use of correct terminology, and adequate documentation.
3. **Expression:** This involves such writing aspects as the clarity of material, the style and format of writing, and the appropriate introduction and summary information.

Assignments are to be typed in APA format and should be free of grammatical, typographical, and spelling errors. **APA FORMAT** is expected on all assignments.

Purdue OWL is an excellent site to assist you with APA format.

<https://owl.english.purdue.edu/owl/resource/560/01/>.

Those who plan on developing the next generation of leaders in our schools should have high standards. Your work will be graded with a critical eye in an effort to make you the best you can be professionally.

Late Assignments:

All assignments are due in CANVAS or TK20 on the day designated; reduced grades are given for late assignments. **Fifteen (15%) of an assignment's points will be deducted for the first day that an assignment is late. After the first day, late assignments will not be scored** (SEE ADDITIONAL EXPLANATION IN ATTENDANCE SECTION BELOW).

Points will also be deducted for assignments that are resubmitted due to errors and/or failure to address all components within an assignment's rubric or within an assignment's directions.

College of Education Attendance Regulations:

WCU policy requires attendance to be taken even in 100% online and hybrid classes. Attendance is taken by submitting all weekly assignments by the due date. Assignments are due each Sunday night before midnight unless otherwise stated. Failure to submit assignments on time will result in an absence.

Attendance at all face-to-face class meetings is expected. Please be on time and stay until the class has ended. No credit is to be received if more than two (2) full classes are missed or more than seven (7) hours of class time. Please see The Graduate Catalog of WCU.

If submissions are late it is the responsibility of the student to contact the instructor. The instructor will respond in writing whether they choose to accept a late assignment. Even if an assignment is accepted late, it will not remove the absence, and the instructor reserves the right to remove points from the overall grade for the late assignment.

Major Assignments:

- Professional Growth System Observation – TK20 Assignment (100 points)
- Annotated Bibliography – (100 points)
- Instructional Resource PowerPoint Presentation (50 points)
- Principal Interview (50 points)
- Educational Philosophy Q-Sort Survey (50 points)
- Discussion Forums (15 or 25 points dependent upon assignment)
- Reflective Activities (25 points each)
- Case Study (50 points)

Assignments That Count Toward Clinical Practice Course Requirements:

- Principal Interview 5 Clinical Practice Hours
- MS- PGS Evaluation Assignment 8 Clinical Practice Hours
- Instructional Resource PowerPoint 3 Clinical Practice Hours

TK20:

One or more assignments in this course require submission to two links in CANVAS. Failure to do so will result in a grade of “I” (incomplete) in this course (if other incomplete eligibility criteria are met). If you receive an “I”, you will then have one term to complete the upload to receive a reduced grade, preventing the “I” from converting to an “F” automatically. If you have questions or need help with your upload to the link that has TK20 in the title, contact your TK20 Administrator at tk20@wmcarey.edu.

Course Incompletes:

All of the following criteria must be met in order for a student to request and receive an incomplete:

- Class (and university) attendance requirements must have been met;
- 80% of the required work for the class must have been done;
- Student must be passing the class at the time the incomplete is granted;

- Student must request the incomplete on the WCU incomplete request form prior to the time at which faculty must submit grades;
- Student must have provided appropriate documentation regarding the reason for requesting the incomplete (e. g., accident reports, medical records, etc.)
- Academic Dean must have determined that unavoidable circumstances have prevented the student from completing the course on schedule.

If any one of the above conditions is not met, a student cannot receive an incomplete.

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Tobacco-Free Campus Statement:

William Carey University is a tobacco-free campus. All WCU students are asked to respect this policy by refraining from smoking or other tobacco use while on campus.

NOTE: This syllabus is subject to revision due to student needs, time constraints, or other unforeseen circumstances that may arise. Resources and short assignments may be added to the course to supplement course content and/ or objectives.

Student Learning Outcomes for *Instructional Leadership*:

Student Learning Outcomes are derived from the following sources: William Carey University (WCU); Professional Standards for Educational Leaders 2015 (PSEL); School Leadership Licensure Assessment (SLLA) and National Educational Leadership Preparation (NELP).

Learning Outcomes	PSEL	NELP	SLLA	WCU
1. Apply program evaluation strategies to strengthen program development, implementation, teacher improvement, and positive student outcomes.	4A 4G	1.4 7.3	1	3,4
2. Design and implement a basic teacher evaluation that examines process, outcomes, evaluation, and improvement.	4F	4.3 7.4	1, 2,3	2,3
3. Identify essential components within a collaborative school culture and elements to support continuous improvement.	4G	3.1 6.3	2	3,4
4. Develop an understanding of the relationship among mission, vision, goals, assessment, data, and accountability.	1F	1.1 6.1	1,2	2,3
5. Assess the strengths and weaknesses of an instructional strategy.	6G 6H	3.3	1, 2, 5	4,6
6. Develop a professional philosophy of beliefs regarding supervisory leadership.	1C	1.1 2.1 5.1	1,2	1,6

EDL 607 Major Assignments/ Assessments

Performance Assessments	PSEL	NELP	SLLA	WCU/CF
1. Complete an Annotated Bibliography on critical components within the Dynamic School.	1B 6E 6G 10F	6.1	1,2	1,2,3,4,5
2. Complete Instructional Leadership Resources PowerPoint presentation for a professional development session.	3C	4.4	2	1,2,3,4,5
3. Conduct a principal interview to determine how teachers and students are evaluated. Include mission, goals, vision, and improvement strategies.	1G 6A 6C 7E	7.4	1,2	1,2,3,4,5
4. Complete discussion board activities on (a) Effective Professional Learning Communities (PLCs), (b) Evaluation of Effective Teaching, (c) Supervisory Approaches, (d) Instructional Resources, and (e) additional instructional topics as assigned.	6D 6F 6G 6H 6I	1.4	4,6	1,2,3,4,5
5. Apply the principles of formative and summative program evaluation in a case study.	6C 3C 6I	4.4	4,6	1,2,3,4,5
6. Complete the Educational Philosophy Q Sort. Identify 2 personal philosophical beliefs and examples in practice.	7D	2.3 2.4	2,3	1,2,3,4,5,6

Performance Assessment	PSEL	NELP	SLLA	WCU/CF
7. Complete Reflective activities (a) collaboration (b) professional development (c) observation of instruction, and (d) professional learning communities.	1B 7E	3.3	1,2	2
8. Complete a comprehensive teacher observation, using the Mississippi Professional Growth Model for teachers; include pre-conference, observations, post-conference, and improvement goals. NOTE: TK20 and Canvas Assignment.	3C 6D 6H 10F	4.2 4.3	4,6	A1, A3 B1,B2,B3 B4,B5,B6

EDL 607 - Class Schedule

REVIEW all assignments immediately. You will not be able to develop high quality work products without thought and planning; therefore, you must begin working prior to deadlines!

Assignments are due by 11:59 p.m. on Sunday nights unless otherwise specified in weekly assignments. Look at all dates carefully!

Class #	Week Beginning:	Activities
1	August 26-September 1	<ul style="list-style-type: none"> • Review Course Syllabus and course requirements; e-mail professor if you have questions. • Post Elevator Speech Introduction by Friday, August 30 on discussion board and respond to at least one peer. (15 points) • Read Chapters 1 and 3: <i>SuperVISION for Successful Schools & The Dynamic School</i> • Complete Instructional Leadership Resources PowerPoint assignment. Detailed assignment directions are in Canvas. (50 pts.)
2	September 2-8, 2019	<p>Discussion Board: Post on or before Wednesday, September 4: (a) Share one finding or resource from week one's instructional resource review assignment. (b) How is this information valuable to instructional leaders and teachers?</p> <p>Discussion post assignments must be a minimum of 150 words. Respond to two classmates' posts. Failure to do so will result in a loss of 5 points/missed post. Responses to classmates' posts must be a minimum of 100 words. Discussion posts should be grammatically correct. (15pts.)</p> <ul style="list-style-type: none"> • Read Chapters 5 and 6: <i>Reflections on Educational Beliefs and Teaching & Supervisory Behavior Continuum: Know Thyself</i> • Complete the <i>Educational Philosophy Q Sort</i> on Canvas Module Two: Identify your personal supervisory and instructional beliefs by completing the Educational Philosophy Survey, found in the Glickman, et.al, textbook, Appendix A, on pages 459-463. <u>Follow the assignment instructions in Canvas (50 points).</u> • Preview all future assignments. You have major assignments due over the next three weeks.
3	September 9-15, 2019	<ul style="list-style-type: none"> • Read Chapter 11: <i>Developmental Supervision</i>. Review Appendix B, p.466 of text as a summary of the four supervisory approaches. • <u>Complete the Principal Interview Assignment:</u> Conduct a personal interview with an acting school principal (preferably the principal of your school). If you are the principal, select a principal from another school in your district. <u>An assistant principal is not acceptable for this assignment.</u> • Provide the principal's response to each question on the

		<p>assignment interview document (Canvas module). <u>Following the principal's response to each question, provide your personal reflection of the response(s) (50 points).</u></p> <ul style="list-style-type: none"> • <u>Discussion Board:</u> Share with colleagues your biggest takeaways from the principal interview. What did you learn about instructional leadership/ decisions that you did not know? What new insights did you glean from the interview? Your post should be 150-200 words. Respond to at least two peers (approximately 100 words). (15 points) • Annotated Bibliography Assignment is due next week. You need to be working on this assignment now. See Course Syllabus - Appendix A and Week 4 Canvas module for assignment details.
4	September 16-22, 2019	<ul style="list-style-type: none"> • Discussion Board: Based on your reading of chapter 11 and the case studies provided within the <i>Developmental Supervision</i> chapter, share (a) What supervisory approach would you be the most comfortable using <u>and why?</u> (b) What supervisory approach would be the most challenging to you <u>and why?</u> <u>Respond to at least two posts from peers</u> (see previous guidance on post lengths). <u>Post on or before Thursday, September 19, 2019 (15pts.)</u> • Complete an Annotated Bibliography on topics related to the Dynamic School (Chapter 3 in the Glickman, et.al, course textbook). Conduct a search of professional literature, to include 6 references from professional, scholarly, <u>peer reviewed</u>, journals and 1 analysis of a professional education website. Journals must be current within the past 3 years. For information on creating an annotated bibliography view: https://sites.umuc.edu/library/libhow/bibliography_tutorial.cfm titled, "How to Write an Annotated Bibliography." • The Annotated Bibliography should include the following items: <ol style="list-style-type: none"> 1. Title page and abstract 2. Select one professional, scholarly, <u>peer reviewed</u> journal reference for any 6 of the 9 educational topics below (a-i) plus a professional website analysis (j) related to one of the identified topics. You will have a total of 7 reviews (six professional journals + one website analysis). <ol style="list-style-type: none"> a. Instructional Leadership b. Professional Development for School Success c. Positive Learning Climates d. Authentic Curriculum, Instruction, or Assessment e. Community and/or Family Partnerships f. Cultural Responsiveness and Equity g. Professional Collaboration or Collegiality h. Evidence-based Instructional Materials i. Personalized Learning

		<p>j. Analysis of an educational website related to one of the topics above. <i>Examples:</i> What Works Clearinghouse, Center on Innovations in Learning, Evidence for ESSA, CEEDAR, Center on Response to Intervention, Florida Center for Reading Research, Learning Forward, National Association for Elementary Principals, National Association for Secondary Principals, Ed Reports, etc.</p> <p>3. For each of the selected 7 reviews, include the <u>reference in APA format</u> and 3 paragraphs for each reference: (1) summary (2) implications for instructional leadership (3) personal reflection.</p> <p>4. Each reference should be a minimum of one full typed page, 12-inch font. Total Annotated Bibliography should not exceed 10 pages, including title page and abstract.</p> <p>5. Utilize APA style, correct spelling, grammar, and sentence structure. Course Syllabus, Appendix A for rubric. (100 points)</p>
5	September 23-29, 2019	<ul style="list-style-type: none"> • Read Chapters 13 and 14: <i>Assessing and Planning Skills and Implementation and Evaluation Skills</i> • Complete the Program Implementation and Evaluation Case Study assignment in Canvas. Note: (50 points)
6	September 30 – October 6, 2019	<ul style="list-style-type: none"> • Read Chapters 9 and 17: <i>Collaborative Behaviors and Group Development</i> • Complete Collaborative Behaviors reflective activity (25 points)
7	October 7-13, 2019	<ul style="list-style-type: none"> • Read Chapter 23: Building Community • View the DuFour video on Professional Learning Communities (PLCs) - <i>Four Essential Questions</i> • Discussion Board and Reflection- Effective PLCs: View two videos and complete responses to the specific questions posed as outlined in Canvas Module 7 assignment. Respond to at least <u>two posts</u> by your peers (see previous guidance on post lengths). (25 points) • Complete Reflective Assignment on Effective PLCs - Review the six characteristics of effective PLCs on pages 449-450 in the course textbook. A. Describe what typically occurs during a PLC meeting at your school. Include how a topic is chosen, who attends the meeting, and goals of the meeting (approximately 1-2 paragraphs). B. Evaluate your school's PLC structure, based on each of the six characteristics (1 paragraph per characteristic). (25 pts) <p><u>Preview all future assignments. You have major assignments due over the next three weeks.</u></p>
8	October 14-20, 2019	<ul style="list-style-type: none"> • Read Chapters 12 and 16: <i>Observing Skills and Evaluation of Teaching</i> • Reflective Activity: <i>Evaluation of Effective Teaching Strategies (25 points)</i> View the video link on the module page and respond on the discussion board to questions. Respond to at least <u>two</u> peers. • Assignment Due Friday, October 18, 2019.

9	October 21-27, 2019	<ul style="list-style-type: none"> • Review the Mississippi Department of Education (MDE) website for information on the <i>Professional Growth System (PGS)</i> for administrators and teachers. https://www.mdek12.org/OTL/OTC/professional-growth-system • Review in depth the following three documents: (a) <i>Teacher Growth Rubric Observation and Feedback Guidebook 2018-2019</i>, (b) <i>Deep Dive Teacher Observer Training document</i>, and (c) <i>Examples of Evidence – Teacher Growth Rubric</i>. • Select a teacher at your school who is willing to collaborate with you to complete a formal teacher observation using the MS Professional Growth System for Domains I, II, and III. • <u>Follow guidelines in the <i>Mississippi Professional Growth System (PGS) Assessment Guidebook</i>. Forms to be submitted to Canvas include:</u> (a) Title page and abstract, (b) Pre-conference summary signed by both you and the teacher you will observe, (c) Selected Scripting Form (Guidebook, p.25-26), (d) Observation Evidence Sorting Form Option A for Domains I,II, III (Guidebook, p.27-33), (e) Post conference summary signed by both you and the teacher observed (f) Reflection on the process and artifacts (e.g. lesson plan) if applicable. <p>NOTE: This assignment must be submitted through CANVAS to TK20 to receive a grade. Limit to 16 pages (excluding title page and abstract). Appendix B rubric (100 points).</p> <ul style="list-style-type: none"> • Assignment Due Friday, October 25, 2019
10	October 28 – November 1, 2019	<ul style="list-style-type: none"> • Read Chapter 18 <i>Professional Development</i> • Complete Professional Development reflective activity posted on Canvas Module (25 Points) • Final Discussion Board post (no peer comments required) • Assignment is due by Wednesday, October 30, 2019

Additional Course Resources:

- Additional resources for the course are available in the weekly modules posted in Canvas. Review resources carefully.
- **Weekly announcements will be sent that provide valuable course and assignment information.**

**William Carey University
School of Education
Assessment System**

The School of Education's Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission; School of Education's Conceptual Framework (CF) and Outcomes; School of Education's Educational Goals (EG); Interstate Teacher Assessment and Support Consortium (INTASC) Standards; and Specialized Professional Associations (SPA). All course objectives and key assessments are aligned to these five missions and their outcomes.

William Carey University Expanded Statement of Mission	<p>WCU 1 - Provide academic programs to promote student learning; WCU 2 - Promote Christian development and social responsibility; WCU 3 - Strengthen ties with Baptist churches, associations, and conventions; WCU 4 - Provide an environment that supports student learning; WCU 5 - Strengthen organizational and operational effectiveness; and WCU 6 - Strengthen financial resources.</p>
School of Education Conceptual Framework and Outcomes	<p>CF – Confident, Caring, and Reflective Professional Educators CF 1 - An innovative thinker CF 2 – An effective communicator CF 3 – An advocate for diverse learners CF 4 – An integrator of technology CF 5 – A life-long learner CF 6 - A steward of the profession</p>
School of Education Goals	<p>EG 1 - apply current research and technology related to the teaching-learning-assessment process; EG 2 – respond sensitively to individual differences and diversity; EG 3 – understand and anticipate the needs of a global society; EG 4 – plan and implement learning experiences that support the highest level of student potential; EG 5 – continue to reflect, refine, and revise professional practices; and EG 6 - collaborate with others to promote learning;</p>
Interstate Teacher Assessment and Support Consortium (INTASC) Standards	<p>1 – Learner Development 2 - Learner Differences 3 – Learning Environment 4 – Content Knowledge 5 – Application of Content 6 – Assessment 7 – Planning for Instruction 8 – Instructional Strategies 9 – Professional Learning and Ethical Practice 10 – Leadership and Collaboration</p>
Council for the Accreditation of Educator Preparation (CAEP) - Specialized Professional Associations (SPA) http://caepnet.org/accreditation/caep-accreditation/spa-standards-and-report-forms	<p>Association of Childhood Education International (ACEI) American Council on the Teaching of a Foreign Language (ACTFL) American Library Association (ALA)/ American Association of School Librarians (AASL) Association for Middle Level Education (AMLE) Council for Exceptional Children/ Gifted Education Professionals (NAGC/CEC) Council for Exceptional Children (CEC) Educational Leadership Constituency Council (ELCC)</p>

	<p>International Literacy Association (ILA) International Dyslexia Association (IDA) International Society for Technology in Education (ISTE) National Association for the Education of Young Children (NAEYC) National Association of School Psychologists (NASP) National Council for Social Studies (NCSS) National Council for Teachers of English (NCTE) National Council for Teachers of Mathematics (NCTM) National Science Teachers Association (NSTA) SHAPE America – Health Education SHAPE America – Physical Education Teachers of English to Speakers of Other Languages (TESOL)</p>
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APPENDIX A
Annotated Bibliography Rubric
100 points

Complete an Annotated Bibliography on topics related to the Dynamic School (Chapter 3 in Glickman, et.al, course textbook). Conduct a search of professional literature, to include **6** references from professional, scholarly, peer reviewed, journals and **1** analysis of a professional education website. **Journals must be current within the past 3 years**. For information on creating an annotated bibliography view: "How to Write an Annotated Bibliography". https://sites.umuc.edu/library/libhow/bibliography_tutorial.cfm

A professional journal is a scholarly, peer-reviewed journal generally addressed to a particular professional audience such as teachers and often published by a professional organization. The following link further defines peer reviewed, scholarly journals and may be helpful. <https://www.angelo.edu/services/library/handouts/peerrev.php>

The Annotated Bibliography should include the following components:

1. Title page and abstract
2. Select one professional, scholarly, peer reviewed journal reference for any **6** of the **9** educational topics below (a-i) **plus** a professional website analysis (j) related to one of the identified topics. **You will have a total of 7 reviews (six professional journals + one website analysis).**
 - a. Instructional Leadership
 - b. Professional Development for School Success
 - c. Positive Learning Climates
 - d. Authentic Curriculum, Instruction, or Assessment
 - e. Community and/or Family Partnerships
 - f. Cultural Responsiveness and Equity
 - g. Professional Collaboration or Collegiality
 - h. Evidence-based Instructional Materials
 - i. Personalized Learning
 - j. Analysis of an educational website related to one of the topics above. *Examples:* What Works Clearinghouse, Center on Innovations in Learning, Evidence for ESSA, Center on Response to Intervention, CEEDAR, Florida Center for Reading Research, Learning Forward, National Association for Elementary Principals, National Association for Secondary Principals, Ed Reports, etc.
3. For each of the selected 7 reviews, include the reference in APA format and 3 paragraphs for each reference: (1) summary (2) implications for instructional leadership (3) personal reflection.
4. Each reference should be a minimum of one full typed page, 12-inch font. Total Annotated Bibliography should not exceed 10 pages, including title page and abstract.
5. Utilize APA style, correct spelling, grammar, and sentence structure.

APPENDIX A (CONTINUED)
Annotated Bibliography Rubric
100 points

Criteria	Unacceptable 1	Emerging 2	Acceptable 3	Target 4
<p>Proper Format</p> <p>12.5 points</p> <p>NELP 6.1 PSEL 1B, 6E WCU: 2,3</p>	<p>Includes only 1 of the target requirements.</p> <p>0 points</p>	<p>Includes 2 of the 4 target requirements.</p> <p>0 points</p>	<p>Includes 3 of the 4 requirements.</p> <p>5 points</p>	<p>Includes all 4 requirements: (a) title page and abstract (b) addresses the assignment topics, (c) uses only professional, peer reviewed journals /website, (d) references are within the past 3 years.</p> <p>12.5 points</p>
<p>Article Summaries/ Website Analysis</p> <p>25 points</p> <p>NELP: 4.1 PSEL: 6E</p>	<p>Summaries are omitted OR included but off topic.</p> <p>0 points</p>	<p>Summaries are limited for some of the required topics OR summaries lack relevance to instructional leadership.</p> <p>5-15 points</p>	<p>Summaries are adequate for each required topic AND articles are from <u>scholarly journals</u> and relevant to instructional leadership.</p> <p>16-20 points</p>	<p>Detailed summaries for each required topic AND articles are from scholarly journals and relevant to instructional leadership AND website analysis is relevant to instructional leadership.</p> <p>21-25 points</p>
<p>Implications for Instructional Leadership</p> <p>25 points</p> <p>NELP: 4.4 PSEL: 6G</p>	<p>Implications are omitted OR Major gaps exist in the explanation of implications for instructional leadership.</p> <p>0 points</p>	<p>Some key concepts/ implications for instructional leadership are explained; some may be neglected.</p> <p>5-15 points</p>	<p>For each article/ website analysis, key concepts and implications regarding instructional leadership are explained.</p> <p>16-20 points</p>	<p>For each article/ website analysis, implications for instructional leadership are explained <u>in detail</u>. Key concepts are illuminated through the analytical nature of the descriptions.</p> <p>21-25 points</p>

<p>Personal Reflections</p> <p>25 points</p> <p>NELP: 7.4 PSEL: 10F</p>	<p>Personal reflections are omitted or inconsistent to the key concepts, as related to instructional leadership.</p> <p>0 points</p>	<p>Personal reflections are provided for some of the topics, and somewhat related to instructional leadership.</p> <p>5-15 points</p>	<p>Personal reflections are provided for all of the topics and most reflections are related to instructional leadership.</p> <p>16-20 points</p>	<p>High quality personal reflections are provided for all of the articles/ website analysis and reflect application to instructional leadership <u>and the student's current work.</u></p> <p>21-25 points</p>
<p>Proper Language Mechanics & APA style</p> <p>12.5 points</p>	<p>Paper reflects poor use of mechanics and APA style with 3 more errors.</p> <p>0 points</p>	<p>Paper reflects below average demonstration of correct mechanics and APA style with no more than 2 errors. 8 points</p>	<p>Paper reflects average demonstration of mechanics and APA style, with no more than 1 error.</p> <p>10 points</p>	<p>Paper reflects high quality demonstration of correct APA style, grammar, punctuation, capitalization, and spelling with no errors.</p> <p>12.5 points</p>

Appendix B
Mississippi Professional Growth System Assignment (TK20)
100 Points

- Review in depth the following three documents on the Professional Growth System (PGS) for administrators and teachers: (a) *Teacher Growth Rubric Observation and Feedback Guidebook 2018-2019*, (b) *Deep Dive Teacher Observer Training document*, and (c) *Examples of Evidence – Teacher Growth Rubric*.
<https://www.mdek12.org/OTL/OTC/professional-growth-system>
- Definitions for MS PGS components are found in the PGS Guidebook.
 - PRE-OBSERVATION CONFERENCE: A pre-observation conference is a meeting between a teacher and an observer that takes place prior to a formal classroom observation. The purpose of the conference is to provide the observer with background information about the lesson, the students, and any other details that may help the observer understand the context of the classroom. Additionally, it is an opportunity for the teacher to ask clarifying questions about the formal observation
 - POST-OBSERVATION CONFERENCE: A post-observation conference is a meeting between a teacher and an observer that takes place after each classroom observation. The purpose of the conference is to allow the observer to have a feedback conversation with the teacher. The teacher should receive specific, actionable, and timely feedback during the post-observation conference.
- Select a teacher at your school who is willing to collaborate with you to complete a formal teacher observation using the MS Professional Growth System for Domains I, II, and III.
- **Follow guidelines in the *Mississippi Professional Growth System (PGS) Assessment Guidebook*. Forms to be submitted to Canvas / TK20 include:** (a) Title page and abstract, (b) Pre-conference summary signed by both you and the teacher you will observe, (c) Selected Scripting Form (Guidebook, p.25-26), (d) Observation Evidence Sorting Form Option A for Domains I,II, III (Guidebook, p.27-33), (e) Post conference summary signed by both you and the teacher observed (f) Reflection on the process and artifacts (e.g. lesson plan) if applicable.
- **NOTE:** This assignment must be submitted through CANVAS to TK20 to receive a grade. Limit to 16 pages (excluding title page and abstract).

Appendix B
Mississippi Professional Growth System Assignment (TK20)
100 Points

Criteria	Unacceptable 1	Emerging 2	Acceptable 3	Target 4
<p>Professional Growth System (PGS) Guidelines</p> <p>10 points</p> <p>(WCU 1,4; CF1,2,6; EG 1, 2,5,6; PSEL 2, 4,6,7)</p>	<p>PGS guidelines were not followed for 2 or more of the components: 1. Abstract; 2. Pre-conference and lesson plan review; 3. Observation scripting and evidence sort; 4. Post-observation conference and development of improvement goals; and 5. Reflection.</p> <p>OR</p> <p>Data collection / evidence documents were missing.</p> <p>0 points</p>	<p>PGS guidelines were followed for 4 of the 5 components: 1. Abstract; 2. Pre-conference and lesson plan review; 3. Observation scripting and evidence sort; 4. Post-observation conference and development of improvement goals; and 5. Reflection.</p> <p>OR</p> <p>Data collection / evidence documents were provided for 4 of the 5 components.</p> <p>5 points</p>	<p>PGS guidelines were followed for <u>all</u> components: 1. Abstract; 2. Pre-conference and lesson plan review; 3. Observation scripting and evidence sort; 4. Post-observation conference and development of improvement goals; and 5. Reflection.</p> <p>AND</p> <p>Supported with data collection / evidence documents for most components.</p> <p>8 points</p>	<p>PGS guidelines were followed for <u>all</u> components</p> <p>1. Abstract; 2. Pre-conference and lesson plan review; 3. Observation scripting and evidence sort; 4. Post-observation conference and development of improvement goals; and 5. Reflection.</p> <p>AND supported with <u>Detailed</u> data collection / evidence documents for all components.</p> <p>10 points</p>
<p>Pre-observation Conference</p> <p>25 points</p> <p>(WCU 1,4; CF 2,5,6; EG 2,5, 6; PSEL 2, 4,6)</p>	<p>Pre-conference was not conducted.</p> <p>0 points</p>	<p>Preconference is limited and evidence of meaningful conference data collection is not provided.</p> <p>Lesson Plan review not indicated.</p> <p>5-15 points</p>	<p>Preconference is acceptable.</p> <p>Lesson plan review is referenced.</p> <p>Supervisory input is evident in all aspects of the pre-conference.</p> <p>16-20 points</p>	<p>Preconference and lesson plan review are in depth and supported by evidence / documentation.</p> <p>Supervisory <u>and</u> teacher input is evident in all aspects of the pre-conference.</p> <p>Lesson plan artifact is <u>included</u>.</p> <p>21-25 points</p>
<p>Professional Growth System (PGS) Observation</p> <p>25 points</p>	<p>PGS Scripting Form and Observation Sorting Form Option A were not completed.</p> <p>0 points</p>	<p>Selected PGS Scripting Form and Observation Sorting Form Option A are provided but <u>one of the two</u> documents</p>	<p>Selected PGS Scripting Form and Observation Sorting Form Option A are provided and</p>	<p>Selected PGS Scripting Form and Observation Sorting Form Option A are provided <u>and</u> contain detailed information</p>

<p>(WCU 1,4; CF 1, 2,5,6; EG 2,4,5, 6; PSEL 2, 4,6)</p>		<p>contain limited information for some areas. 5-15 points</p>	<p>contain adequate information, but may not be aligned to pre-observation conference. 16-20 points</p>	<p>aligned to the pre-observation conference. 21-25 points</p>
<p>Post-observation Conference and Goal Setting</p> <p>25 points</p> <p>(WCU 1,4; CF 1, 2,5,6; EG 2,4,5, 6; PSEL 2,4,6)</p>	<p>The post-evaluation teacher conference was not conducted. 0 points</p>	<p>The post-evaluation teacher conference was conducted, but details were not discussed; only signatures were obtained.</p> <p>OR</p> <p>Feedback from the observer was inappropriate.</p> <p>OR</p> <p>Teacher Improvement Goals were included, but lacked realistic goals and timelines. 5-15 points</p>	<p>The post-evaluation teacher conference was conducted and documented with evidence, <u>but</u> input from the teacher was limited. AND</p> <p>Feedback from the observer was aligned to observation documentation. AND</p> <p>Teacher Improvement Goals were included and align with observations. 16-20 points</p>	<p>The post-evaluation teacher conference was conducted adequately, and included: (a) evidence to support input from both supervisor and teacher, (b) alignment with observation documents, (c) actionable feedback, and (d) SMART (<i>specific, measurable, attainable, realistic, and time bound</i>) goals were set with the teacher for improvement, align with the observations and focus on improving student achievement. 21-25 points</p>
<p>Reflection</p> <p>7.5 points</p> <p>(WCU 1,4; CF 1, 2,5,6; EG 2,4,5, 6; PSEL 2,4,6)</p>	<p>Reflection was not provided. 0 points</p>	<p>Reflection was provided but limited and not related to instructional leadership. 3 points</p>	<p>Reflection was provided and somewhat related to instructional leadership. 5 points</p>	<p>Reflection is of high quality and reflects application to instructional leadership <u>and</u> the student's current work. 7.5 points</p>
<p>Mechanics & APA style</p> <p>7.5 points</p> <p>(CF 2,6; EG 5)</p>	<p>Paper reflects poor use of mechanics and APA style with 3 more errors. 0 points</p>	<p>Paper reflects below average demonstration of correct mechanics and APA style with no more than 2 errors. 3 points</p>	<p>Paper reflects average demonstration of mechanics and APA style, with no more than 1 error. 5 points</p>	<p>Paper reflects high quality demonstration of correct APA style, grammar, punctuation, capitalization, and spelling with no errors. 7.5 points</p>

EDL 609
School Business Management
William Carey University
School of Education
Course Syllabus – Fall 2019

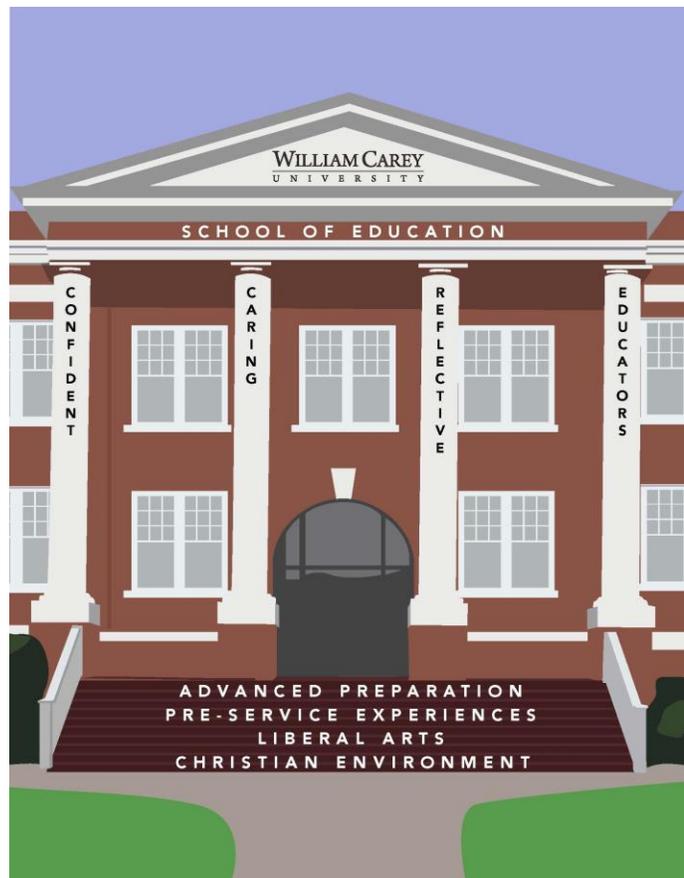
Instructor: Chuck Benigno, Ph.D..
Phone: 601-580-1810

E- Mail: cbenigno@wmcarey.edu

WCU Theme: *Desiderium Sciendi* – “Longing to Know” Philippians 3:10

Vision: “Confident, Caring, and Reflective Professional Educators”

The School of Education serves to prepare ***confident, caring, and reflective*** educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for inservice educators.



One or more assignments in this course require submission to two links in CANVAS. Failure to do so will result in a grade of “I” (incomplete) in this course. If you receive an “I”, you will then have one term to complete the upload to receive a reduced grade, preventing the “I” from converting to an “F” automatically. If you have questions or need help with your upload to the link that has TK20 in the title, contact your TK20 Administrator at tk20@wmcarey.edu.

Course Description

This course is designed to introduce the concepts and issues related to public school finance, fiscal control and responsibility. Key concepts will include history of school finance and court challenges, technical aspects of school finance; implication of financial decisions on instruction; sources of revenue – state, local, and federal support; and current issues and challenges in school finance.

Catalog Description: EDL 609 (3 Credit course)

School Site Business Management. Three hours. Theoretical and practical approaches to managing school business affairs at individual school.

Class Delivery:

Required Textbook

Text: Vern Brimley, Jr., Deborah Verstegen, Rylon Garfield. (2016). Financing Education In A Climate Of Change. Upper Saddle River, New Jersey: Pearson Education, Inc.

Supplemental Materials: (Strongly Recommended)

American Psychological Association. (2001). Publication manual of the **American Psychological Association** (6th ed.) Washington, D.C.

EDL 609 School Business Management Course Descriptions

Learning Outcomes: This course is designed to enable school leaders:

Learning Outcomes	NCTE	SLLA	PSEL	NPBEA	WCU CF
To explain how schools are financed historically including the role of the government in funding state, local and federal.		A1	9h, 9f	1.1	1
To use proper processes and procedures for administering a school budget.	2.6	1B	9c, 9d	1.1	1
Explain the procedures for processing the purchases of goods and services.		1B	9c, 9h	4.0	1,4

Understand the state bid law, understand the school and district auditing procedure.					
To be able to discuss school district financial components.		2.6	9h	2.2	4
Differentiate between the purposes and uses of government, proprietary, and fiduciary funds.		1B	9d, 9h	1.5	3,4
Outline the evolution from educational equality to financial equity.		5A	3h	3.3	4
Develop a cost saving plan through a reduction in force scenario.		1A	10a, 5a, 9c	2.1	2,3,4,5,6

INTASC Principles: 2, 3, 4, 5 and 7
Council of Exceptional Children: #2 and #3

Tentative Calendar

1ST Class Meeting – Financing Public Education

1. Read Chapters 1 and 2 in text.
2. Review a picture depicting the difference between "Equality vs Equity" and respond to the following two questions in a paragraph of 100 words or more. The student is also required to make comments to two classmates about their response in 50 words or more each, for a total of 200 words or more. Please see the two questions below.
3. What do you believe the picture is trying to convey about the difference between equality and equity?

4. As a future school principal, what are some ways that you can assure equity is achieved at your school?
5. **Prepare a feature article** for a local newspaper in support of an upcoming school election, arguing for an increase in the local tax levy. Show that education is an investment in (not a drain on) the local economy. The article should be one page (double-space).

2nd Class Meeting – Revenue, Income, and Fiduciary Money: The Base for Financial Planning

1. Read "Equity for Taxpayers" found on pages 58-63 or pages 62-66 in the 12th edition
2. Provide a definition of what a "mill" represents.
3. Describe the difference between proportional, progressive and regressive taxation.
4. How much more school tax does a \$178,000 (AV) homeowner pay than a \$98,000 (AV) homeowner in a community with a millage rate of 34 mills? Please show your work.

3rd Class Meeting – Financing Educational Equality: Access, Treatment, and Outcomes

Three-Page Narrative: Read the attached file entitled, "*School Finance Litigation - 3 Waves*"

Students are to write a three page narrative highlighting the following school finance litigation issues:

1. Explain what made "*San Antonio vs Rodriguez* (1973) such an important U.S. Supreme Court decision.
2. Explain the differences between first, second and third wave litigation efforts.
3. Discuss the 6 reasons for the failure of first and second wave litigation. (Starts on the bottom of page 112)
4. Discuss the "Strengths of Adequacy Approaches" starting on page 124.
5. Discuss the "Weaknesses of Adequacy Approaches" starting on page 126.

4th Class Meeting

Topic 5 – The Components of a Strategic Financial Plan

1. Read Chapter 5
2. Chapter 5 - (pages 117-118) What are the characteristics of a good tax system? Provide a summary explanation for each characteristic.

5th Class Meeting

Topic 6 – The Financial Framework for a District

1. Read Chapter 6 and 7

2. How would you describe the purposes of government, proprietary, and fiduciary funds?

6th Class Meeting

1. Submit a Two-Page Narrative - Provide a two-page narrative that summarizes the arguments both in favor of and those opposed to the granting of public funds for the support of non-public schools. Please make sure you discuss education vouchers, tax credits, and charter schools. Please use at least 3 citations from outside sources as well as your textbook.

7th Class Meeting

Topic 9 – Preparation and Administration of Instructional Strategic Financial Plans

1. Listen to the 6 minute and 34 second podcast from NPR regarding school funding.
2. Read the entire article, "Why America's schools have a money problem"
3. Submit to Canvas a one page (double spaced) reflection on what you heard and read. This should include making connections to your current and past educational experiences as both a student and adult educator.
- 4.

8th Class Meeting

Topic 10 – Financing School Facility Projects

1. Read "Best Education Money Can Buy" (Article Review)
2. "Best education money can buy varies dramatically in two school districts. Students should then write a 100 word response on their biggest "Ah-ha" moment from the reading. The student is then required to make a 50 word response to two other students posted "ah-ha" moment.

9th Class Meeting

1. Students will read a report from the Center on Budget and Policy Priorities and then write a 100 word response on their biggest "Ah-ha" moment from the reading. The student is then required to make a 50 word response to two other students posted "ah-ha" moment. Total of 200 words.

10th Class Meeting

Topic 12 – Financial Reports, Performance, Assessments, and Accountability

2. Scenario - You are a new superintendent and you have been charged with lowering personnel costs. Using the teacher pay scale handed out in class, how much money in both salaries and benefits will you save if 10 teachers retire (see experience level below) and you

replace these ten teachers with ten brand new teachers with zero experience? The benefit savings can be calculated by using the following percentages that districts must match for all employees: Social Security = 7.65% and Retirement = 15.75%.

Experience Level of the 10 retiring teachers: 3 teachers with 25 years and a master's degree (AA), 3 teachers with 28 years and a specialist's degree (AAA), and 4 teachers with 32 years and a bachelor's degree (A).

Wrap-up and check that ALL ASSIGNMENTS ARE UPLOADED to Canvas.

GRADING SCALE:

A - 100-90

B - 90-80

C - 80-70

F - 69-0

ATTENDANCE:

WCU policy requires attendance to be taken even in 100% online and hybrid classes. Attendance is taken by submitting all weekly assignments by the due date. Assignments are due each Sunday night before midnight unless otherwise stated. Failure to submit assignments on time will result in an absence.

Attendance at all face-to-face class meetings is expected. Please be on time and stay until the class has ended. No credit is to be received if more than two (2) full classes are missed or more than seven (7) hours of class time. Please see The Graduate Catalog of WCU.

If submissions are late it is the responsibility of the student to contact the instructor. The instructor will respond in writing whether they choose to accept a late assignment. Even if an assignment is accepted late, it will not remove the absence, and the instructor reserves the right to remove points from the overall grade for the late assignment.

Statement on Academic Integrity

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University's academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean's office, and each campus dean's office.

ADA Statement

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact (contact person) at (phone number). (contact person) is located in (office of contact person).

The contact information:

Hattiesburg campus: Ms. Valerie Bridgeforth, 601-318-6188, Student Services Office in Lawrence Hall.

Tradition campus: Mr. Jerry Bracey, 228-702-1802.

Keesler Center: Ms. Amanda Knesal, 228-376-8480.

Slidell Site: Dr. Karen Sicard, (601) 318-6475

Disaster Plan Statement

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website <http://wmcarey.edu>, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university's course management system at <https://wmcarey.instructure.com>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through *SaderWatch*, the WCU emergency message service. Sign up instructions can be found at <http://wmcarey.edu/saderwatch>.

Sexual Misconduct Statement

It is the policy of William Carey University to comply with all federal and state laws governing sexual misconduct. Further, William Carey University reaffirms its principle, as well as Title IX of the Education Amendments Act of 1972, that all students have a right to be free from sexual discrimination in the form of sexual harassment and sexual violence. Students are referred to the

Student Handbook, *The Translation (The Red Book)*, for policy statements regarding sexual harassment and sexual assault and for procedures for reporting and responding to sexual offenses. The policies and procedures may also be found on the university's website under Campus Life – Security. <http://wmcarey.edu/sexual-misconduct>

**EDL 635 Cohort 9
Clinical Practice
William Carey University
School of Education
Course Syllabus – Summer 2019- Summer 2020 (summer 2019)**

Hattiesburg Instructor:

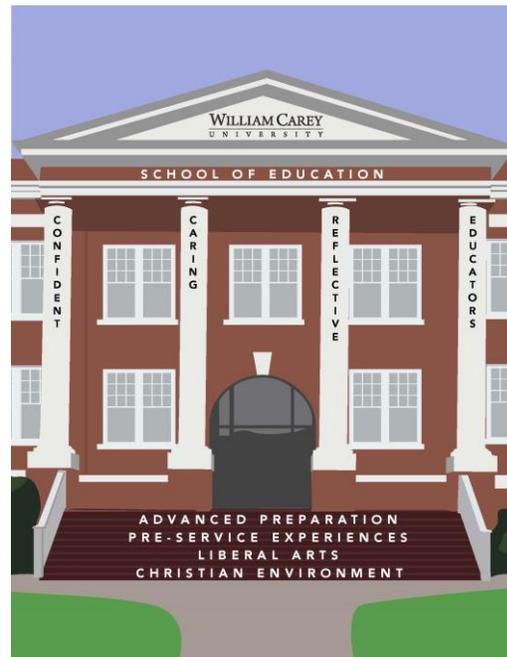
Dr. Ken Culpepper Phone: 601-580-4434

E- Mail: kculpepperphd@gmail.com

WCU Theme: “God is our refuge and strength.....” Psalms 46, 1-2, 11

Vision: “Confident, Caring, and Reflective Professional Educators”

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Catalog Description: EDL 635 Clinical Practices. Six hours. Participation in reflective field experiences and observations of all aspects of day-to-day school operations. There are a total of 400 Clinical Practice Hours.

**William Carey University
School of Education**

Assessment System Foundation

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Mission	Outcome
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School of Education Conceptual Framework and Outcomes	CF-Confident, Caring, and Reflective Professional Educators CF 1-An innovative thinker CF 2-An effective communicator CF 3-An advocate for diverse learners CF 4-An integrator of technology CF 5-A life-long learner CF 6-A steward of the profession
School of Education Goals	EG 1-Apply current research and technology related to the teaching-learning-assessment process. EG 2-Respond sensitively to individual differences and diversity. EG 3-Understand and anticipate the needs of a global society. EG 4-Plan and implement learning experiences that support the highest level of student potential. EG 5-Continue to reflect, refine, and revise professional practices. EG 6-Collaborate with others to promote learning.
Interstate Teacher Assessment and Support Consortium (InTASC) Standards Cont., (6-10) Interstate Teacher Assessment and Support Consortium (InTASC) Standards	1-Learner Development 2-Learner Differences 3-Learning Environment 4-Content Knowledge 5-Application of Content 6-Assessment 7-Planning for Instruction 8-Instructional Strategies 9-Professional Learning and Ethical Practice 10-Leadership and Collaboration

Learned Societies (SPA)	Association of Childhood Education International (ACEI) Council for Exceptional Children (CEC) Educational Leadership Constituency Council (ELCC) National Association for Sport and Physical Education (NASPE) National Association for the Gifted Child (NAGC) National Council for Social Studies (NCSS) National Council for Teachers of English (NCTE) National Council for Teachers of Mathematics (NCTM) National Science Teachers Association (NSTA)
Professional dispositions	All WCU candidates will: <ol style="list-style-type: none"> 1. Exhibit professional behaviors that indicate all students can learn and are a vital part of the learning environment; 2. Collaborate and seek to create positive relationships with all stakeholders to improve the learning environment; 3. Exhibit an awareness of all students' needs; 4. Exhibit poise, mature reflection, and sound judgment; 5. Engage in ongoing reflection, self-evaluation, and improvement in the profession; and 6. Act as a steward of the profession.

William Carey University
School of Education
Cohort 9
Summer 2019 – Summer 2020
EDL 635: Clinical Practice

The vision of William Carey University’s leadership program is to equip Educational Leadership candidates to become change agents for positively impacting students’ lives socially, emotionally, and academically.

Vision Values:

- A. Effective educational leaders have:
 - 1) healthy and obtainable visions;
 - 2) integrity, ethical and judicial behaviors;
 - 3) cognizant resourcefulness.
- B. The vision and values are instilled through the following guiding principles:
 - 1) Effective leaders develop and articulate reasonable personal and school goals;
 - 2) Effective leaders are instructional leaders and are knowledgeable about analyzing data, identifying, securing, and organizing appropriate resources for school reform (human, technological, etc.);
 - 3) Effective leaders create nurturing and caring educational environments;
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 - 5) Effective leaders skillfully communicate with internal and external publics;
 - 6) Effective leaders emphasize the importance of literacy; and
 - 7) Effective leaders skillfully practice leadership theories in real world settings.

Prerequisites: Admission to Graduate school and to the Educational Leadership program

Catalog Description:

(Six hour course) Participation in reflective field experiences and observations of all aspects of day-to-day school operations.
(500 clinical practice hours) are spread over 5 trimesters

Course Content:

Clinical Practice provides opportunities for students to apply theory to practice with a broad range of leadership and administrative tasks. Students will participate in real work settings with experienced on-site supervisors who can offer daily feedback. The central focus is on planning, experiencing, and reflecting on major responsibilities in school administration and supervision. The clinical practice focuses on the development of skills in the ten areas defined within the PSEL standards for school leaders. This field experience further prepares students to meet the challenges of assuming a leadership position with a school district.

Suggested Readings:

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Websites:

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Learning Outcomes - Students are to:

- become acclimated to administrative functions and ways of thinking about the school.
- engage in a variety of meaningful and relevant leadership/administrative work experiences.
- apply the content and theory learned in coursework to real world practices.
- demonstrate proficiencies and dispositions consistent with the PSEL standards for school leaders
- demonstrate leadership and exemplary followership in school/educational matters.
- become familiar with the responsibilities and duties of a school administrator.

Eligibility

- The candidate must be admitted to the program and begin working on clinical practice hours his/her first trimester of enrollment.
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Requirements

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- The candidate must submit 400 clinical hours via canvas with documentation of activities throughout the Clinical Practice.
- Three reflections are due each trimester. **(fall dates: September 15; Oct. 6; Oct. 27) by 11:59 pm**
- TK20 surveys and assessments are due at the end of the program.
- 2 on-site visits must be realized at the candidate's schools: one at the primary school with mentor; the second at the secondary school with the second mentor.

Students are enrolled in Clinical Practice five trimesters.

Internship I	Summer	1 hr.
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Internship V	Summer	2 hrs.

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Tentative Seminars: Hattiesburg & Tradition SLLA Seminar May 2, 2019 1-3 pm

Assignments

1. Reflective Journals

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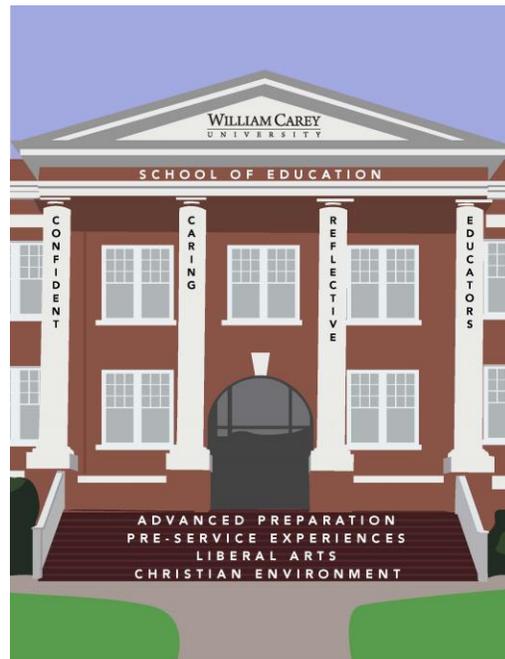
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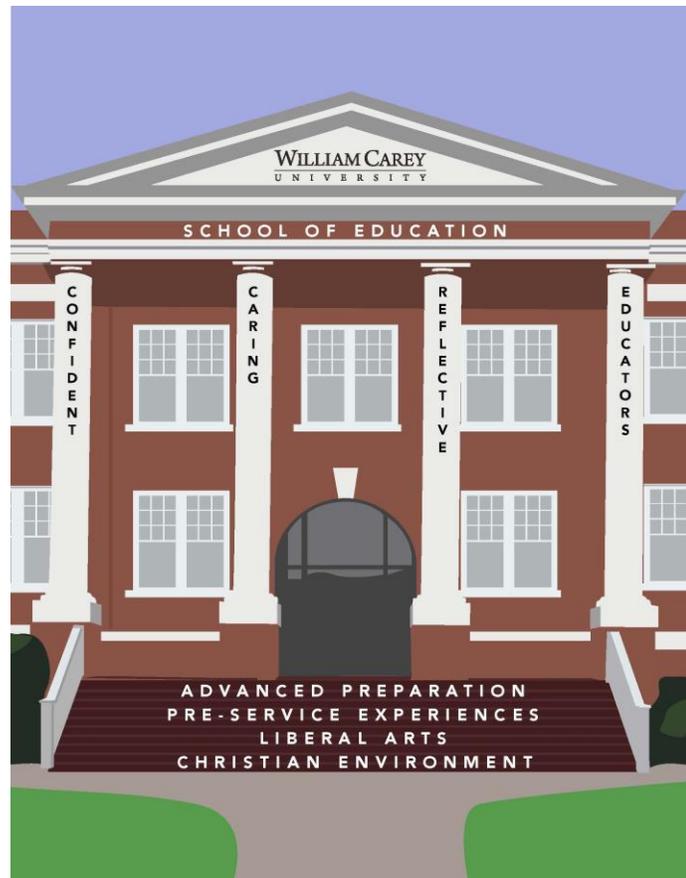
EDL 717: Innovative Approaches Leading to Administering a Diverse Culture
William Carey University
School of Education
Course Syllabus – Fall 19 Online

Instructor: Chuck Benigno, Ph.D., Associate Professor
 E-mail: cbenigno@wmcarey.edu
 Phone: cell 601-580-1810
 Fax: 601.318.6185
 Office Hours: By appointment, LRS Room 101

WCU Theme: *Desiderium Sciendi* – “Longing to Know” Philippians 3:10

Vision: “Confident, Caring, and Reflective Professional Educators”

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Catalog Description:

(Three hours) This course emphasizes the visionary leadership role of the principal as an instructional leader, one who can thoughtfully and strategically provide direction in understanding students from diverse and cultural backgrounds and developing positive learning environments in which they can progress.

Course Content: Candidates are exposed to current strategies of collecting data about various cultures and ethnicities and incorporating the information into curricular planning, communicating with parents, school celebrations of diversity and cultures, and community outreach.

Required Textbook:

Cushner, Kenneth. McClelland, A., & Safford, P. (2015). Human Diversity in Education: An Intercultural Approach. 8th edition. New York: McGraw Hill Education. ISBN 978-0-07-811033-7

Learning Outcomes - Candidates will:

Learning Outcomes	NCTE	SLLA	PSEL	NPBEA	WCU CF
Understand and identify differences in approaches to learning, performance, and assessment that are needed for students of varying ethnicities, races, genders, and cultures.		A1	3a	1.1	1,4
Identify the various learning styles that students of other cultures and diversity may need	2.6	1B	3b	1.1	3,4
Demonstrate		1B	3b	4.0	1,4

understanding of how student learning may be influenced by individual experiences, talents, disabilities, gender, language, culture, family, and community values					
Establish school and classroom rules and routines that are sensitive to cultural issues.		2.6	3a	2.2	4
Identify methods to incorporate diversity into the school's curriculum, mission statement, school website, student handbook, and all aspects of school life that involve students, parents, and faculty, to ensure that school is a nurturing and safe learning environment.		1B	3c	1.5	3,4
Identify the sensitivity training needs of faculty and staff with regard to culture and diversity and provide training.		5A	3g	3.3	4
Design a comprehensive		1A	3c	2.1	2,3,4,5,6

professional development plan for school faculty on the topic of Integrating Diversity into the School Curriculum. Include mission statement, faculty diversity survey, training materials, assessment, and timeline					
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Assignments:

WEEK ONE

1. Assignment #1 in canvas (10 points).
2. Assignment #2 in canvas (50 points).

WEEK TWO

1. Assignment #3 in canvas (50 points).
2. Assignment #4 in canvas (25 points).
3. Assignment #5 in canvas (50 points).

WEEK THREE

Teacher Cultural Sensitivity Survey. This assignment will serve as a Needs Assessment to guide the development of topics in the PDP.

1. Create your own cultural sensitivity survey similar to the sample included in Canvas and administer it to the faculty at a school or district of your choice (preferably the school that you will use for the final project).
2. Summarize the data into chart or circle graph form.
3. Analyze the data in a one page report, in regard to how you will use the information collected to develop the Professional Development Plan (final project).

Assignment #5 in Canvas (50 points)
Assignment #6 in canvas (25 points).

Week Four

Scavenger Hunt. The student will conduct a diversity scavenger hunt by searching through

1. Student handbook (focus on non-discrimination statement, grading, attendance, disability, observance of holidays, graduation requirements, student dress code)
2. Discipline policy/procedure (focus on standard policy, consideration of special needs, IEP accommodations, behavior plans, Positive Behavioral Interventions)
3. Two sample lesson plans (provide two lesson plans from two different subject areas that demonstrate the inclusion of diversity or multi-cultural topics)
4. School website (if the school or district website does not include pictures, activities, or language representative of diversity, indicate how you would make those changes)
5. Summarize the findings in each area listed above (4 total) in two to three pages total. Describe specific areas that demonstrate the inclusion of diversity within each of your categories. Label each area accordingly.

The purpose of the activity is to locate evidence of inclusion of diversity and multiculturalism. If you determine that an item or practice does not address diversity, provide a brief description of ways that you will address the issue in the Professional Development Plan (final project). Summarize the findings and provide a reflection of each finding for a total of 2-3 pages overall submitted to Canvas.

Week Five

Professional Development Plan (ISLLC Standards 1 and 4). Develop a professional development plan for the purpose of training faculty on the inclusion of diversity into curricular planning, course presentation, lesson plans, and school environment. The plan should include the following components.

Opening Overview Section to include:

1. Rationale (why the 1 day training is being provided)
2. District mission statement (if the current mission does not address diversity language, revise it)
3. Demographic Overview of School - Students and Staff - Summary of information on diversity among students and faculty (demographics), such

as race, gender, socio-economics, ethnicity, etc. Explain how this information was considered in guiding the direction of the professional development plan.

4. Summarize the vital aspects of the cultural sensitivity survey as they relate/connect to the development of the professional development plan.
5. Summarize the vital aspects of the findings found in the Scavenger Hunt as they impact the development of the professional development plan. For example, if you find a policy that is not being as adhered to as it should be, incorporate that aspect in the training. Another example: if you discover in the Scavenger Hunt, that there was not sufficient evidence of the inclusion of multi-cultural topics in sample lesson plans, describe how you will address this item in the training.
6. An appropriate title (with graphic) must be developed for the Professional Development Plan (PDP) and included on the cover page.
1. Professional Development Plan must also include: Establishment of goals and objectives for the 1 day workshop training. These must be accurate, measurable, realistic, and reflective in relation to the purpose of the training and specific to the agenda. This may be given to participants in outline format or developed BY participants in a small group activity. SMART goals and vision model are two examples of possible formats to guide the training.
2. Integrate the needs of diverse (race, gender, ethnicity, culture, religion, etc.) populations in the school community into the comprehensive professional development plan. In some cases, the school or district may not have significantly 'different' races, ethnicities, religions, and/or socio-economic statuses. In these situations, focus on the need to integrate knowledge of other cultures, races, religions, etc. into the curriculum. The decision on which areas to address in the training depends on the collection of information/data collected previously, including demographics, survey, and scavenger hunt.
3. Agenda for the Day - Provide the information in the form of a detailed outline, such as you would actually utilize as an agenda for the training
4. Include a VARIETY presentation formats, that may include (but not limited to) speakers, small group, large group, discussion, presentations, role-play, think-pair-share, handouts, videos.
5. For each activity, provide an attachment that gives detail about what will be included in the activity, such as topics, instructions, tasks, activities, resources, outcomes, and materials needed. If information is shared from a website, provide the link to the website on the agenda.

6. In the appendix section, place the labeled attachments as required.
7. Provide a list of references used in the preparation of the PDP.

TK20 - Please note that when you submit this assignment to Canvas it will automatically also go to TK20. You do not have to do two uploads. If you do not submit this assignment, you will receive an incomplete for the class.

Late Work: All assignments are due ON the due date, as indicated on Canvas. Assignments may be accepted up to seven days late. If submitted late, late points will be deducted, accordingly.

This will be the culminating project for the course and for Tk20. 75 points.

Grading:

100- 93%	A
92-85%	B
84-75%	C
74 and below	F

Late assignments will be graded as time permits.

Points will be deducted for assignments turned in late, at the instructor's discretion. No assignments are accepted beyond a week late.

Plagiarized assignments CANNOT be redone. Plagiarism results in an F in the course.

ATTENDANCE:

Failure to submit an assignment results in being counted as absent. Only one absence is allowed without affecting the final grade. Two absences (or failure to submit assignments on time) results in receiving a grade no higher than a B.

Academic Integrity:

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The college places the highest value on academic integrity and regards any act of academic dishonest as a serious offense. Academic dishonesty considered unethical and in violation of William Carey University's academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are **obligated** to initiate appropriate action. Depending upon the seriousness of the

offense sanctions could include failure of the assignment, failure of the course, and **could lead to suspension or dismissal from the university**. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the University's Policies and Procedures manual and in the student handbook, *The Red Book*, pp. 125-128.

If you need additional help

<http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php>

PLAGIARISM:

If you need additional information on the concept of plagiarism, read the section on plagiarism in the APA Manual on pages 15-16, 170. If you have any questions about plagiarism after reading this section you need to talk with the instructor. If you do not talk with the instructor, it will be assumed you understand the definition of plagiarism. Plagiarism will not be tolerated and will result in the student receiving a final grade of F.

Disabilities Statement:

Students with disabilities, who are protected by the Americans with Disabilities Act of 1990 and require special accommodations, should contact Mrs. Valerie Bridgeforth at 601-318-6188. Mrs. Bridgeforth's office is located in the Student Services Office in Lawrence Hall.

Catastrophic Event Plan

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website <http://wmcarey.edu>, and sent via automated process to your WCU student email address. Specific information regarding the continuation of coursework will be posted on the university's course management system at <https://elearning.wmcarey.edu>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through *Sader Watch*, the WCU emergency text message service. Sign up instructions can be found under current students on the WCU homepage.

SEXUAL MISCONDUCT STATEMENT

It is the policy of William Carey University to comply with all federal and state laws governing sexual misconduct. Further, William Carey University reaffirms its principle, as well as Title IX of the Education Amendments Act of 1972, that all students have a right to be free from sexual discrimination in the form of sexual

harassment and sexual violence. Students are referred to the Student Handbook, The Translation (The Red Book), for policy statements regarding sexual harassment and sexual assault and for procedures for reporting and responding to sexual offenses. The policies and procedures may also be found on the university's website under Campus Life – Security. <http://wmcarey.edu/sexual-misconduct>

Websites

www.culturalsurvival.org
www.africanhistory.about.com
www.cultureorientation.net
www.geocities.com/cultures
www.fortunecity.com
www.equalitytoday.org
www.fair.org
www.convergingpaths.com
www.diversityweb.org

ADDITIONAL REFERENCES

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**William Carey University
School of Education**

Assessment System Foundation

The School of Education's Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission, School of Education's Conceptual Framework (CF) and Outcomes, School of Education's Education Goals (EG), Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

Mission	Outcome
William Carey University Expanded Statement of Mission	WCU 1- Provide academic programs to promote student learning. WCU 2-Promote Christian development and social responsibility. WCU 3-Strengthen ties with Baptist churches, associations, and conventions. WCU 4-Provide an environment that supports student learning. WCU 5-Strengthen organizational and operational effectiveness. WCU 6-Strengthen financial resources.
School of Education Conceptual Framework and Outcomes	CF-Confident, Caring, and Reflective Professional Educators CF 1-An innovative thinker CF 2-An effective communicator CF 3-An advocate for diverse learners CF 4-An integrator of technology CF 5-A life-long learner CF 6-A steward of the profession
School of Education Goals	EG 1-Apply current research and technology related to the teaching-learning-assessment process. EG 2-Respond sensitively to individual differences and diversity. EG 3-Understand and anticipate the needs of a global society. EG 4-Plan and implement learning experiences that support the highest level of student potential. EG 5-Continue to reflect, refine, and revise professional practices. EG 6-Collaborate with others to promote learning.
Interstate Teacher Assessment and Support Consortium (InTASC) Standards	1-Learner Development 2-Learner Differences 3-Learning Environment 4-Content Knowledge 5-Application of Content 6-Assessment

	<p>7-Planning for Instruction 8-Instructional Strategies 9-Professional Learning and Ethical Practice 10-Leadership and Collaboration</p>
Learned Societies (SPA)	<p>Association of Childhood Education International (ACEI) Council for Exceptional Children (CEC) Educational Leadership Constituency Council (ELCC) National Association for Sport and Physical Education (NASPE) National Association for the Gifted Child (NAGC) National Council for Social Studies (NCSS) National Council for Teachers of English (NCTE) National Council for Teachers of Mathematics (NCTM) National Science Teachers Association (NSTA)</p>
Professional dispositions	<p>All WCU candidates will:</p> <ol style="list-style-type: none"> 1. Exhibit professional behaviors that indicate all students can learn and are a vital part of the learning environment; 2. Collaborate and seek to create positive relationships with all stakeholders to improve the learning environment; 3. Exhibit an awareness of all students' needs; 4. Exhibit poise, mature reflection, and sound judgment; 5. Engage in ongoing reflection, self-evaluation, and improvement in the profession; and 6. Act as a steward of the profession.

THE END

EDL 789 Educational Unit Self-Study through Assessment Inquiry Research (Field Project)
William Carey University
School of Education
Course Syllabus

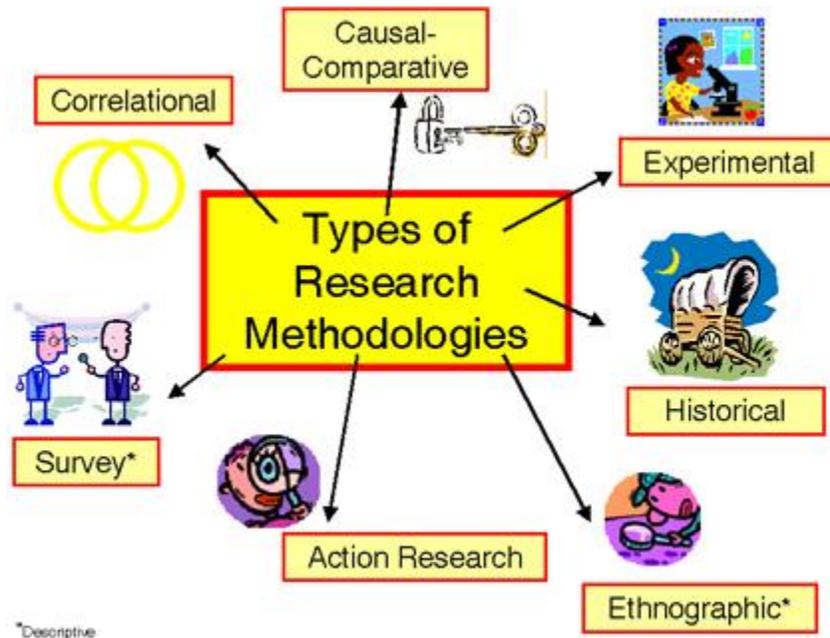
Instructor: Dr. Barry Morris

Phone: 601-318-6587; after hours Cell 601-467-2632

E- Mail: bmorris@wmcarey.edu

Office Hours: 10:00 AM - 4:00 PM daily

A Journey into Action Research



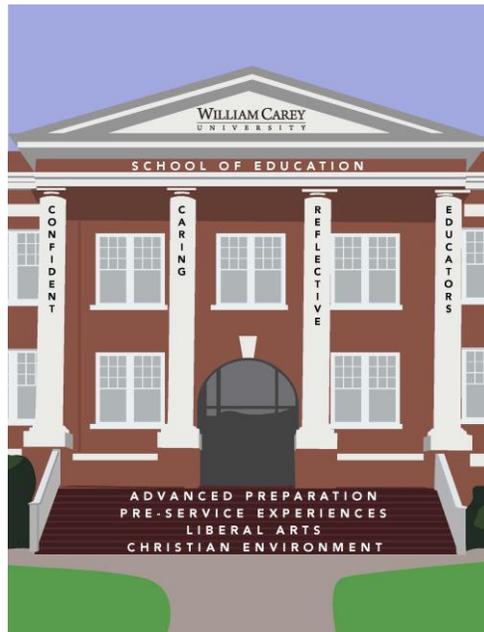
*Descriptive



WILLIAM CAREY
UNIVERSITY

Desiderium Sciendi – “Longing to Know”

Philippians 3:10



Catalog Description: EDL 789 (3 Credit Hours)

This class is designed to provide unit self-study which involves systematically exploring the tensions of practice and the dilemmas we encounter, along with university-supervised field experiences under the direction of an approved educational administrator. This course is designed to promote appropriate application of academic course work and experience.

Prerequisites: None.

Course Objective: Candidates in the Ed.S. Instructional Leadership program focus on the development and implementation of an Action Research Project which is similar in design to the Ed.D. Dissertation Action Research Project. This gives candidates the opportunity to enter into a short-term research project in order to build the skillset necessary for effecting change in their classrooms, schools, and districts.

Student Learning Outcomes:

1. The candidate will score “Acceptable” or “Target” to describe and apply the basic principles of self-study research employing a chapter process response that is complete and includes textual materials. Citation(s) are accurate. Reflection is strongly evident. (WCU 1; Confident, CF 1, 2, 3, 4; EG 1, 4; InTASC 3, 5, 6; PSEL 10) – Refer to Chapter Process Rubric.
2. The candidate will score “Acceptable” or “Target” when designing an Introduction to the Action Research Project which is rated superior drawing the reader into wanting to read the entire article. It includes at least two citations from the literature review. The question is strong and easily understood. No mechanical errors. (WCU 1; Confident, CF 1, 2, 3, 4; EG 1, 4; InTASC 3, 5, 6; PSEL 10) – Refer to Introduction Rubric.
3. The candidate will score “Acceptable” or “Target” when summarizing the review of literature in a professional manner and indicating the reviewer’s commitment to innovation and the application of research. It encourages the reader to want to seek out these articles for review. (WCU 1; Confident, CF 1, 2, 3, 4; EG 1, 4; InTASC 3, 5, 6; PSEL 4) – Refer to Literature Review Rubric.
4. The candidate will score “Acceptable” or “Target” when writing the population description which will be complete including setting, potential challenges and includes learner differences with the view in mind of implementing learning experiences that will make the population successful. (WCU 1; Confident, CF 1, 2, 3, 4; EG 1, 4; InTASC 3, 5, 6; PSEL 10) – Refer to Population Description Rubric.
5. The candidates will score “Acceptable” or “Target” when designing the procedures which will be well written with attention to detail and easily replicated by a reader. (WCU 1; Confident, CF 1, 2, 3, 4; EG 1, 4; InTASC 3, 5, 6; PSEL 10) – Refer to Procedure Rubric.
6. The candidates will score “Acceptable” or “Target” when completing the Analysis of Data which will be written in a confident style with use of graphics to describe the data. Both quantitative and qualitative data were

included. (WCU 1; Confident, CF 1, 2, 3, 4; EG 1, 4; InTASC 3, 5, 6; PSEL 4) – Refer to Analysis of Data Rubric.

7. The candidates will score “Acceptable” or “Target” when writing the Conclusions and Recommendations which is well designed and connected to the question. The conclusion exhibits confidence and caring for the population served. (WCU 1; Confident, CF 1, 2, 3, 4; EG 1, 4; InTASC 3, 5, 6; PSEL 4) - Refer to Conclusions and Recommendation Rubric.
8. The candidates will score “Acceptable” or “Target” when writing the Reference Section which will follow the APA Style Manual exactly. (WCU 1; Confident, CF 1, 2, 3, 4; EG 1, 4; InTASC 3, 5, 6).
9. The candidates will summarize succinctly articles selected from the course textbook when answering chapter questions. Each summary will include a minimum of one citation written correctly in APA style.

Class Procedures and Requirements:

This course is totally online with weekly assignments organized in modules. Each module has an established deadline in order that you will be able to move forward through the course under an effective timeline. A series of informational videos followed by chapter videos/PowerPoint presentations will help you to work your way through the course requirements. The chapter questions are short answer essays requiring a minimum of one citation (paraphrase or quotation). **Please make sure you have established your critical friends’ group who will work with you editing your work samples before uploading them to Canvas. Consider me as your journal editor who should be receiving perfect copy rather than your English teacher** correcting APA style, grammar, sentence structure, spelling, and punctuation. Your critical friend editors work with you to make these **projects error-free**. Our time together should be spent discussing your action research project question, procedures, data collection, analysis, and conclusions. There are eleven short answer essays (less than 200 words) aligned to the eleven chapters. The Action Research Project will be divided into sections:

- Introduction,
- Review of Literature,
- Population Description,
- Procedure,
- Analysis of Data,
- Conclusions and Recommendations, and
- References (Bibliography).

Your goal is to complete an Action Research Project within the ten-week period within your school, classroom, district, or other setting. This should result in a journal article approximately 12-15 pages in length. We will work together as a team completing each section of the article.

ADA Statement

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact their campus office.

The contact information:

Hattiesburg campus: Mr. Allen Bonner at 601-318-6211 or abonner@wmcarey.edu. Lawrence Hall 124.

Tradition campus: Mr. Jerry Bracey, 228-702-1802.

Keesler Center: Ms. Amanda Knesal, 228-376-8480.

Slidell Site: Dr. Karen Sicard, (601) 318-6475

Statement on Academic Integrity

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean’s office, and each campus dean’s office.

Attendance or Participation Policy:

The nature of an online class is to count attendance based on assignments coming in on schedule. Please refer to the class schedule to determine when assignments are due.

Proctored Examinations:

There are no examinations in this course.

Standards Specific to Discipline:

Assessments:

Performance Assessments	PSEL	InTASC	WCU
Review of Literature	4	9	1
Development of self-study learning community	7	10	1
Develop and execute a unit self-study (field project)	4, 10	10	1

Online Course Credit:

Distance courses must meet the same credit hour requirements as a traditional course. Instruction in EDL 789 is accomplished through Faculty-Student videos, Student-Student Critical Friends Groups, Student-Content Engagement through the textual materials, and Student-Research Setting when conducting the Action Research Project.

Drop Date: This course can be dropped without academic penalty (See Registrar link for deadline).

Office Hours: SKYPE/Phone 10:00 AM – 4:00 PM Monday, Tuesday, Thursday, Friday. Wednesday 10:00 AM – 1:00 PM. Please call or email for an appointment to make certain I am setting uninterrupted time aside for you.

After Hours: I am always available. Start with an email. It may be a question easily answered by text. I usually answer within the hour. You can always call me day or night including weekends. If I am unavailable, please leave a voice mail. I will call back.

Course Communication:

I will communicate with you through your Canvas email. I am online 24/7 to answer your emails. I will be glad to talk to you at night and on weekends. I am also available to set up chatrooms in the evening.

Required Textbook

Samaras, Anastasia P. (2011) Self-Study Teacher Research. Thousand Oaks, CA: SAGE Publications, Inc.

Resource Site: www.sagepub.com/samaras

Supplemental Materials: (REQUIRED)

American Psychological Association. (2001). Publication manual of the **American Psychological Association** (6th Ed.) Washington, D.C.

Late Assignments:

Late assignments will be acceptable at half credit.

Evaluation Criteria

Assignment	Points
Introduce Yourself	5
Chapter Process Questions (6)	30
Critical Friends	10
Chapter Questions Rubric	5
Revising Table of Contents	20

APA Manual	20
School of Education Survey	10
Educational Profile	15
Action Research Project	
Introduction	20
Review of Literature	20
Description of the Population	20
Procedure	20
Analysis of Results	20
Conclusions and Recommendations	20
References	20
Upload Journal Article	20
Total Points	275

Grading Scale:

A=248-275 (90%)

B=220-247 (80%)

C=193-219 (70%)

F=192 and below (69%)

Course Timeline - See the Dates on Canvas.

Assignment Due at MONDAYS 11:59 PM	Assignment
One	Tell me about yourself. Read Chapters 1, 2 Videos Introduction Editing Chap 1, Chap 2 Chapter Question 1, 2
Two	Read Chapters 3, 4 Videos Chap 3, Chap 4 Chapter Question 3, 4
Three	Read Chapters 5, 6 Videos 5, 6 Chapter Question 5, 6 introduction
Four	Read Chapter 7 Video 7 Review of Literature Description of the Population
Five	Read Chapter 8 Video 8 Procedure Analysis Procedure
Six	Read Chapter 9 Video 9 Begin Action Research Project-Pre-Assessment Intervention
Seven	Read Chapter 10 Video 10 Continue Action Research Project Intervention

Eight	Read Chapter 11 Video 11 Continue Action Research Project-Post-Assessment
Nine	Continue Action Research Project Analysis of Results
Ten	Conclusions and Recommendations References Upload entire Action Research Project to Canvas

Description of Assignments

Chapter Process Questions (35 points)

Select a chapter question found in the self-study guide resources (www.sagepub.com/samaras) to reflect upon what you have learned in the material. This should be a short answer essay, maximum 200 words. The first six chapters will be reviewed. You must include a minimum of one citation from the chapter. APA must be correct. Find an editor to review your answer before sending it in for grading.

The purpose of these six short paragraphs is to prove you can write a professional response including one quote or paraphrase (including the citation and reference from the Samaras text). That's why you need editors to make sure it is correct. Perfect scores get an extra point. That's my goal for each of you to write a short paragraph with no errors and proper citations.

Introduce yourself (5 points)

Let me know a little about your career and where you would like to be in five years. (5 points)

Action Research Project (Journal Article-140 points)

WHEN WRITING – ALWAYS USE THE THIRD PERSON – THIS TEACHER, RESEARCHER, OR EDUCATOR.

Your project is to design a question and an intervention to show value-added actions in the field. The completed project will be a journal article. Each section will be graded separately giving you ample opportunity to review. It will be expected that you already have an editor who will review your work before submission. As a prospective journal editor, it isn't my role to teach you graduate writing or APA style. My role is to look at the content quality and depth of writing. Work with each other to assure that there are no grammar or APA style problems, especially with citations and references.

Introduction (20 points)

Look around your world. Search for a situation which could be improved through an intervention. Write a short summary of the problem, the importance of the situation, and the question you choose to investigate. Send it to me for an initial review.

Examples: SEE CANVAS COURSE for new resources.

Video on the development of a research question.

Samples of research questions

Two complete studies have been uploaded as examples – one was published by a national journal.

Sample Questions:

What would be the change in teachers' attitudes and knowledge after being introduced to a data wall?

Using XYZ mathematics software intervention, what would be the effect on third grade students' multiplication test scores?

Engaging older students in cross-age projects with younger students over a three-week period, what is the older students' change in attitude concerning teaching?

Working with two colleagues, model co-teaching over multiple class sessions? What is the effect on teacher knowledge, attitudes, and concerns?

Review of Literature (20 points). There will be a strong emphasis on working with your critical friends' team using them to develop each section of your Research Study. They are to be involved to assist you in editing APA Format. Examples of the Literature Review have now been posted to the Canvas course.

You will select 3 research articles (2011-2015) appropriate for the question you are studying. Summarize the information you found being careful to correctly cite quotations and paraphrases. Be very careful about plagiarism. Remember as an author, you must clearly show the ability to discuss other experts' thoughts and research while avoiding writing in such a way that the thoughts appear to be your own. **Talk about these thoughts, but always use your "voice" to describe them.** Do not use annotated bibliography summaries. This is a discussion of the literature as it relates back to the research question(s).

Description of the Population (20 points)

In a short summary, describe the population (teachers, students, parents, or administrators), the setting of the intervention, and any particular challenges connected to the population. Be sure to be totally anonymous (no city names, district name, school name, or region).

Procedure (20 points)

Describe the pre-assessment, the intervention, and the post-assessment. Establish a projected timeline including the number of sessions required for a successful intervention. List materials required. Secure permissions if necessary. Add the assessment instrument you will be employing.

Analysis of Results (20 points). A table and charts guide have been added to your Canvas Course. This guide will help you format your tables and charts correctly.

You will collect your data, describe the context of the interventions, and compare the pre-assessment results with the post-assessment results. An item analysis would be appropriate with surveys and tests. Qualitative data such as student or teacher comments would be valuable. Describe any unusual situations that hampered the intended intervention. Be sure to put your data in visuals: figures, tables, etc.

Conclusion and Recommendations (20 points)

State your original question and apply the data to form your conclusion concerning the success of the intervention. Make recommendations based on one or more of these categories: 1) the applicability of your intervention for other colleagues; 2) future questions that might arise from the original study; 3) future action research projects that could be designed and implemented.

References (20 points)

Accuracy is the only requirement here. I recommend studying the articles found in Educational Leadership as a great model. APA formatting requires that the individual reference is typed in single space with the second and third line indented. This is followed by double lines between references.

Technology Requirements:

Access to the Internet. Microsoft Office or similar word processing software. Recommend Google when accessing Canvas.

Technical Assistance:

There is 24/7 Canvas technical assistance. If experiencing technical difficulties with accessing your Indigo Portal, please send a helpdesk ticket to helpdesk@wmcarey.edu.

Disaster Plan Statement:

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website <http://wmcarey.edu>, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university's course management system at <https://wmcarey.instructure.com>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through *SaderWatch*, the WCU emergency message service. Sign up instructions can be found at <http://wmcarey.edu/saderwatch>.

Sexual Misconduct Statement

It is the policy of William Carey University to comply with all federal and state laws governing sexual misconduct. Further, William Carey University reaffirms its principle, as well as Title IX of the Education Amendments Act of 1972, that all students have a right to be free from sexual discrimination in the form of sexual harassment and sexual violence. Students are referred to the Student Handbook, *The Translation (The Red Book)*, for policy statements regarding sexual harassment and sexual assault and for procedures for reporting and responding to sexual offenses. The policies and procedures may also be found on the university's website under Campus Life – Security. <http://wmcarey.edu/sexual-misconduct>

PLAGIARISM: TURN-IT-IN Scores above 20% will be returned for revision.

If you do not understand the concept of plagiarism you need to read the section on plagiarism in the APA Manual on pages 15-16, 170. If you have any questions about plagiarism after reading this section you need to talk with me. If you do not talk with me, it will be assumed you understand the definition of plagiarism. Assignments that are plagiarized CANNOT be redone for a better grade on the assignment. Plagiarism will not be tolerated and will result in the student receiving a final grade of F.

Chapter Process Question Rubric

Performance Levels	Unacceptable 1	Emerging 2	Acceptable 3	Target 4
Chapter Process Question WCU 1 CF Confident CF 1, 2 EG 1, 3 InTASC 4, 9	The response did not answer the question.	The response was incomplete with limited or no textual materials. Citations were inaccurate. Reflection was superficial.	The response was complete with limited textual materials. Citation(s) were accurate. Reflection was acceptable.	The response was complete and included textual materials. Citation(s) were accurate. Reflection was strongly evident.

Action Research Project Rubric

Performance Indicators	Unacceptable 1-5 pts	Emerging 6-10 pts	Acceptable 11-15 pts	Target 16-20 pts
Introduction WCU 1 CF Confident, Caring CF 1, 2, 3 EG 1, 2, 3, 4 InTASC 4, 9	The introduction lacked substance, was difficult to understand, or was missing.	The introduction was weak and did not inspire the reader to continue the article. There was little or evidence of citations. The question was difficult to understand. There were multiple errors.	The introduction was accurate and complete with at least one citation from the literature review. The question was strong and easily understood. Few mechanical errors.	The introduction was superior drawing the reader into wanting to read the entire article. It included at least two citations from the literature review. The question was strong and easily understood. No mechanical errors.
Literature Review WCU 1 CF Confident CF 1 EG 1 InTASC 9	There was no review of the literature.	There was evidence of only one source in the literature review. Poor summarization of the information.	There was a strong summarization of the literature articles including making a strong connection between articles.	The literature review was professional and indicating the reviewer commitment to innovation and the application of research. It encouraged the reader to want to seek out these articles for review.
Description of the Population WCU 1 CF Confident, Caring CF 3 EG 4 InTASC 2	There is no description of the population.	The description of the population is incomplete and may not have a description of the setting or the challenges.	The description of population is complete and encompasses the setting and potential challenges.	The description of the population is complete including setting, potential challenges and includes learner differences with the view in mind of implementing learning experiences that will make the population successful.
Procedures WCU 1 CF Confident, Caring CF 1, 2, 3, 4 EG 1, 2, 3, 4 InTASC 4, 9	There is no procedural description, no timeline, and no valid assessments.	There is a procedural description without a proper timeline and limited description of the assessments.	The procedural description is complete, with a timeline, and descriptions of the assessments.	The procedure is well written and easily able to be replicated by another researcher. The procedures reflect innovative thinking, current research, and advocacy for diverse learners.
Analysis of Results WCU 1 CF Confident CF 6 EG 4, 5 InTASC 6	There is no analysis. Description of data is missing or very limited.	The data is described, but not analyzed.	The analysis is complete with all pre and post data included. Both quantitative and qualitative data was present but not adequately described.	The analysis is written in a confident style with use of graphics to describe the data. Both quantitative and qualitative data were included.

<p>Conclusion and Recommendations</p> <p>WCU 1 CF Confident Caring CF 6 EG 4, 5 InTASC 6</p>	<p>Either the conclusion or recommendations was missed.</p>	<p>The conclusion was described but did not strongly connect itself back to the original question. Recommendations were limited.</p>	<p>The conclusion connected directly to the question. Recommendations in one or more categories were provided.</p>	<p>The conclusion was well designed and connected to the question. The conclusion exhibited confidence and caring for the population served. Recommendations came from all three categories.</p>
<p>References</p> <p>WCU 1 CF Confident</p>	<p>References were missing.</p>	<p>References were listed but incorrectly formatted.</p>	<p>Two of the three references were present and correctly formatted.</p>	<p>References were present and correctly formatted.</p>

William Carey University
School of Education
Assessment System Foundation

The School of Education’s Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission, School of Education’s Conceptual Framework (CF) and Outcomes, School of Education’s Education Goals (EG), Interstate Teacher Assessment and Support Consortium (InTASC) Standards and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

Mission	Outcome
William Carey University Expanded Statement of Mission	WCU 1- Provide academic programs to promote student learning. WCU 2-Promote Christian development and social responsibility. WCU 3-Strengthen ties with Baptist churches, associations, and conventions. WCU 4-Provide an environment that supports student learning. WCU 5-Strengthen organizational and operational effectiveness. WCU 6-Strengthen financial resources.
School of Education Conceptual Framework and Outcomes	CF-Confident, Caring, and Reflective Professional Educators CF 1-An innovative thinker CF 2-An effective communicator CF 3-An advocate for diverse learners CF 4-An integrator of technology CF 5-A life-long learner CF 6-A steward of the profession
School of Education Goals	EG 1-Apply current research and technology related to the teaching-learning-assessment process. EG 2-Respond sensitively to individual differences and diversity. EG 3-Understand and anticipate the needs of a global society. EG 4-Plan and implement learning experiences that support the highest level of student potential. EG 5-Continue to reflect, refine, and revise professional practices. EG 6-Collaborate with others to promote learning.
Interstate Teacher Assessment and Support Consortium (InTASC) Standards	1-Learner Development 2-Learner Differences 3-Learning Environment 4-Content Knowledge 5-Application of Content 6-Assessment 7-Planning for Instruction 8-Instructional Strategies 9-Professional Learning and Ethical Practice 10-Leadership and Collaboration
Professional Standards for Educational Leaders (PSEL)	1-Mission, Vision, and Core Values 2-Ethics and Professional Norms 3-Equity and Cultural Responsiveness 4-Curriculum, Instruction, and Assessment 5-Community of Care and Support for Students 6-Professional Capacity of School Personnel 7-Professional Community for Teachers and Staff 8-Meaningful Engagement of Families and Community 9-Operations and Management 10-School Improvement

EDR 3080.28 Early Literacy Instruction I
William Carey University, Hattiesburg Campus
School of Education
Course Syllabus – Fall 2019

Instructor: Mrs. Rachel Pitts

E-Mail: rpitts@wmcarey.edu

Phone: (601)-318-6557

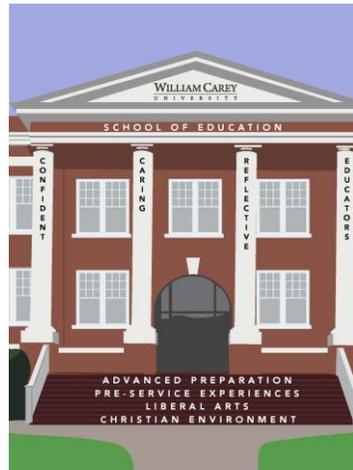
Meeting Time and Place: Fairchild Hall, Room 101

Office Hours: Fairchild 105E
Monday 8-9:30am; 3-5pm, Tuesday & Thursday
by appointment, Fridays 8-3

WCU Theme: “Longing To Know”
Philippians 3:10

Vision: “Confident, Caring, and Reflective Professional Educators”

The School of Education serves to prepare *confident, caring, and reflective* educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for inservice educators.



TK20: ** One or more assignments in this course require submission to two links in CANVAS. Failure to do so will result in a grade of “I” (incomplete) in this course. If you receive an “I”, you will then have one term to complete the upload to receive a reduced grade, preventing the “I” from converting to an “F” automatically. If you have questions or need help with your upload to the link that has TK20 in the title, contact your TK20 Administrator at tk20@wmcarey.edu.

REQUIRED COURSE TEXTS

Reutzel, D.R. and Cooter, R. (2019). *Teaching Children to Read*. (8th ed.) NY, NY: Pearson Education, Inc.

CATALOG DESCRIPTION:

EDR 308 Early Literacy Instruction I: (3 hours) A study of concepts, materials, and teaching strategies for oral language development and systematic early reading and writing instruction. Emphasis is placed on diagnosing early intervention for children with developmental delays.

FIELD EXPERIENCE: Sixteen hours of field experience in a K-2 reading class are required for this course. Our Hattiesburg Campus Field Placement Coordinator is Mrs. Suzanne Bullock. She will be responsible for **ALL** undergraduate field experience placements. Mrs. Bullock's email is sbullock@wmcarey.edu

COURSE DESCRIPTION AND RATIONALE:

This initial course in the reading sequence is designed to familiarize pre-service teachers with current research and theories concerning aspects of elementary reading instruction (K-8). Emphasis will be placed on the four cueing systems used by the reader--the syntactic system, the semantic system, the graphophonic system, and the schematic system--and the interactive nature of the reading process. The concepts of emergent literacy and reading and writing as communication will be presented along with their theoretical backgrounds and research bases.

A major goal of reading instruction is to enable every child to read independently. The ability to apply the cueing systems that result in word recognition and comprehension enables children to attain that independence. Therefore, the content of this course is designed to give the pre-service teacher a depth of understanding of the interactive systems that comprise the reading process in order to apply that understanding to the techniques and approaches of teaching reading that will be studied and applied in the following course (EDR 311).

All education courses at William Carey University are designed to provide a meaningful education that will result in the graduates becoming caring, effective, state certified teachers who are reflective decision makers. To this end, the education department builds upon the strong liberal arts and sciences curricula offered in the basic core through offering research-based courses which present a variety of educational theories with emphasis on transferring theories into effective teaching practices. In accordance with the mission of William Carey University, education courses are provided in a Christian environment, conducive to personal growth and the development of excellence in scholarship, leadership, and service.

Student Learning Outcomes:

The students will:	WCU	CF	EG	InTASC	IRA	ACEI
1. Understand reading as an integrated process that results in comprehension/ communication as a product.	1,2,4	1,2	1,3,6	1,4	1.1	
2. Understand and apply the research base for effective reading instruction: principles, techniques, theories, philosophies and historical bases.	1,2,4	1,5,6	1,5	1,4,5	1.1 1.2	
3. Engage children in activities that promote intrinsic motivation to read for pleasure and information.	1,2,4	1,5	4,5	1,2,3,4,5	4.1, 4.2 4.3, 4.4	
4. Understand and promote oral language development.	1,2,4	1,2	1,5	1,2,4,5	1.3	2b 3e
5. Be able to assess, formally and informally, the learning needs and gaps of individual children in order to guide precise instruction.	1,2,4	1,3	1,5	1,2,6,7	3.1 3.2 3.3	1,4
6. Possess in-depth knowledge of phonemic awareness, the	1,2,4	1,2	1,4	1,4	1.4 3.3	

alphabetic principle, and the generalizations that govern the relationship between sounds and symbols (phonics).						
7. Understand how concepts of print, phonics and phonemic awareness are learned by children and why they are important to the reading and writing process.	1,2,4	1,2	1,4	1,4	1.4 2.1 2.2 2.3	
8. Assess oral language development, concepts about print and phonemic awareness skills of one child and analyze the results.	1,2,4	1,3	1,2,5	1,2,6	2.1 2.2 2.3	
9. Understand, respect, and value cultural, linguistic, and ethnic diversity	1,2,4	1,3	2	1,2	4.1 4.2	1, 2g, 3g, 5c
10. Define and discuss the CCSS for ELA.	1,2,4	1,5	1,3,5	7,8,10	1.3,3.1, 3.2,3.3, 3.4	

TEACHING TECHNIQUES/METHODS USED IN COURSE:

The in-class teaching methods used to accomplish the goals and objectives of the course include lecture, paired learning, demonstration, and modeling of strategies with technology, simulations, whole group discussion and small heterogeneous cooperative learning group activities. **The sixteen (16) hour, field-based component will be conducted in a local school in a Grade K-2 classroom during reading instruction.**

COURSE REQUIREMENTS:

Requirement(s)	Due	Points/Grading	Specifics
Attendance/ Participation	August 26- November 4	90 points	Attend each of the scheduled class sessions and actively participate in all discussions and activities. Punctuality and attendance are crucial ways you demonstrate commitment to your profession. Classes involve the clarification of directions for assignments, coverage of subject content, class discussions, modeling of teaching strategies, and participation in group activities. All absences will be recorded and reported on the final grade sheet at the end of the trimester as per the William Carey Catalog. As a courtesy to instructor and class participants, cell phones should be turned to silent. If you must respond to a text or take a call during a scheduled class, please step outside the classroom to do so.

<p>Teaching Children to Read Chapter Quizzes</p>	<p>Chapter 1: September 1 at 11:59 pm Chapter 2: September 8 at 11: 59 pm Chapter 3: September 15 at 11:59 pm Chapter 4: October 6th</p>	<p>100 Points</p>	<p>Read each assigned chapter. Review chapter power points <i>and any other supplemental materials</i> provided in CANVAS. This will prepare you for class discussions.</p> <p>Complete the online quiz for each chapter by the due date. Questions will include multiple choice and/or discussion type items.</p>
<p>Discussion Boards</p>	<p>Discussion #1 August 30 at 11:59pm Discussion #2 September 6 at 11:59 pm Discussion #3 September 13 at 11:59 pm Discussion #4 September 20 at 11:59 pm Discussion #5 September 27 at 11:59 pm Discussion #6 October 4 at 11:59 pm Discussion #7 October 11 at 11:59 pm</p>	<p>140 points</p>	<p>Participate in discussion board questions for the sections listed. Discussion board responses must include details from the material. In addition to your discussion board post, you must respond to 2 other students' posts.</p>
<p>Article Review Project This assignment serves as the Mid-Term for this class.</p>	<p>Due in Canvas by September 22 at 11:59 pm Present to class on September 23</p>	<p>50 Points</p>	<p>Read an assigned article. Create a power point or Prezi to share the focus, main idea/details, and major findings. You will also include your reflections as to how this article would be useful to you as an educator.</p> <p>You will be given a rubric to use to prepare this assignment.</p>
<p>Administer Student Assessments</p> <p>Appendix B</p>	<p>Oral Language Development September 13</p> <p>Concepts of Print September 13</p> <p>Phonemic Awareness October 4</p> <p>Graphophonics October 11th</p>	<p>100 Points</p>	<p>Learning to administer informal assessments to students and use the data gained from those assessments is a very important part of teaching. For this class, you will administer the following four assessment to a student(s) selected by your host teacher or approved by me:</p> <ul style="list-style-type: none"> • Oral Language Development (OLD) • Concepts About Print (CAP) • Phonemic Awareness (PA) • Graphophonics Skills (GP) <p>Directions for each assessment will be given in class. After giving each assessment, you will reflect on the information gained about the child from that assessment. These are to be brought to class after administering them. Your reflection and results should be included in your electronic portfolio.</p>

<p>Mini-Lesson Plans</p> <p>(TK20 Assignment)</p> <p>Appendix C</p>	<p>Due in CANVAS Oral Language Development September 8 at 11:59 pm</p> <p>Concepts of Print September 15 at 11:59 pm</p> <p>Phonemic Awareness September 29 at 11:59 pm</p> <p>Graphophonics October 13 at 11:59 pm</p>	<p>100 points</p>	<p>Create four (4) mini-lesson (45-60 minutes) plans that illustrate the use of research-based language arts strategies, techniques, or activities for the teaching of oral language development (OLD), concepts of print (CAP), phonemic awareness (PA), and graphophonics (GP). Mini-Lesson Plans must be submitted in TK20 by October 25, at 11:59 pm.</p> <p>Specifications:</p> <ul style="list-style-type: none"> • Best Practices: The techniques should address best-practice strategies for the teaching of oral language development (OLD), concepts of print (CAP), phonemic awareness (PA), and graphophonics (GP). • Standards Based: References to current MS College- and Career- Readiness Standards-ELA are mandatory for all lessons. • Format: Use Lesson Plan instructions and template provided in CANVAS. • Implementation in Field Experience: Incorporate these lessons into your field experience tutoring assignment. • Submit in CANVAS by the due date.
<p>Mini-Lesson Plan Manipulatives</p> <p>Appendix D</p>	<p>Due in CANVAS Oral Language Development September 8 at 11:59 pm</p> <p>Concepts of Print September 15 at 11:59 pm</p> <p>Phonemic Awareness September 29 at 11:59 pm</p> <p>Graphophones October 13 at 11:59 pm</p>	<p>80 points</p>	<p>Create one manipulative to accompany each lesson plan.</p> <ul style="list-style-type: none"> • This should be a high-quality, original manipulative in order to receive full credit. See Appendix E. • Folder games and worksheets are not acceptable. • Do not just take a picture of a product you intend to buy and use as a manipulative. • Submit a picture of your manipulative in Canvas on or by the due date. • Bring your manipulative to class and be prepared to model how it can be used to enhance learning for the mini-lesson.
<p>Mini-Lesson Plan Presentations</p> <p>Appendix E</p>	<p>In Class Oral Language Development September 9</p> <p>Concepts of Print September 16</p> <p>Phonemic Awareness October 7</p> <p>Graphophones October 21</p>	<p>40 points</p>	<p>Present each of the four mini-lesson plans to class. The presentation will focus on the “Procedures” section of the Lesson Plan and should include the following information: 1) An Introduction, 2) Getting Ready to Learn Techniques, 3) Summarization of the Instruction, 4) Guided Practice Technique(s), and 5) Closure. Be sure to bring the manipulative that you will be using for each lesson.</p>
<p>Phonics Flip Chart</p> <p>Appendix F</p>	<p>Due in Class on October 28</p>	<p>100 points</p>	<p>Document the study of graphophonics by completing and presenting a phonics Flip Chart and including the following sections: 1) Terminology, 2) Consonants 3) Digraphs and Blends, and 4) Vowels.</p> <p>This assignment serves as the Final for this class.</p>

Field Experience	Complete by October 25	100 points	Sixteen (16) hours of field experience in a K-2 classroom during reading instruction are required for this course. Six (6) of these hours must be dedicated to tutoring a student or small group of students. These sessions will be supervised by your host classroom teacher. He/she will evaluate your field experience performance (Teacher Documents 1 and 2). Dress professionally, attend all sessions and be on time. Your field experience hours should be completed prior to Friday, Friday, October 25th.
Field Experience Portfolio Appendix G	Due in Class on October 28	75 Points	Create a field experience portfolio of your observation/participation experience. Include the following items: 1) Cover, 2) Student Assessments (Reflection and Results), 3) Field Experience Log, 4) Reflection Journal for Field Experience Hours (one reflection for each visit), 5) Teacher Documents 1 and 2, and 6) Artifacts. Artifacts may include copies or samples of student work, sketches or photos of materials which you made to use with your lessons, and photos of small-group activities and/or student projects, etc.
Graphophonics Proficiency Test	Pre-Test: 1st Retest: September 8 2nd Attempt: October 14	Pass/Fail	Pass a phonics proficiency assessment with 90% accuracy prior to the last day of class. All pass-fail assignments must be passed and completed to get credit for the course.

Evaluation:

As a college student and future educator, all written assignments will be assessed on the basis of three major sets of criteria:

- MECHANICS:** This includes such writing abilities as appropriate verb usage, appropriate use of subject-verb agreement, comma usage, use of punctuation, spelling, sentence structure, quotes, and use of APA format.
- CONTENT:** This involves such areas as following directions for written assignment, addressing the actual question (correct information), use of correct terminology, and adequate documentation.
- EXPRESSION:** This involves such writing aspects as the clarity of material, the style and format of writing, and the appropriate introduction and summary information.

Assignments are to be typed, unless otherwise indicated.

Without a documented reason, assignments will not be accepted after one week past the due date.

Assignments are due submitted in Canvas prior to 11:59 p.m. on the date due. If assignments are submitted incomplete prior to the deadline and submitted again completed after the deadline, points will be deducted. Late assignments will be graded using the following scale:

- 1 Day Late (any time after 11:59 p.m. as per Canvas time): 10% of Points Deducted**
- 2-4 Days Late: 25% of Points Deducted**
- 5-7 Days Late: 50% of Points Deducted**
- More Than Seven Days Late: 0 Points**

GRADING SCALE

A = 930-1000

B = 850-929

C = 750-849

D = 700-749

F = Below 700

ASSIGNMENTS	POINTS
Class Attendance	90
Text Chapter Quizzes	100
Discussion Boards	140
Article Review Project	75
Administer Student Assessments	100
Mini-Lesson Plans	100
Lesson Plan Manipulatives	80
Lesson Plan Presentations	40
Phonics Flip Chart	100
Field Experience	100
Field Experience Portfolio	75
TOTAL	1,000

Tentative Class Schedule:

WEEK	DATE	ACTIVITIES	Homework/To Do
1	Monday, August 26	<ul style="list-style-type: none"> • Class Overview • Review Syllabus • Chapter 1 “Effective Reading Instruction” • Group Activity: Traits of an Effective Teacher • Literature Activity • Phonics Spotlight: <ul style="list-style-type: none"> ○ Terminology ○ OG Card Deck App • Set Expectations: Quizzes • Set Expectations: <ul style="list-style-type: none"> ○ Field Experience Hours • Set Expectations: <ul style="list-style-type: none"> ○ Phonics Flip Book ○ Phonics Proficiency Test 	<ul style="list-style-type: none"> • Complete text Chapter 1 Quiz in Canvas by September 1 at 11:59pm • Discussion Board due: Friday, August 30 by 11:59 pm • Text: Read and be ready to discuss text Chapter 2 “Developing Oral Language to Support Literacy.” • Bring laptop to class next week. If you do not have a laptop, please let me know in advance so that I can bring one for you.
2	<p>Monday, September 2</p> <p>Observed Labor Day Holiday Class will NOT Meet</p>	<ul style="list-style-type: none"> • The Challenge of Learning to Read <ul style="list-style-type: none"> ○ Learning to Read is Not Natural ○ What the Brain Does When It Reads • Phonics Spotlight: <ul style="list-style-type: none"> ○ Interactive NB Activity ○ General Terms and Concepts • Chapter 2 “Developing Oral Language to Support Literacy” • Oral Language Development (OLD) <ul style="list-style-type: none"> ○ What is it? ○ Assessment/Standards ○ Tools and Manipulatives • Set Expectations: Student Assessment for OLD • Set Expectations: OLD Mini-Lesson Plans, Manipulatives, and Presentations • Group Activity: Create a lesson plan for OLD. • Revisit Expectations: <ul style="list-style-type: none"> ○ Field Experience ○ Phonics Flip Book 	<ul style="list-style-type: none"> ○ Complete text Chapter 2 Quiz in Canvas by September 8, at 11:59 pm. ○ Discussion Board due: Friday, September 6 by 11:59 pm ○ Submit OLD lesson plan and picture of manipulative in Canvas by September 8, at 11:59 pm. ○ Administer OLD assessment by September 13 ○ Take Graphophonics Pretest by September 8 at 11:59pm ○ Text: Read and be ready to discuss Chapter 3 “Early Reading Instruction: Getting Started with the Essentials.” ○ Bring your favorite K-2 Picture Book.

<p>3</p>	<p>Monday, September 9</p>	<ul style="list-style-type: none"> ○ Bell Ringer #2 ○ Discuss results of Graphophonics Proficiency Pretest. ○ OLD Group Lesson Presentations ○ Chapter 3 “Early Reading Instruction: Getting Started with the Essentials” ○ Phonics Spotlight: ○ Consonant Articulation Chart <ul style="list-style-type: none"> ○ Activities Related to Single-Letter Consonants ○ Concept About Print (CAP) <ul style="list-style-type: none"> ○ What is it? ○ Assessment/Standards ○ Tools and Manipulatives ○ Group Activity: Create a lesson plan for CAP. ○ Set Expectations: Student Assessment for CAP ○ Revisit Expectations: CAP Mini-Lesson Plans, Manipulatives, and Presentations ○ Expectations: Article Review Project ○ Revisit Expectations: <ul style="list-style-type: none"> ○ Field Experience ○ Phonics Flip Book 	<ul style="list-style-type: none"> ○ Complete test Chapter 3 Quiz in Canvas by September 15 at 11:59pm. ○ Discussion Board due: Friday, September 13 by 11:59 pm ○ Submit CAP lesson plan and picture of manipulative in Canvas by September 15 at 11:59 pm ○ Administer CAP assessment by September 13 ○ Bring a K-2 picture book suitable for Grades K-2 that can help students understand single-letter consonants.
<p>4</p>	<p>Monday, September 16</p>	<ul style="list-style-type: none"> ● Bell Ringer #3 ● CAP Lesson Plan Presentations ● Bring and discuss results of OLD and CAP assessment results. ● Phonics Spotlight: <ul style="list-style-type: none"> ○ Activities Related to Consonant Digraphs and Consonant Blends ● Consonant Articulation Chart ● Phonological Awareness and Phonemic Awareness ● Phonological Awareness Hour Glass Concept Module ● Phonemic Awareness Instruction <ul style="list-style-type: none"> ○ Group Activity: Use books brought to plan activities. ● Revisit Expectations: <ul style="list-style-type: none"> ○ Article Review Project Due September 22. (Mid-Term) ○ Phonics Flip Book 	<ul style="list-style-type: none"> ● Complete Article Review Project and submit to Canvas by September 22 at 11:59 pm. ● Discussion Board due: Friday, September 20 by 11:59 pm ● Be ready to present Article Review Project.

5	Monday, September 23	<ul style="list-style-type: none"> • Bell Ringer #4 • Article Review Project Presentations • Chapter 3: Review parts of chapter that pertain to Phonemic Awareness • Put Reading First Guide • Phonics Spotlight: <ul style="list-style-type: none"> ○ Vowel Phonemes Chart ○ Activities Related to Short and Long Vowels • Phonemic Awareness (PA) <ul style="list-style-type: none"> ○ Review: What is it? ○ Assessment/Standards ○ Tools and Manipulatives • Set Expectations: Student Assessment for PA • Set Expectations: PA Mini-Lesson Plans, Manipulatives, and Presentations • Revisit Expectations: <ul style="list-style-type: none"> ○ Phonics Flip Book • Set Expectations: Field Experience Portfolio 	<ul style="list-style-type: none"> • Submit Phonemic Awareness Mini-Lesson Plan in CANVAS by September 29 by 11:59 pm. • Discussion Board due: Friday, September 27 by 11:59 pm. • Submit picture of PA Manipulative in CANVAS by September 29 by 11:59 • Administer PA assessment by October 4 • Bring a picture book suitable for Grades K-2 that can be used to create a lesson plan for Phonics. • Read and be ready to discuss Chapter 4 “Phonics and Word Recognition.”
6	Monday, September 30	<p>You should use this release time to work on the following:</p> <ul style="list-style-type: none"> • Read and be ready to discuss Chapter 4 “Phonics and Word Recognition.” • Find a picture book suitable for Grades K-2 that can be used to create a lesson plan for Phonics. • Work on Phonics Flip Book. 	<ul style="list-style-type: none"> • Complete test Chapter 4 Quiz in Canvas by October 6 by 11:59 pm. • Discussion Board due: Friday, October 4 by 11:59 pm • Bring a picture book suitable for Grades K-2 that can be used to create a lesson plan for Phonics. • Bring a picture book suitable for Grades K-2 that can be used to create a lesson plan for Phonics.
7	Monday, October 7	<ul style="list-style-type: none"> • Bell Ringer #5 • Present PA lessons and manipulatives. • Bring and discuss PA assessment results. • Phonics Spotlight: <ul style="list-style-type: none"> ○ Speech to Print Onset/Rime ○ Activities Related to Onsets and Rimes • Graphophonics (GP) <ul style="list-style-type: none"> ○ What is it? ○ Assessment/Standards ○ Tools and Manipulatives • Set Expectations: Student Assessment for GP • Set Expectations: GP Mini-Lesson Plans, Manipulatives, and Presentations • Revisit Expectations: Field Experience Portfolio 	<ul style="list-style-type: none"> • Submit GP Mini-Lesson Plan in Canvas by October 13 at 11:59 pm • Discussion Board due: Friday, October 11 by 11:59 pm • Submit picture of GP Manipulative in Canvas by October 13 at 11:59 pm • Administer GP Assessment by October 11 • Bring laptop to class next week. If you do not have a laptop, please let me know in advance so that I can bring one for you.

8	Monday, October 14	<ul style="list-style-type: none"> • Bell Ringer #6 • Present GP lesson plans and manipulatives. • Bring and discuss GP assessment results. • Group Activity: “How Spelling Supports Reading” • Models of Reading: <ul style="list-style-type: none"> ○ Simple View ○ Scarborough’s Rope • Phonics Spotlight: <ul style="list-style-type: none"> ○ Activities Related to Syllable and Accent Patterns • Set Expectations: <ul style="list-style-type: none"> ○ TK20 Submission – Four lesson plans • Revisit Expectations: <ul style="list-style-type: none"> ○ Field Experience Electronic Portfolio ○ Phonics Flip Book • Graphophonics Proficiency Post-Test <ul style="list-style-type: none"> ○ If score is less than 90%, you will need to be prepared to take the test again at the next class session. 	<ul style="list-style-type: none"> • Bring laptop to class next week. If you do not have a laptop, please let me know in advance so that I can bring one for you. • Finish Field Experience Hours by Friday, October 25th.
9	Monday, October 21	<ul style="list-style-type: none"> • Bell Ringer #7 • Phonics Spotlight: <ul style="list-style-type: none"> ○ History of the English Language • Making Connections: How Children Learn to Read and Spell • Phonics Spotlight: <ul style="list-style-type: none"> ○ Morphemes Matter ○ Activities related to affixes and roots • “Teaching Reading is Rocket Science: What Expert Teachers of Reading Should Know and Be Able to Do” • Revisit Expectations: <ul style="list-style-type: none"> ○ Field Experience Electronic Portfolio ○ Phonics Flip Book ○ TK20 Assignment • Retest if Needed: Graphophonics Proficiency Test 	<ul style="list-style-type: none"> • Finish field experience hours by Friday, October 25. • Prepare and turn in Field Experience Portfolio by October 27 at 11:59 pm. • Finish Phonics Flip Book and bring to class on October 28 • Lesson plans due in TK20 by Friday, October 25th • Bring laptop to class next week. If you do not have a laptop, please let me know in advance so that I can bring one for you.

10	Monday, October 28	<ul style="list-style-type: none"> • Bell Ringer Wrap-Up • Present Phonics Flip Books and get checked by instructor. • Phonemic Awareness/Phonics Make and Take • Turn in Field Experience Portfolio • Consult with students as needed regarding procedures for completing and submitting lesson plans in TK20, if you missed the deadline. 	
PLEASE NOTE: ALL ASSIGNMENTS SHOULD BE SUBMITTED PRIOR TO MIDNIGHT ON Sundays. Discussion Boards on Fridays.			

Classroom Management

While completing the field experience requirement for this course, it is the expectation that WCU students will create and maintain a safe, supportive, and challenging learning environment (M-STAR IV.15, TIAI 22). Suggestions for managing classroom behavior during the field experience include:

- *Follow the classroom discipline plan.*
- *Seek to prevent classroom problems before they happen.*
- *Use classroom time wisely.*
- *Motivate students to behave by using positive reinforcement.*
-

To assist you in classroom management, the following resources may be useful:

1. Bailey, B. (2001). *Conscious Discipline: 7 basic steps for brain smart classroom management*. Oviedo, FL: Loving Guidance, Inc.
2. Canter, L. (2009). *Assertive discipline: Positive behavior management for today's classroom*. (4th Ed.). Bloomington, IN: Solution Tree.
3. Storey, K. & Post, M. (2012). *Positive behavior supports in classrooms and schools: Effective and practical strategies for teachers and other service providers*.
4. Wong, H.K. & Wong, R.T. (2009). *The first days of school: How to be an effective teacher*. (4th Ed.). Sunnyvale, CA: Harry K. Wong Publications.
5. www.disciplinehelp.com

Disaster Plan Statement

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website <http://wmcarey.edu>, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university's learning management system (LMS), which is called Canvas, at <https://wmcarey.instructure.com>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through *SaderWatch*, the WCU emergency message service. Sign up instructions can be found at <http://wmcarey.edu/saderwatch>.

ATTENDANCE: Attendance counts! If you are well, come to class. If you get sick or have a family emergency, call or e-mail me **the day after your absence** to discuss what you can do to make up the absence. A pattern of absences will result in a lowering of the final course grade, as will failure to call about make-ups. The William Carey Catalog states that no one may receive credit for a course in which 25% of classes are missed. **As per the registrar: Attendance must be recorded for every student, every class, every class meeting.**

ACADEMIC INTEGRITY: William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University's academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean's office, and each campus dean's office. **NOTE: All required assignments in this course may be checked for plagiarism using Turnitin.com.**

Sexual Misconduct Statement

It is the policy of William Carey University to comply with all federal and state laws governing sexual misconduct. Further, William Carey University reaffirms its principle, as well as Title IX of the Education Amendments Act of 1972, that all students have a right to be free from sexual discrimination in the form of sexual harassment and sexual violence. Students are referred to the Student Handbook, *The Translation (The Red Book)*, for policy statements regarding sexual harassment and sexual assault and for procedures for reporting and responding to sexual offenses. The policies and procedures may also be found on the university's website under Campus Life – Security. <http://wmcarey.edu/sexual-misconduct>

ADA Statement

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact (here give the name and contact information for the appropriate campus). The contact information: Hattiesburg campus: Dr. Allen Bonner, (601) 318-6211, Hattiesburg Campus, Lawrence Hall 124. Tradition campus: Dr. Alesia Haynes-McCook, 228-702-1783. Baton Rouge: Dr. Catherine Belden, (225) 953-7020 Online Campus: Dr. Allen Bonner, (601) 318-6211, Hattiesburg Campus, Lawrence Hall 124.

TOBACCO-FREE CAMPUS: William Carey University is a tobacco-free campus. All WCU students are asked to respect this policy by refraining from smoking or other tobacco use while on campus.

INCOMPLETES: All of the following criteria must be met in order for a student to receive an incomplete:

- Class (and university) attendance requirements must have been met;
- 80% of the required work for the class must have been done;
- The student must be passing the class at the time the incomplete is granted;
- The student must request the incomplete on the WCU incomplete request form prior to the time at which faculty must submit grades;
- The student must have provided appropriate documentation regarding the reason for requesting the incomplete (e. g., accident reports, medical records, etc.)
- The Academic Dean must have determined that unavoidable circumstances have prevented the student from completing the course on schedule.

If any one of the above conditions is not met, a student cannot receive an incomplete for the course.

NOTE: This syllabus is subject to revision due to student needs, time constraints, or other unforeseen circumstances that may arise.

**William Carey University
School of Education
Assessment System Foundation**

The School of Education’s Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission, School of Education’s Conceptual Framework (CF) and Outcomes, School of Education’s Education Goals (EG), Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

Mission	Outcome
William Carey University Expanded Statement of Mission	WCU 1- Provide academic programs to promote student learning. WCU 2-Promote Christian development and social responsibility. WCU 3-Strengthen ties with Baptist churches, associations, and conventions. WCU 4-Provide an environment that supports student learning. WCU 5-Strengthen organizational and operational effectiveness. WCU 6-Strengthen financial resources.
School of Education Conceptual Framework and Outcomes	CF-Confident, Caring, and Reflective Professional Educators CF 1-An innovative thinker CF 2-An effective communicator CF 3-An advocate for diverse learners CF 4-An integrator of technology CF 5-A life-long learner CF 6-A steward of the profession
School of Education Goals	EG 1-Apply current research and technology related to the teaching-learning-assessment process. EG 2-Respond sensitively to individual differences and diversity. EG 3-Understand and anticipate the needs of a global society. EG 4-Plan and implement learning experiences that support the highest level of student potential. EG 5-Continue to reflect, refine, and revise professional practices. EG 6-Collaborate with others to promote learning.
Interstate Teacher Assessment and Support Consortium (InTASC) Standards	1-Learner Development 2-Learner Differences 3-Learning Environment 4-Content Knowledge 5-Application of Content 6-Assessment 7-Planning for Instruction 8-Instructional Strategies 9-Professional Learning and Ethical Practice 10-Leadership and Collaboration
Learned Societies (SPA)	Association of Childhood Education International (ACEI) Council for Exceptional Children (CEC) Educational Leadership Constituency Council (ELCC) National Association for Sport and Physical Education (NASPE) National Association for the Gifted Child (NAGC) National Council for Social Studies (NCSS) National Council for Teachers of English (NCTE) National Council for Teachers of Mathematics (NCTM) National Science Teachers Association (NSTA)
Professional dispositions	All WCU candidates will do the following: 1. Protect confidential information concerning students and/or colleagues unless the law requires disclosure. 2. Demonstrate maturity and sound judgment in all interactions with peers, university and P-12 personnel, and parents. 3. Follow all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use. 4. Exemplify honesty and integrity (honesty, tact, and fairness) with all stakeholders during his/her time in the program. 5. Accept constructive criticism in a positive manner. 6. Provide fair and equitable opportunities for all P-12 students in a non-discriminatory manner. 7. Maintain a professional relationship with all students both inside and outside professional settings.

Appendix A
William Carey University - APA Ledger Comments

Directions: Use this table to identify and interpret common spelling, grammatical, and APA formatting errors.		
Spelling /Formatting Errors		
S1	Spelling Error	Use spell check function of word processing program. Remember that misused words that are spelled correctly or words written in ALL CAPS will not be caught.
F1	Formatting Error	Assignments should be typed, double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides. You should use a clear font that is highly readable. APA recommends using 12 pt. Times New Roman font.
Common Grammatical Errors		
G1	Subject/Verb Agreement Singular/Plural Agreement	Verbs must agree in terms of plurality with their subjects. Example: He argues... they argue. Remember: The word <i>data</i> is plural (singular form <i>datum</i>), so use a plural verb i.e. The data indicate....
G2	Noun/Pronoun Agreement	Pronouns must agree with the nouns they replace. Use singular pronouns (I, he, she, it) to replace singular nouns and plural pronouns (we, they, them) to replace plural nouns. Example: The client... he or she; Clients... they.
G3	Who, Whom, Which, & That	<i>Who</i> is the subject of a verb; <i>whom</i> is the object of a verb. Example: Who will be representing whom? <i>Who</i> is used to refer to people; <i>that</i> or <i>which</i> are used for animals and inanimate objects. Consistent use of that for restrictive clauses (essential to the meaning of the sentence) and which for nonrestrictive causes (merely adding further information and set off with commas) will help make your writing clear and precise.
G4	Prepositions	Never conclude a sentence with a preposition.
G5	Proper Nouns	Capitalize specific names and titles; Do not capitalize generic or non-specific titles. Examples: principal of school, Dr. Jones, Principal of West Middle School
G6	Key Terms	Use italics rather than quotation marks to identify key terms and/or idiomatic expressions.
G7	Sentence Structure	Awkward sentence structure/use of colloquial (slang terms); meaning of the sentence is unclear. Reword this sentence. Remember: State ideas simply and clearly.
G8	Sentence Structure	Sentence fragment
G9	Sentence Structure	Run-on sentence
G10	First Person	When writing in APA Style, you rarely use the first person point of view ("I studied ..."). First person is not often found in APA publications unless the writer is a senior scholar who has earned some credibility to speak as an expert in the field. You should use the third person point of view ("The study showed ..."). First person is acceptable in this course when submitting a reflection or evaluation of a topic, study, or text.
G11	Titles	Capitalize the major words in the titles of books, articles, and songs (but not short prepositions or the articles "the," "a," or "an," if they are not the first word of the title). <u>Underline</u> the titles of books, magazines, newspapers, academic journals, films, television shows, long poems, plays, operas, musical albums, works of art, and websites when writing them by hand. When typing, put those titles in <i>italics</i> .

G11	Titles (continued)	Use quotations marks for titles of short or minor works, songs, short stories, essays, short poems, one act plays, chapters in books, articles in newspapers/magazines/journals, and episodes of a television or radio series.
Common Punctuation Errors		
P1	Comma: Series	Use a comma to separate words in a series including the word before the conjunction. Example: ...friends, Romans, and countrymen.
P2	Comma: Compound Sentences	Use a comma to separate two sentences joined by a conjunction. Example: The school is an elementary school, but it also serves as the site for the adult education program.
P3	Comma: Introductory Clauses, phrases, words	Use commas after introductory a) clauses, b) phrases, or c) words that come before the main clause.
P4	Comma Splice	A comma splice occurs when two independent clauses are connected with only a comma. Example: My family and I bake together almost every night, we then get to enjoy everything we make together.
P5	Semi-colon	Use a semi-colon to separate two complete but related sentences. Conjunctions such as <i>however</i> and <i>therefore</i> should be followed by a comma. Example: Resuscitation was implemented promptly; however, the patient did not survive. Use a semi-colon to separate elements or phrases in a series that contain commas. Example: ...teachers, students, and guests; and administrators, evaluators, and others....
P6	Colon	Used to join an independent clause (complete sentence) and a dependent clause (incomplete sentence).
P7	Quotation Marks	Used to introduce slang, invented, or coined expressions. Technical or <i>key terms</i> are denoted with italics rather than quotation marks. Used to identify short (< 40 words) quotations within a paragraph.
P8	Seriation	Seriation helps readers understand the organization of key points within sections, paragraphs, and sentences. The most common error: writer does not identify elements in a series by lowercase letters in parentheses.
P9	Ampersand &	Used between authors in parentheses and in the reference list; use the word 'and' when citing reference authors in the body of the text.
Common Reference Citation Errors		
R1	Authors	List references alphabetically by authors' last names. Give last name, first & middle initials only (space between initials). No titles or abbreviations (Dr., RN, PhD, etc.)
R2	Capitalization	Capitalize proper nouns and all major words in titles of books or journals. Example: <i>Educational Leadership</i>
R3	Capitalization of Journal Articles	When referring to books, chapters, articles, or Web pages, capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns. Do not capitalize the first letter of the second word in a hyphenated compound word. Example: Are we motivating students with data? <i>Educational Leadership, 41, 213-214</i>
R4	Volume & Issue Numbers	Always give the volume number of a journal, magazine, or newsletter. Example: <i>Educational Leadership, 41,</i>
R5	Page Numbers	Give the page number or range of pages used in the reference. Do not use p. or pp.
R6	Publisher and Location	Always include the publisher and location of books. Example: Upper Saddle Ridge, NJ: Pearson.
R7	Electronic Source and Locator Info	Use digital object identifier (DOI). Look on the first page of the printed article close to the copyright information for the unique DOI. However, not all journals have begun to use the DOI.
R8	Hanging Indention	All lines after the first line of each entry in your reference list should be indented one-half inch from the left margin. This is called hanging indentation.

MID-TERM ARTICLE REVIEW PROJECT

You will be assigned a professional journal article to read and review. Each article distributed will focus on an Early Literacy concept. You will create a power point or prezi to “present” the article to the class.

What is a "prezi"?

A prezi is a presentation of text and visuals that you zoom in and out of. It is very similar to a power point, except you do not make slides. Instead, you make one big prezi and zoom in to different views. You can show a prezi to others on a computer through your prezi account, or you can link to them. You can also embed them in blogs. A prezi is an interesting alternative to the traditional power point presentation. <https://prezi.com/5w17ge2jovyu/how-to-make-a-prezi-presentation/>

Your project should include the following components:

1. Cover (Title of article, your name, EDR 308, Spring 2019)
2. Early Literacy Topic Focus
3. Summarize Main idea, key points, and/or key findings
4. Implications (How does this affect students, classroom instructions, etc.?)
5. Reflection in regard to usefulness
6. Article reference in APA style

Criteria	Does Not Meet Expectations	Meets or Exceeds Expectations	60 Points
Cover	The cover is missing one or more required components. (0-4 points)	Includes title of article, student name, EDR 308, and Spring 2019. (5 points)	5 points
Focus	The focus of the article is not identified or missing. (0 points)	The early literacy focus is clearly identified: oral language development, concepts of print, phonemic awareness, and/or phonics. (5 points)	5 points
Summarize Main idea, key points, and/or key findings	Project demonstrates little understanding of the article with few or no key points and/or key findings identified. (0-7 points)	Project demonstrates a thorough understanding of the article by summarizing/ identifying key points and/or key findings. (8-15 points)	15 points
Implications	Implications are not identified or not clearly stated with details. (0 points)	Implications to instruction are clearly identified in article and details are included. (6-10 points)	10 points
Reflection	There is no reflection of the usefulness of the article. (0-5 points)	The reflection of the usefulness of the article is included and includes supporting details. (6-10 points)	10 points
Article Reference	The bibliographical entry does not adhere to APA style; exceptions noted. (0-4 points)	The bibliographical entry adheres to APA style. (5 points)	5 points

APPENDIX B

Administering Student Assessment and Reflection 4 @ 25 points each = 100 Points Total

Objective: Administer four assessments in the school to students (grades K-2) that the classroom teacher selects. Include a reflection with each assessment. These assessments include: 1) Oral Language Development, 2) Concepts about Print, 3) Phonemic Awareness, and 4) Graphophonics Skills. **Directions for each assessment will be given and modeled in class.** Use the format below:

First Name of Student: _____ **Grade:** _____

Name of Assessment: OLD CAP PA GP **Date of Assessment:** _____

Brief Description of the Testing Environment:

Reflection Prompt: If you were to continue to tutor this student, what type of intervention or enrichment might you plan after reviewing the results of this assessment?

RUBRIC

Oral Language Assessment Data

0 Points	13	25
Assignment Does Not Include Results and Reflection	Assignment Is Missing One Component (Results or Reflection)	Results and Reflection Are Included in Assignment.

Concepts about Print Assessment

0 Points	13	25
Assignment Does Not Include Results and Reflection	Assignment Is Missing One Component (Results or Reflection)	Results and Reflection Are Included in Assignment.

Phonemic Awareness Assessment

0 Points	13	25
Assignment Does Not Include Results and Reflection	Assignment Is Missing One Component (Results or Reflection)	Results and Reflection Are Included in Assignment.

Graphophonics Assessment

0 Points	13	25
Assignment Does Not Include Results and Reflection	Assignment Is Missing One Component (Results or Reflection)	Results and Reflection Are Included in Assignment.

Total Points _____

APPENDIX C

EDR 308 Early Literacy I Mini-Lesson Plan Instructions 100 Points

Create four (4) mini-lesson (one-day) plans that illustrate the use of research-based language arts strategies, techniques, or activities for the teaching of oral language development (OLD), concepts about print (CAP), phonemic awareness (PA), and graphophonics (GP).

Specifications:

- Best Practices:** The techniques should address best-practice teaching strategies for the teaching of oral language development (OLD), concepts about print (CAP), phonemic awareness (PA), and graphophonics (GP).
- Standards Based:** References to Mississippi College- and Career- Readiness Standards ELA are mandatory for all lessons.
- Format:** Use the standard format for the lesson plan which includes grade level, name of selected book, specific learning outcome, procedures (teacher and student roles in detailed form), and assessment with differentiated instruction for the following three areas: remediation, enrichment and accommodations. Follow Lesson Plan Instructions and use template provided in CANVAS.
- Implementation in Field Experience:** Incorporate these lessons into your field experience tutoring assignment.

Subject:	Grade:	Circle One:	OLD	CAP	PA	GP
Components						
Mississippi College- and Career- Readiness Standards	<p>The Standard is the national or state standard which is the broad curricular purpose or goal of the lesson. The Mississippi College- and Career- Readiness Standards for English Language Arts (ELA) will be used in this course.</p> <p>2016 Mississippi College- and Career- Readiness Standards for English Language Arts</p> <p>https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/ELA/2016-MS-CCRS-ELA.pdf</p>					
Specific Learning Outcomes (SLO)	<p>The Specific Learning Outcome is the more specific objective related to the broad curriculum standard. This part of the lesson specifies what the students should be able to do, understand, and care about as a result of the teaching.</p>					
I Can Statement	<p>The I Can Statements are clear statements that identify each goal that is necessary in order to master the objective. The statements are brief and only contain the goal for one standard or a component of one standard. The statements are written in student talk rather than educational jargon.</p>					
Depth of Knowledge (DOK) Level of Complexity and Key Word	<p>Depth of Knowledge, also referred to as DOK, is the complexity or depth of understanding required to complete a task. Webb identified four distinct depth of knowledge levels. The complexity of a task is increasingly more difficult as the level increases.</p>					
Procedures	<p>Getting Ready to Learn</p> <ul style="list-style-type: none"> • Anticipatory Set/Hook: Grab the students' attention or relate the experiences of the students to the objectives of the lesson. • Set Purpose: Describe the reason for this lesson and make the learning relevant. • Pre-Test: Administer a pre-test to determine a starting point for your lesson. <p>Instruction</p> <ul style="list-style-type: none"> • Information: Provide the information needed for students to gain the knowledge or skill through lecture, discussion, books, pictures, etc. • Modeling: Use the teaching materials to show students examples of what is expected as an end product of their work. • Manipulative: Include a learning tool to provide a "hands-on" learning experience for the student. 					

	<p>Guided Practice</p> <ul style="list-style-type: none"> • Guided Practice: Check for understanding and provide feedback without grading it. Students should practice information just taught. You are guiding their learning. This could be whole-class, small-group activity with teacher supervision, or a partner activity with teacher supervision. The learning is active (not silent reading without specific goals or mindless completion of a worksheet). <p>Guided Independent Practice</p> <ul style="list-style-type: none"> • This part of the lesson allows students an opportunity to demonstrate their understanding of the lesson by working through an activity or exercise under the teacher’s supervision. This is the time for the teacher to move around the room and determine the level of mastery and to provide individual remediation, if necessary. This should mirror the guided practice. <p>Closure</p> <ul style="list-style-type: none"> • Close the lesson with a short review or clarification of the key points of a lesson. Summarize the learning of the day and discuss how it fits into the big vision for learning. Students can demonstrate what they know and can do by completing an exit ticket.
Materials	List ALL materials needed for this lesson.
Assessment	This part of the lesson plan is where the teacher assesses the final outcome of the lesson to determine the extent that the learning objectives were achieved. It can be a post-test, but it does not have to be. Teacher observation is a type of assessment. ALL lessons should involve some type of assessment.
<p>Differentiated Instruction:</p> <ul style="list-style-type: none"> -Enrichment -Accommodations -Remediation/ Reteach 	<p>Enrichment: A higher quality of work or more rigorous work than would be expected of the norm for the age group. This work should not be just more of the same.</p> <p>Accommodations: Students with special needs and students with limited English proficiency may need the lesson modified to accommodate their disabilities or needs. We will discuss accommodations and modifications in class.</p> <p>Remediation/Reteach: Remediation activities are ways you can reteach the learning to students who require additional instruction or practice. Select additional strategies for individual students or small groups of students who still do not “get it.” Remediation is usually done after the assessment.</p>
Writing	Provide a short follow-up to the lesson that encourages students to apply what they learned by writing.

APPENDIX D
Manipulative for Mini- Lesson Plan Template
80 Points

Manipulative for Mini-Lesson: Create or obtain one manipulative each for mini-lessons. Folder games and skill or activity sheets are not acceptable. Do not just take a picture of a product you would like to purchase and use as a manipulative. Bring it to class and be prepared to model how it can be used to enhance your lesson.

Content	Minimal Effort	Met Expectations	Above Expectations	Possible Points = 100
Manipulative for Oral Language Development (OLD) Mini-Lesson	-Incomplete -Poor quality -Little relevance to OLD instruction (0-9 Points)	-Moderate quality -Mostly relevant to OLD instruction (10-14 points)	-High quality/original -Relevant to OLD instruction (15-20 points)	20
Manipulative for Concepts about Print (CAP) Mini-Lesson	-Incomplete -Poor quality -Little relevance to CAP instruction (0-9 Points)	-Moderate quality -Mostly relevant to CAP instruction (10-14 points)	-High quality/original -Relevant to CAP instruction (15-20 points)	20
Manipulative for Phonemic Awareness (PA) Mini-Lesson	-Incomplete -Poor quality -Little relevance to PA instruction (0-9 Points)	-Moderate quality -Mostly relevant to PA instruction (10-14 points)	-High quality/original -Relevant to PA instruction (15-20 points)	20
Manipulative for Graphophonics (GP) Mini-Lesson	-Incomplete -Poor quality -Little relevance to GP instruction (0-9 Points)	-Moderate quality -Mostly relevant to GP instruction (10-14 points)	-High quality/original -Relevant to GP instruction (15-20 points)	20
Total				

Appendix E Mini-Lesson Presentation Rubric

Mini-Lesson Presentation: demonstrate teaching strategies for each of the following areas:

- oral language development (OLD),
- concepts of print (CAP),
- phonemic awareness (PA), and
- graphophonics (GP).

The presentation will focus on the “Procedures” section of the Lesson Plan and should include the following information: 1) An Introduction, 2) Getting Ready to Learn Techniques, 3) Summarization of the Instruction, 4) Guided Practice Technique(s), and 5) Closure. You will need to bring the manipulative with you and model how it enhances learning for that lesson.

Criteria	1: Does Not Meet	2: Acceptable	3: Target	Total 10 Points
Introduction: <ul style="list-style-type: none"> • Name of Book/Basal/Story • Grade Level • SLO 	Intro was not given or only one part was included. (0-1 points)	Intro included two of the parts. (2-3 points)	Intro included all three parts. (4 points)	4 points
Getting Ready to Learn Techniques: <ul style="list-style-type: none"> • Hook • Pre-Test 	Getting Ready to Learn did not describe the hook. (0 points)		Getting Ready to Learn adequately described the hook. (1 point)	1 points
Instruction: <ul style="list-style-type: none"> • Information • Manipulative • Modeling 	Instruction did not summarize the information, manipulative, and modeling. (0 points)	Instruction summarized one or two of the parts. (1-2 points)	Instruction adequately summarized all three parts. (3 points)	3 points
Guided Practice Technique(s): <ul style="list-style-type: none"> • Checking for understanding 	Guided Practice was not described. (0 points)		Guided Practice was adequately described. (1 point)	1 point
Closure	Closure was not described. (0 points)		Closure was adequately described. (1 point)	1 point
Total				

APPENDIX F
EDR 308: Early Literacy I
Phonics Flip Chart Specifications

Please organize according to this chart after your title page:

I. Terminology (Put word on front and definition on back.)	II. Consonants	III. Consonant Digraphs and Blends	IV. Vowels	V. Diphthongs and Vowel Digraphs
decode	m	ch	short a	oi
phoneme	q	sh	short e	oy
segmenting	r	th	short i	ou
blending	v	wh	short o	long oo
grapheme	b	two r blends (br, tr, cr, etc.)	short u	short oo
graphophonetic	h	two l blends (bl, sl, pl, etc.)	long a	
syntactic	k	two s blends (st, sn, sw, etc.)	long e	
semantic	l		long i	
digraph	p		long o	
diphthong	d		long u	
blend	f		one schwa word	
schwa	j			
	n			
	z			
	hard c			
	soft c			
	hard g			
	soft g			
	w			
	y			
	s			
	t			
	x			

Example of How Flip Chart Cards Might Look

				
Mm moon	Soft c city	Hard c country	Short o dog	Long o boat

Tips for a successful project:

- Use good quality paper: card stock, construction paper, scrapbook paper, etc.
- Cut paper in half for each card and bind in some way.
- One item per card.
- Each card for sections II, III, IV, and V should include a picture – not just a word.
- Pictures can be clip art, coloring book pictures, flash card pictures, stickers, etc.
- Flip chart should be neat, colorful, and professional.

EDR 308: EARLY LITERACY I
Phonics Flip Chart
100 Points

This assignment serves as the final exam for this class.

Document the study of graphophonics by completing and presenting a phonics flip chart. Include the following sections after the title page: 1) Terminology, 2) Consonants 3) Digraphs and Blends, 4) Vowels, and Diphthongs and Vowel Digraphs.

Content	Minimal Effort	Met Expectations	Above Expectations	Possible Points= 100
Contents: <ul style="list-style-type: none"> • Title Page • Terminology • Consonants • Digraphs and Blends • Vowels • Diphthongs/Vowel Digraphs 	-Incomplete -Poor quality -Little relevance to course content (0-20 Points)	-Some -Moderate quality -Mostly relevant to course content (21-50 points)	-Numerous -High quality -Relevant to course content (51-70 points)	70
Quality	-Poor quality throughout product -Unprofessional (0-9 Points)	-Average quality throughout product -Show some professional growth (10-15 Points)	-High quality throughout product -Neat and professional (16-20 Points)	20
Presentation	-Presentation was not given on designated date (0 Points)		-Presentation was given on designated date (10 Points)	10

Appendix G

EDR 308 Early Literacy I Field Experience Portfolio Rubric - 75 Points

Create a portfolio of your field experience. Include the following:

- 1) **Cover Page** (Course Number, Course Name, University, Trimester Information – Spring 2019, Student Name)
See Power Point for example of Cover Page.
- 2) **Student Assessments (4)** – Include reflection cover sheet and results for **EACH** assessment.
- 3) **Field Experience Log**
- 4) **Reflection Journal for Field Experience Hours (one reflection for each visit)**
- 5) **Teacher Documents 1 and 2**
- 6) **Field Experience Artifacts:** This may include mini-lessons, copies or samples of student work, notes, sketches or photos of materials which you made to use with your lessons, manipulatives, games, and if possible photos of small-group activities and/or student projects, etc.

Content	Minimal Effort	Met Expectations	Above Expectations	Possible Points= 75
Visual Components 1. Cover Page 2. Student Assessments (All four – include reflection cover sheet and results for each one) 3. Field Experience Log 4. Reflection Journal from Field Experience 5. Teacher Documents 1 and 2 6. Artifacts	Two or more components are missing. (0-39 Points)	One component is missing. (40 points)	All six components are included. (50 points)	50
Organization	Content is not organized in manner which was designated on rubric. (0 points)		Content is organized in manner which was designated on rubric. (5 Points)	5
Quality	Poor quality throughout product- Unprofessional (0-3 Points)	Average quality throughout product - Shows some professional growth. (4- 7 Points)	High quality throughout product - Neat and professional (8-10 Points)	10
Timeliness	Assignment was submitted after due date. (0 Points)		Assignment was submitted before or on due date. (10 Points)	10

EDR 3110.10 Early Literacy Instruction II
William Carey University, Hattiesburg Campus
School of Education
Course Syllabus – Fall 2019

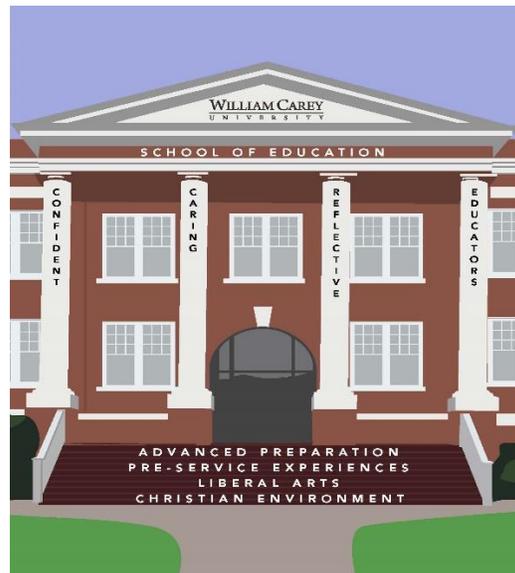
Instructor: Rachel Pitts **E-Mail:** rpitts@wmcarey.edu
Meeting Time and Place: Fairchild Hall

Phone: (601)-318-6557
Office Hours: 105E
Monday 8-9:30am; 3-5pm,
Tuesdays and Thursdays by
appointment only. Fridays 8-3.

WCU Theme: “Longing to Know”
Philippians 3:10

Vision: “Confident, Caring, and Reflective Professional Educators”

The School of Education serves to prepare *confident, caring, and reflective* educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for inservice educators.



TK20: ** One or more assignments in this course may require submission to two links in CANVAS. Failure to do so will result in a grade of “I” (incomplete) in this course. If you receive an “I”, you will then have one term to complete the upload to receive a reduced grade, preventing the “I” from converting to an “F” automatically. If you have questions or need help with your upload to the link that has TK20 in the title, contact your TK20 Administrator at tk20@wmcarey.edu.

CATALOG DESCRIPTION

EDR 311 Early Literacy Instruction I: (3 hours) A study of the concepts, materials and teaching strategies for oral language development, reading and writing instruction, including vocabulary, fluency, and comprehension. Diagnostic techniques are presented to help build each child’s literacy profile in order to provide interventions for all children. **Pre-requisite:** EDR 308.

COURSE TEXT

Reutzel, D.R. and Cooter, R. (2018). *Teaching Children to Read*. (8th ed.) New York, NY: Pearson.

COURSE RATIONALE

This course is designed to equip pre-service teachers with a wide repertoire of methods and materials for helping children become fully literate. **Reading is a language process** akin to listening, speaking and writing, albeit a complex and not-fully-understood process, and as such is best taught by integrating it with the other language processes. **Reading is the construction of meaning from text** and as such is best taught in the context of reading real books for real reasons. **Reading is a holistic endeavor** and as such is best taught when reading skills and strategies are developed through the reading of real texts rather than as isolated skills. **Reading is a complex cognitive process** rather than a sequence of isolated skills and as such is best taught through social interaction such as teacher modeling, teacher-student conferencing, cooperative learning experiences, etc. that engage students in meaningful discussions of what has been read.

STUDENT LEARNING OUTCOMES:

The students will:	WCU	CF	EG	InTASC	ELCC	ISLLC	CAEP	ILA
Review, discuss and apply the research base for effective reading instruction, including the principles, techniques, theories, philosophies and historical bases	1,2, 4	1,2	1	1	2c	4h	1.2	1
Recognize literacy as an integrated process that results in comprehension/communication as a product	1,2, 4	1,2	3	2	2b	2b	1.3	1
Engage students in activities that promote intrinsic motivation to read and write for pleasure and information	1,2, 4	1,2	2	2	2a	2a	2.3	4
Promote oral language development in children	1,2, 4	1,2	4,6	1	2a	2b	2.3	1
Review the scientific evidence and demonstrating knowledge concerning vocabulary, fluency and comprehension and how they are learned and why they are important to the reading and writing process for all children	1,2, 4	1,2	1	3	2b	1b	2.1	1
Develop and collect teaching materials for a variety of instructional strategies for instructing beginning readers/writers in vocabulary, fluency and comprehension	1,2, 4	1,3	4	4	2b, 2c	2c	2.2	2, 4
Assess, formally and informally, the learning needs of individuals in order to guide instruction	1,2, 4	1	2,4	8	2e	2e	2.2	3
Observe and participate in reading with students, write journal entries and lesson plans relating to the experience	1,2, 4	1,2	4	5, 7, 9	2c	2c	2.2	2.1,2.2, 2.3, 3.34.1, 5.2
Discuss and develop plans for parental, family and community involvement and plans for becoming a professional	1,2, 4	1,2, 6	6	9, 10	4a	4c	2.3	5

COURSE REQUIREMENTS:

Requirement(s)	Due/Submit	Points/Grading	Specifics
Attendance/ Participation		100 points	Attend each of the scheduled class sessions and actively participate in all discussions and activities. Punctuality and attendance are crucial ways you demonstrate commitment to your profession. Classes involve the clarification of directions for assignments, coverage of subject content, class discussions, modeling of teaching strategies, and participation in group activities. All absences will be recorded and reported on the final grade sheet at the end of the trimester as per the William Carey Catalog. As a courtesy to instructor and class participants, cell phones should be turned to silent. If you must respond to a text or take a call during a scheduled class, please step outside the classroom to do so.
Textbook Reflections Appendix B	Due on Fridays.	80 points	Read all chapters and other assigned materials prior to the class in which they will be discussed. This will prepare you to participate in the class discussion. Respond to the assigned reflection prompt. There will be a total of 8. Pay careful attention to grammar and mechanics (See Rubric Appendix A). Your response should be paraphrased and summarized – not exact words from the text. Submit in Canvas by the due date and time.
Exams		100 points	Two assessments, a mid-term and final, will be based on the objectives of the course and may include essay, application, and objective test items. The student will be responsible for all assigned reading, study guides, classroom practice sessions and lectures, and any other material covered in the course.
Reading Universe Review		25 points	Review the Reading Universe website in the areas of fluency, comprehension, and vocabulary. Share your findings, including what you could use in your future classroom.
Administer Student Assessments Appendix C	Fluency Assigned: September 9 Due: September 18 Vocabulary Assigned: September 16 Due: September 25 Comprehension Assigned: September 23 Due: October 2.	75 points	Learning to administer informal assessments to students and use the data gained from those assessments is a very important part of teaching. For this class, you will administer the following three assessment to a student or students selected by your host teacher: <ul style="list-style-type: none"> • Fluency • Vocabulary • Comprehension Directions for each assessment will be given in class. After administering each assessment, you will reflect on the information gained about the child from that assessment. These are to be submitted to Canvas and brought to class for discussion after administering them.

<p>Mini-Lesson Plans</p> <p>Appendix D</p>	<p>Due in CANVAS</p> <p>Fluency September 15</p> <p>Vocabulary September 22</p> <p>- Literature Comprehension September 29 - Informational Text October 13</p>	<p>100 points</p>	<p>Create four (4) mini-lesson (for a 45-60 minute instructional period) plans that illustrate the use of research-based language arts strategies, techniques, or activities for the teaching of fluency, vocabulary, and comprehension (literary and informational text).</p> <p>For EDR 311, lesson plans will be based on a selection from a Core Reading Program. You will use a different selection for each lesson plan.</p> <p>Specifications:</p> <ul style="list-style-type: none"> • Best Practices: The techniques should address best-practice strategies/procedures for the teaching of vocabulary, fluency, and comprehension. • Standards Based: References to current MS College- and Career- Readiness ELA Standards are mandatory for all lessons. • Format: Use Lesson Plan instructions and template provided in Canvas. • Implementation in Field Experience: Incorporate these lessons into your field experience tutoring assignment. • Submit in Canvas by the due date.
<p>Mini-Lesson Plan Manipulatives</p> <p>Appendix E</p>	<p>Due in CANVAS:</p> <p>Fluency September 15</p> <p>Vocabulary September 22.</p> <p>Comprehension - Literature September 29</p> <p>Comprehension - Informational Text October 13</p>	<p>80 points</p>	<p>Create one manipulative to accompany each lesson plan.</p> <ul style="list-style-type: none"> • This should be a high-quality, original manipulative in order to receive full credit. See Appendix E. • Activity sheets are not acceptable. • Submit a picture of your manipulative in Canvas by the due date. • Bring your manipulative to class and be prepared to model how it can be used to enhance learning for the mini-lesson.
<p>Mini-Lesson Plan Presentations</p> <p>Appendix F</p>	<p>Fluency September 16</p> <p>Vocabulary September 23</p> <p>Comprehension - Literature September 30</p> <p>Comprehension - Informational Text October 14</p>	<p>40 points</p>	<p>Present each of the four mini-lesson plans to class. The presentation will focus on the “Procedures” section of the Lesson Plan and should include the following information: 1) An Introduction, 2) Getting Ready to Learn Techniques, 3) Summarization of the Instruction, 4) Guided Practice Technique(s), and 5) Closure. Be sure to bring the manipulative that you created for each lesson presentation.</p>

<p>Core Reading Program Unit</p> <p>Appendix G</p>	<p>Unit due in CANVAS:</p> <p>October 27 Submit as ONE document.</p>	<p>100 points</p>	<p>Create an original language arts basal unit (thematic or literature focus) for students in grades 3, 4, 5, or 6. Instruction should be planned for 5 days. This unit should be based on a different selection than your mini-lesson plans.</p> <p>Specifications:</p> <ul style="list-style-type: none"> • Core Reading Program (Basal) Focus: A core reading program selection will be used as the theme or literature focus for extending language arts across the curriculum. This unit should be based on a different selection than used for the mini-lessons. • Language Arts Standards-Based: Reading lesson plans must be submitted. References to the Mississippi College- and Career- Readiness Standards ELA are mandatory for all lessons. A lesson for each of the following areas must be included at least once in the basal unit: vocabulary, fluency, comprehension, and writing. • Assessment: The lessons should include performance assessments (i.e. rubric, checklist), but the actual assessment instruments planned do not need to be included. • Technology: Technological resources must be integrated into at least one (1) day’s lesson plan. • Original: The unit must be original. Any lesson plans or other material used within the last five (5) years cannot be reused. • Submit in Canvas by the due date.
<p>Core Reading Program Unit Anchor Chart</p> <p>Appendix G</p>	<p>Picture Due in CANVAS:</p> <p>October 27</p>	<p>50 points</p>	<p>An anchor chart should be prepared that will enhance the core reading program unit.</p> <ul style="list-style-type: none"> • The anchor chart must be neatly prepared and attractive. • The anchor chart must focus on a standard that will be taught in the core reading program unit. • A picture of your completed anchor chart must be submitted in Canvas by the due date. • The anchor chart must be included in your presentation of your unit.
<p>Core Reading Program Unit Presentation</p> <p>Appendix H</p>	<p>In Class</p> <p>October 28</p>	<p>50 points</p>	<p>Choose one day from your five-day Core Reading Program Unit to “teach” to the class. The presentation will focus on the “Procedures” section of the Lesson Plan and should include the following information: 1) An Introduction, 2) Getting Ready to Learn Techniques, 3) Summarization of the Instruction, 4) Guided Practice Technique(s), and 5) Closure.</p> <p>Be sure to bring all materials needed for the lesson and the anchor chart that you created.</p>
<p>Field Experience</p>	<p>Complete by</p> <p>October 25</p>	<p>100 points</p>	<p>Sixteen (16) hours of field experience in a 3-6 classroom during reading instruction are required for this course. Six (6) of these hours must be dedicated to tutoring a student or small group of students. These sessions will be supervised by your host classroom teacher. He/she will evaluate your field experience performance (Teacher Documents 1 and 2) and evaluate your professionalism using the Professional Dispositions Document. Dress professionally, attend all scheduled sessions, and be on time.</p> <p>Your field experience hours should be completed prior to Friday, October 25.</p>

Field Experience TK20 Time Log	Hours should be submitted at the end of each week.	50 points	<p>Take your field experience log with you each time you go. It should be signed by you and your host teacher <i>each time you go to the classroom.</i> This is verification that you have completed that amount of time in the classroom.</p> <p>At the end of each week in which you completed hours, you will create a Time Log of those hours in TK20. Instructions for creating Time Logs in TK20 will be provided in class. The TK20 Time Logs should match the paper Field Experience Logs.</p>
Field Experience Portfolio Appendix I	Due in Class: October 28 Submit as ONE document.	75 points	<p>Create a portfolio of your field experience. Place in a 3-prong folder or something similar (Do NOT place in a 3-ring binder). Include the following items:</p> <ol style="list-style-type: none"> 1) Cover 2) Student Assessments (Reflection and Results) 3) Field Experience Log 4) Reflection Journal for Field Experience Hours (one reflection for each visit) 5) Teacher Documents 1 and 2 6) Professional Dispositions Document 7) Artifacts <p>Artifacts may include copies or samples of student work, sketches or photos of materials which you made to use with your lessons, and photos of small-group activities and/or student projects, etc.</p>

Evaluation:

As a college student and future educator, all written assignments will be assessed on the basis of three major sets of criteria:

1. **MECHANICS:** This includes such writing abilities as appropriate verb usage, appropriate use of subject-verb agreement, comma usage, use of punctuation, spelling, sentence structure, quotes, and use of APA format.
2. **CONTENT:** This involves such areas as following directions for written assignment, addressing the actual question (correct information), use of correct terminology, and adequate documentation.
3. **EXPRESSION:** This involves such writing aspects as the clarity of material, the style and format of writing, and the appropriate introduction and summary information.

NOTE: This syllabus is subject to revision due to student needs, time constraints, or other unforeseen circumstances that may arise.

ALL CRITERIA AND RUBRICS CAN BE FOUND IN CANVAS

Without a documented reason, assignments will not be accepted after one week past the due date.

Assignments are due submitted in Canvas prior to 11:59 p.m. on the date due. If assignments are submitted incomplete prior to the deadline and submitted again completed after the deadline, points will be deducted. Late assignments will be graded using the following scale:

- 1 Day Late (any time after 11:59 p.m. as per Canvas time): 10% of Points Deducted**
- 2-4 Days Late: 25% of Points Deducted**
- 5-7 Days Late: 50% of Points Deducted**
- More Than Seven Days Late: 0 Points**

GRADING SCALE

A = 930-1000
 B = 850-929
 C = 750-849
 D = 700-749
 F = Below 700

ASSIGNMENTS	POINTS
Class Attendance	100
Textbook Reflections	80
Exams	100
Reading Universe Reflection	25
Administer Student Assessments	75
Lesson Plans	100
Lesson Plan Manipulatives/Anchor Charts	80
Lesson Plan Presentations	40
Core Reading Program Unit	100
Core Reading Program Anchor Chart	50
Core Reading Program Unit Presentation	25
Field Experience	100
TK20 Time Log	50
Electronic Portfolio	75
TOTAL	1,000

Tentative Class Schedule:

WEEK	DATE	ACTIVITIES	To Do
1	Monday, August 26	<ul style="list-style-type: none"> • Class Overview • Review Syllabus. • Review Early Literacy I concepts using Phonology Terms Graphic Organizer (LTRS Module 2 p. 9) • Chapter 9 “Evidence-Based Programs, Interventions, and Standards for Reading Instruction” • Group Activity: • A. Create Scarborough’s Rope Model of Reading Development. • Set Expectations: Chapter Reflections • Set Expectations: <ul style="list-style-type: none"> ○ Field Experience Hours 	<ul style="list-style-type: none"> • Chapter 9 reflection due in Canvas by August 31, 2019 • Read and be ready to discuss Chapter 10 “Assessment.”
2	Monday, September 2 Observed Labor Day Holiday Class will NOT meet	<ul style="list-style-type: none"> • Bell Ringer #1 • Chapter 10 “Assessment” • Group Activity: <ul style="list-style-type: none"> ○ MS College- and Career-Readiness ELA Standards • Reading Universe • Revisit Expectations: Chapter Reflections • Revisit Expectations: <ul style="list-style-type: none"> ○ Field Experience Hours 	<ul style="list-style-type: none"> • Chapter 10 reflection due in Canvas by September 7. • Read and be ready to discuss Chapter 5 “Reading Fluency.” • Complete Reading Universe Review. Submit to Canvas on September 3, 2019.
3	Monday, September 9	<ul style="list-style-type: none"> • Bell Ringer #2 • Chapter 5 “Reading Fluency” • Revisit Reading Universe • Fluency <ul style="list-style-type: none"> ○ Unpack Standards – Introduce Scaffolding Document ○ Strategies ○ Manipulatives 	<ul style="list-style-type: none"> • Chapter 5 reflection due in Canvas by September 14 • Fluency Lesson Plan and picture of Manipulative due in Canvas by September 15 • Administer fluency assessment and submit reflection/results in Canvas by September 18.

		<ul style="list-style-type: none"> • Set Expectations: Fluency Assessment • Set Expectations: Mini-Lesson #1 and Manipulative 	<ul style="list-style-type: none"> • Be ready to present fluency lesson with manipulative in class on September 16. • <i>Do not teach your fluency lesson in the classroom until it has been graded and corrections have been made.</i> • Read and be ready to discuss Chapter 6 “Increasing Student Vocabulary.”
4	Monday, September 16	<ul style="list-style-type: none"> • Bell Ringer #3 • Fluency Lesson Plan Presentations • Chapter 6 “Increasing Student Vocabulary” • Revisit Reading Universe • Vocabulary <ul style="list-style-type: none"> ○ Unpack Standards – Introduce Scaffolding Document ○ BUSD Grade Level Academic Vocabulary Tool ○ Strategies ○ Manipulatives • Set Expectations: Vocabulary Assessment • Set Expectations: Mini-Lesson #2 and Manipulative - Vocabulary • Set Expectations: Core Reading Program Unit and Anchor Chart 	<ul style="list-style-type: none"> • Chapter 6 reflection due in Canvas by September 21. • Vocabulary Lesson Plan and picture of Manipulative due in Canvas by September 22. • Administer vocabulary assessment and submit reflection/results in Canvas by September 25. • Be ready to present vocabulary lesson with manipulative in class on September 23. • <i>Do not teach your vocabulary lesson in the classroom until it has been graded and corrections have been made.</i> • Read and be ready to discuss Chapter 7 “Teaching Reading Comprehension.”
5	Monday, September 23	<ul style="list-style-type: none"> • Bell Ringer #4 • Vocabulary Lesson Plan Presentations • Chapter 7 “Teaching Reading Comprehension” • Revisit Reading Universe • Building Comprehension (Literal, Inferential, and Evaluative)” <i>Beating Them All!</i> By Chris Nicholas Boosalis • Literary Text Comprehension <ul style="list-style-type: none"> ○ Unpack Standards – Introduce Scaffolding Document ○ Strategies ○ Manipulatives • Set Expectations: Comprehension Assessment • Set Expectations: Mini-Lesson #3 and Manipulative – Comprehension of Literary Texts • Revisit Expectations: Core Reading Program Unit and Bulletin Board 	<ul style="list-style-type: none"> • Chapter 7 reflection due in CANVAS by September 28. • Comprehension of Literary Text Lesson Plan and picture of Manipulative due in Canvas by September 29. • Be ready to present comprehension of literary text lesson with manipulative in class on September 30. • <i>Do not teach your Literary lesson in the classroom until it has been graded and corrections have been made</i> • Administer comprehension assessment and submit reflection/results in Canvas by October 2.

		<ul style="list-style-type: none"> • Mid-Term Review 	
6	Monday, September 30	<ul style="list-style-type: none"> • Complete Mid-Term in Canvas by 11:59 p.m. on October 4. • Mid-Term interactive Review. • Bulletin Board Designs • Work on Core Reading Program Unit. 	<ul style="list-style-type: none"> • Review documents in Canvas related to Informational Text. • Complete Mid-Term in Canvas by 11:59pm on October 4.
7	Monday, October 7	<ul style="list-style-type: none"> • Bell Ringer #5 • Literary Comprehension Lesson Plan Presentations • Informational/Expository Text <ul style="list-style-type: none"> ○ Features ○ Structure • Informational Text Comprehension <ul style="list-style-type: none"> ○ Unpack Standards – Introduce Scaffolding Document ○ Strategies ○ Manipulatives • Set Expectations: Mini-Lesson #4 and Manipulative – Comprehension of Informational Text • Revisit Expectations: Core Reading Program Unit • Set Expectations: Field Experience Portfolio 	<ul style="list-style-type: none"> • Response to Comprehension Open-Ended Response due in Canvas by October 12. • Informational Text Comprehension Lesson Plan and picture of Manipulative due in Canvas by October 13 • Be ready to present informational text comprehension lesson with manipulative in class on October 14th. <p><i>Do not teach your Information text. Comprehension lesson in the classroom until it has been graded and corrections have been made</i></p> <ul style="list-style-type: none"> • Read and be ready to discuss Chapter 8 “Writing.”
8	Monday, October 14	<ul style="list-style-type: none"> • Bell Ringer #6 • Informational Text Comprehension Lesson Plan Presentations • Chapter 8 “Writing” • Writing <ul style="list-style-type: none"> ○ Opinion/Argumentative, Informative/Explanatory, Narrative ○ Writing on Demand ○ State Writing Rubric ○ Tools/Manipulatives ○ Unpack Standards • Revisit Expectations: Core Reading Program Unit • Revisit Expectations: Field Experience Portfolio 	<ul style="list-style-type: none"> • Chapter 8 Reflection due in Canvas by October 19th. • Read and be ready to discuss Chapter 11 “Effective Reading Instruction and Organization in Grades K-3.” • Read and be ready to discuss Chapter 12 “Effective Academic Literacy Instruction in Grades 4-8.”
9	Monday, October 21	<ul style="list-style-type: none"> • Bell Ringer #7 • Chapter 11 “Effective Reading Instruction and Organization in Grades K-3.” • Chapter 12 “Effective Academic Literacy Instruction in Grades 4-8” • Group Activities 	<ul style="list-style-type: none"> • Field Experience Time Log due in Canvas on October 25. • Chapter 11/12 Reflection due in Canvas by October 26.

		<ul style="list-style-type: none"> • Revisit Expectations: Core Reading Program Unit • Revisit Expectations: Field Experience Portfolio • Final Exam Review 	<ul style="list-style-type: none"> • Core Reading Program Unit due in Canvas by October 27. Submit as ONE document. • Basal Unit Anchor Chart Picture due in Canvas by October 27. • Be ready to present one day of Core Reading Program Unit with Anchor Chart on October 28. • Bring completed Field Experience Portfolio on Monday, October 28.
10	Monday, October 28	<ul style="list-style-type: none"> • Core Reading Program Unit Presentations with Anchor Charts • Online Final Exam will be available in Canvas from October 28 at 5pm to Sunday, November 3rd at 11:59 pm. 	<ul style="list-style-type: none"> • Final Exam should be completed in Canvas by Sunday, November 3rd by 11:59 pm.
PLEASE NOTE: ALL ASSIGNMENTS SHOULD BE SUBMITTED PRIOR TO MIDNIGHT ON THE DUE DATE GIVEN.			

CLASSROOM MANAGEMENT

While completing the field experience requirement for this course, it is the expectation that WCU students will create and maintain a safe, supportive, and challenging learning environment (M-STAR IV.15, TIAI 22). Suggestions for managing classroom behavior during the field experience include:

- Follow the classroom discipline plan.
- Seek to prevent classroom problems before they happen.
- Use classroom time wisely.
- Motivate students to behave by using positive reinforcement.

To assist you in classroom management, the following resources may be useful:

1. Bailey, B. (2001). *Conscious Discipline: 7 basic steps for brain smart classroom management*. Oviedo, FL: Loving Guidance, Inc.
2. Canter, L. (2009). *Assertive discipline: Positive behavior management for today's classroom*. (4th Ed.). Bloomington, IN: Solution Tree.
3. Storey, K. & Post, M. (2012). *Positive behavior supports in classrooms and schools: Effective and practical strategies for teachers and other service providers*.
4. Wong, H.K. & Wong, R.T. (2009). *The first days of school: How to be an effective teacher*. (4th Ed.). Sunnyvale, CA: Harry K. Wong Publications.
5. www.disciplinehelp.com

DISASTER PLAN STATEMENT

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website <http://wmcarey.edu>, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university's learning management system (LMS), which is called Canvas, at <https://wmcarey.instructure.com>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through *SaderWatch*, the WCU emergency message service. Sign up instructions can be found at <http://wmcarey.edu/saderwatch>.

ATTENDANCE: Attendance counts! If you are well, come to class. If you get sick or have a family emergency, call me the day after your absence to discuss what you can do to make up the absence. A pattern of absences will result in a lowering of the final course grade, as will failure to call about make-ups. The William Carey Catalog states that no one may receive credit for a course in which 25% of classes are missed. **As per the registrar: Attendance must be recorded for every student, every class, every class meeting.** (See catalog page 71.)

STATEMENT ON ACADEMIC INTEGRITY

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University's academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean's office, and each campus dean's office.

PLAGIARISM

If you do not understand the concept of plagiarism you need to read the section on plagiarism in the APA Manual on pages 15-16, 170. If you have any questions about plagiarism after reading this section you need to talk with me. If you do not talk with me, it will be assumed you understand the definition of plagiarism. Assignments that are plagiarized CANNOT be redone for a better grade on the assignment. Plagiarism will not be tolerated and will result in the student receiving a final grade of F.

ADA STATEMENT

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact (here give the name and contact information for the appropriate campus). The contact information: Hattiesburg campus: Dr. Allen Bonner, (601) 318-6211, Hattiesburg Campus, Lawrence Hall 124. Tradition campus: Dr. Alesia Haynes-McCook, 228-702-1783. Baton Rouge: Dr. Catherine Belden, (225) 953-7020 Online Campus: Dr. Allen Bonner, (601) 318-6211, Hattiesburg Campus, Lawrence Hall 124.

SEXUAL MISCONDUCT STATEMENT

It is the policy of William Carey University to comply with all federal and state laws governing sexual misconduct. Further, William Carey University reaffirms its principle, as well as Title IX of the Education Amendments Act of 1972, that all students have a right to be free from sexual discrimination in the form of sexual harassment and sexual violence. Students are referred to the Student Handbook, *The Translation (The Red Book)*, for policy statements regarding sexual harassment and sexual assault and for procedures for reporting and responding to sexual offenses. The policies and procedures may also be found on the university's website under Campus Life – Security. <http://wmcarey.edu/sexual-misconduct>

TOBACCO-FREE CAMPUS: William Carey University is a tobacco-free campus. All WCU students are asked to respect this policy by refraining from smoking or other tobacco use while on campus.

INCOMPLETES: All of the following criteria must be met in order for a student to receive an incomplete:

- Class (and university) attendance requirements must have been met;
- 80% of the required work for the class must have been done;
- The student must be passing the class at the time the incomplete is granted;
- The student must request the incomplete on the WCU incomplete request form prior to the time at which faculty must submit grades;
- The student must have provided appropriate documentation regarding the reason for requesting the incomplete (e. g., accident reports, medical records, etc.)
- The Academic Dean must have determined that unavoidable circumstances have prevented the student from completing the course on schedule.

If any one of the above conditions is not met, a student cannot receive an incomplete for the course.

William Carey University
School of Education Assessment System Foundation

The School of Education’s Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission, School of Education’s Conceptual Framework (CF) and Outcomes, School of Education’s Education Goals (EG), Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

Mission	Outcome
William Carey University Expanded Statement of Mission	WCU 1- Provide academic programs to promote student learning. WCU 2-Promote Christian development and social responsibility. WCU 3-Strengthen ties with Baptist churches, associations, and conventions. WCU 4-Provide an environment that supports student learning. WCU 5-Strengthen organizational and operational effectiveness. WCU 6-Strengthen financial resources.
School of Education Conceptual Framework and Outcomes	CF-Confident, Caring, and Reflective Professional Educators CF 1-An innovative thinker CF 2-An effective communicator CF 3-An advocate for diverse learners CF 4-An integrator of technology CF 5-A life-long learner CF 6-A steward of the profession
School of Education Goals	EG 1-Apply current research and technology related to the teaching-learning-assessment process. EG 2-Respond sensitively to individual differences and diversity. EG 3-Understand and anticipate the needs of a global society. EG 4-Plan and implement learning experiences that support the highest level of student potential. EG 5-Continue to reflect, refine, and revise professional practices. EG 6-Collaborate with others to promote learning.
Interstate Teacher Assessment and Support Consortium (InTASC) Standards	1-Learner Development 2-Learner Differences 3-Learning Environment 4-Content Knowledge 5-Application of Content 6-Assessment 7-Planning for Instruction 8-Instructional Strategies 9-Professional Learning and Ethical Practice 10-Leadership and Collaboration
Learned Societies (SPA)	Association of Childhood Education International (ACEI) Council for Exceptional Children (CEC) Educational Leadership Constituency Council (ELCC) National Association for Sport and Physical Education (NASPE) National Association for the Gifted Child (NAGC) National Council for Social Studies (NCSS) National Council for Teachers of English (NCTE) National Council for Teachers of Mathematics (NCTM) National Science Teachers Association (NSTA)
Professional dispositions	All WCU candidates will do the following: 1. Protect confidential information concerning students and/or colleagues unless the law requires disclosure. 2. Demonstrate maturity and sound judgment in all interactions with peers, university and P-12 personnel, and parents. 3. Follow all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use. 4. Exemplify honesty and integrity (honesty, tact, and fairness) with all stakeholders during his/her time in the program. 5. Accept constructive criticism in a positive manner. 6. Provide fair and equitable opportunities for all P-12 students in a non-discriminatory manner. 7. Maintain a professional relationship with all students both inside and outside professional settings.

Appendix A
William Carey University - APA Ledger Comments

Directions: Use this table to identify and interpret common spelling, grammatical, and APA formatting errors.		
Spelling /Formatting Errors		
S1	Spelling Error	Use spell check function of word processing program. Remember that misused words that are spelled correctly or words written in ALL CAPS will not be caught.
F1	Formatting Error	Assignments should be typed, double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides. You should use a clear font that is highly readable. APA recommends using 12 pt. Times New Roman font.
Common Grammatical Errors		
G1	Subject/Verb Agreement Singular/Plural Agreement	Verbs must agree in terms of plurality with their subjects. Example: He argues... they argue. Remember: The word <i>data</i> is plural (singular form <i>datum</i>), so use a plural verb i.e. The data indicate....
G2	Noun/Pronoun Agreement	Pronouns must agree with the nouns they replace. Use singular pronouns (I, he, she, it) to replace singular nouns and plural pronouns (we, they, them) to replace plural nouns. Example: The client... he or she; Clients... they.
G3	Who, Whom, Which, & That	<i>Who</i> is the subject of a verb; <i>whom</i> is the object of a verb. Example: Who will be representing whom? <i>Who</i> is used to refer to people; <i>that</i> or <i>which</i> are used for animals and inanimate objects. Consistent use of that for restrictive clauses (essential to the meaning of the sentence) and which for nonrestrictive causes (merely adding further information and set off with commas) will help make your writing clear and precise.
G4	Prepositions	Never conclude a sentence with a preposition.
G5	Proper Nouns	Capitalize specific names and titles; Do not capitalize generic or non-specific titles. Examples: principal of school, Dr. Jones, Principal of West Middle School
G6	Key Terms	Use italics rather than quotation marks to identify key terms and/or idiomatic expressions.
G7	Sentence Structure	Awkward sentence structure/use of colloquial (slang terms); meaning of the sentence is unclear. Reword this sentence. Remember: State ideas simply and clearly.
G8	Sentence Structure	Sentence fragment
G9	Sentence Structure	Run-on sentence
G10	First Person	When writing in APA Style, you rarely use the first person point of view ("I studied ..."). First person is not often found in APA publications unless the writer is a senior scholar who has earned some credibility to speak as an expert in the field. You should use the third person point of view ("The study showed ..."). First person is acceptable in this course when submitting a reflection or evaluation of a topic, study, or text.
G11	Titles	Capitalize the major words in the titles of books, articles, and songs (but not short prepositions or the articles "the," "a," or "an," if they are not the first word of the title). <u>Underline</u> the titles of books, magazines, newspapers, academic journals, films, television shows, long poems, plays, operas, musical albums, works of art, and websites when writing them by hand. When typing, put those titles in <i>italics</i> .

G11	Titles (continued)	Use quotations marks for titles of short or minor works, songs, short stories, essays, short poems, one act plays, chapters in books, articles in newspapers/magazines/journals, and episodes of a television or radio series.
Common Punctuation Errors		
P1	Comma: Series	Use a comma to separate words in a series including the word before the conjunction. Example: ...friends, Romans, and countrymen.
P2	Comma: Compound Sentences	Use a comma to separate two sentences joined by a conjunction. Example: The school is an elementary school, but it also serves as the site for the adult education program.
P3	Comma: Introductory Clauses, phrases, words	Use commas after introductory a) clauses, b) phrases, or c) words that come before the main clause.
P4	Comma Splice	A comma splice occurs when two independent clauses are connected with only a comma. Example: My family and I bake together almost every night, we then get to enjoy everything we make together.
P5	Semi-colon	Use a semi-colon to separate two complete but related sentences. Conjunctions such as <i>however</i> and <i>therefore</i> should be followed by a comma. Example: Resuscitation was implemented promptly; however, the patient did not survive. Use a semi-colon to separate elements or phrases in a series that contain commas. Example: ...teachers, students, and guests; and administrators, evaluators, and others....
P6	Colon	Used to join an independent clause (complete sentence) and a dependent clause (incomplete sentence).
P7	Quotation Marks	Used to introduce slang, invented, or coined expressions. Technical or <i>key terms</i> are denoted with italics rather than quotation marks. Used to identify short (< 40 words) quotations within a paragraph.
P8	Seriation	Seriation helps readers understand the organization of key points within sections, paragraphs, and sentences. The most common error: writer does not identify elements in a series by lowercase letters in parentheses.
P9	Ampersand &	Used between authors in parentheses and in the reference list; use the word 'and' when citing reference authors in the body of the text.
Common Reference Citation Errors		
R1	Authors	List references alphabetically by authors' last names. Give last name, first & middle initials only (space between initials). No titles or abbreviations (Dr., RN, PhD, etc.)
R2	Capitalization	Capitalize proper nouns and all major words in titles of books or journals. Example: <i>Educational Leadership</i>
R3	Capitalization of Journal Articles	When referring to books, chapters, articles, or Web pages, capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns. Do not capitalize the first letter of the second word in a hyphenated compound word. Example: Are we motivating students with data? <i>Educational Leadership, 41, 213-214</i>
R4	Volume & Issue Numbers	Always give the volume number of a journal, magazine, or newsletter. Example: <i>Educational Leadership, 41,</i>
R5	Page Numbers	Give the page number or range of pages used in the reference. Do not use p. or pp.
R6	Publisher and Location	Always include the publisher and location of books. Example: Upper Saddle Ridge, NJ: Pearson.
R7	Electronic Source and Locator Info	Use digital object identifier (DOI). Look on the first page of the printed article close to the copyright information for the unique DOI. However, not all journals have begun to use the DOI.
R8	Hanging Indention	All lines after the first line of each entry in your reference list should be indented one-half inch from the left margin. This is called hanging indentation.

Appendix B
EDR 311 – Early Literacy II
Chapter Reflections
Instructions and Scoring Rubric
8 x 10 points = 80 points

Chapter Reflection Assignment: Attend and take part in each class. Complete assigned readings for each chapter and write a reflection based on the prompts for each chapter. The entries for the chapter reflection assignment must be submitted to CANVAS before midnight on the Wednesday following the presentation of the chapter in class. The completed assignment will be graded based on the following criteria:

- 1. Content**
 - Completeness of the journal with entries for each chapter: This includes following directions, addressing the actual question, and use of correction terminology.
 - Thoughtful reflection of issues discussed at each class meeting
- 2. Mechanics and Expression**
 - Appropriate verb usage, subject-verb agreement, comma usage, punctuation, spelling, sentence structure, quotes, and use of APA format (when necessary)
- 3. Timeliness**
 - Timeliness of submitting chapter reflections

Content	Points	Points	Points	Possible Points 10	Total
Completeness of the Journal/ Thoughtful Reflection of Issues	The entry does not address the chapter assignment given in class OR There was no journal entry. (0 points)	Journal entry reflects the assignment but reflects only a basic understanding of the chapter assignment discussed in class. AND Entry reflects a somewhat thought-out reflection of the assignment discussed in class. (2 points)	Journal entry presents a thorough understanding of the chapter assignment discussed in class. AND Entry reflects a well thought out reflection of the assignment discussed in class. (4 points)	4	
Timeliness	The journal entry was not submitted prior to the deadline. (0 points)		The journal entry was submitted prior to the deadline. (3 points)	3	
Mechanics and Expression	Entry includes 3 or more errors in mechanics and expression. (1 point)	Entry includes 1-2 errors in mechanics and expression (2 points)	Entry includes correct verb usage, subject-verb agreement, comma usage, punctuation, spelling, sentence structure, quotes, and use of APA format throughout entire entry. (3 points)	3	

Appendix C
Administering Student Assessment and Reflection
3 @ 25 points each = 75 Points Total

Objective: Administer three assessments in the school to students (grades 3-6) that the classroom teacher selects. Include a reflection with each assessment. These assessments include: 1) Fluency, 2) Vocabulary, and 3) Comprehension. **Directions for each assessment will be given and modeled in class.** Use the format below:

First Name of Student: _____ Grade: _____

Name of Assessment: **FLUENCY** **VOCABULARY** **COMPREHENSION** Date of Assessment: _____

Brief Description of the Testing Environment: _____

Reflection Prompt: If you were to continue to tutor this student, what type of intervention or enrichment might you plan after reviewing the results of this assessment?

RUBRIC

Fluency Assessment Data

0 Points	13	25
Assignment Does Not Include Results and Reflection	Assignment Is Missing One Component (Results or Reflection)	Results and Reflection Are Included in Assignment.

Vocabulary Assessment

0 Points	13	25
Assignment Does Not Include Results and Reflection	Assignment Is Missing One Component (Results or Reflection)	Results and Reflection Are Included in Assignment.

Comprehension Assessment

0 Points	13	25
Assignment Does Not Include Results and Reflection	Assignment Is Missing One Component (Results or Reflection)	Results and Reflection Are Included in Assignment.

Total Points _____

Appendix D Lesson Plan Instructions

Subject: ELA	
Components	
Mississippi College- and Career- Readiness Standards	The Standard is the national or state standard which is the broad curricular purpose or goal of the lesson. The Mississippi College- and Career- Readiness Standards for English Language Arts (ELA) will be used in this course. 2016 Mississippi College- and Career- Readiness Standards for English Language Arts http://www.mdek12.org/sites/default/files/Offices/Secondary%20Ed/ELA/2016-MS-CCRS-ELA_20180724_2.pdf
Specific Learning Outcomes (SLO)	The Specific Learning Outcome is the more specific objective related to the broad curriculum standard. This part of the lesson specifies what the students should be able to do, understand, and care about as a result of the teaching.
I Can Statement	The I Can Statements are clear statements that identify each goal that is necessary in order to master the objective. The statements are brief and only contain the goal for one standard or a component of one standard. The statements are written in student talk rather than educational jargon.
DOK Level and Key Word	Depth of Knowledge, also referred to as DOK, is the complexity or depth of understanding required to complete a task. Webb identified four distinct depth of knowledge levels. The complexity of a task is increasingly more difficult as the level increases.
Procedures	<p>Getting Ready to Learn</p> <ul style="list-style-type: none"> • Anticipatory Set/Hook: Grab the students' attention or relate the experiences of the students to the objectives of the lesson. • Set Purpose: Describe the reason for this lesson and make the learning relevant. • Pre-Test: Administer a pre-test to determine a starting point for your lesson. <p>Instruction</p> <ul style="list-style-type: none"> • Information: Provide the information needed for students to gain the knowledge or skill through lecture, discussion, books, pictures, etc. • Modeling: Use the teaching materials to show students examples of what is expected as an end product of their work. • Manipulative: Include a learning tool to provide a "hands-on" learning experience for the student. <p>Guided Practice</p> <ul style="list-style-type: none"> • Guided Practice: Check for understanding and provide feedback without grading it. Students should practice information just taught. You are guiding their learning. This could be whole-class, small-group activity with teacher supervision, or a partner activity with teacher supervision. The learning is active (not silent reading without specific goals or mindless completion of a worksheet). <p>Guided Independent Practice</p> <ul style="list-style-type: none"> • This part of the lesson allows students an opportunity to demonstrate their understanding of the lesson by working through an activity or exercise under the teacher's supervision. This is the time for the teacher to move around the room and determine the level of mastery and to provide individual remediation, if necessary. This should mirror the guided practice. <p>Closure</p> <ul style="list-style-type: none"> • Close the lesson with a short review or clarification of the key points of a lesson. Summarize the learning of the day and discuss how it fits into the big vision for learning. Students can demonstrate what they know and can do by completing an exit ticket.
Materials	List all the materials needed for this lesson including selections of literature used.
Assessment	This part of the lesson plan is where the teacher assesses the final outcome of the lesson to determine the extent that the learning objectives were achieved. It can be a post-test, but it does not have to be. Teacher observation is a type of assessment. ALL lessons should involve some type of assessment.
Differentiated Instruction:	Enrichment: A higher quality of work or more rigorous work than would be expected of the norm for the age group. This work should not be just more of the same.
<ul style="list-style-type: none"> • Enrichment • Accommodations • Remediation/ Reteach 	<p>Accommodations: Students with special needs and students with limited English proficiency may need the lesson modified to accommodate their disabilities or needs. We will discuss accommodations and modifications in class.</p> <p>Remediation/Reteach: Remediation activities are ways you can reteach the learning to students who require additional instruction or practice. Select additional strategies for individual students or small groups of students who still do not "get it." Remediation is usually done after the assessment.</p>
Writing	Provide a short follow-up to the lesson that encourages students to apply what they learned by writing. If the lesson is based on a fiction or nonfiction text, this activity should be a text-connected writing activity.

Appendix E Lesson Plan Manipulative Rubric

Manipulative for Mini-Lesson: Create one manipulative each for vocabulary, fluency, and comprehension mini-lessons. Folder games and worksheets are not acceptable. Do not just take a picture of a product you intend to buy and use as a manipulative. Bring it to class and be prepared to model how it can be used to enhance learning.

While creating flash cards using index cards would be a considered a manipulative, it would not classify as a “High Quality/Original Manipulative.”

Content	Minimal Effort	Met Expectations	Above Expectations	Possible Points = 80
Manipulative for Vocabulary Mini-Lesson	-Incomplete -Poor quality -Little relevance to vocabulary instruction (0-6 Points)	-Moderate quality -Mostly relevant to vocabulary instruction (7-14 points)	-High quality/ Original -Relevant to vocabulary instruction (15-20 points)	20
Manipulative for Fluency Mini-Lesson	-Incomplete -Poor quality -Little relevance to fluency instruction (0-6 Points)	-Moderate quality -Mostly relevant to fluency instruction (7-14 points)	-High quality/ Original -Relevant to fluency instruction (15-20 points)	20
Manipulative for Comprehension - Literature	-Incomplete -Poor quality -Little relevance to comprehension instruction (0-6 Points)	-Moderate quality -Mostly relevant to comprehension instruction (7-14 points)	-High quality/ Original -Relevant to comprehension instruction (15-20 points)	20
Manipulative for Comprehension – Informational Text	Incomplete -Poor quality -Little relevance to comprehension instruction (0-6 Points)	Moderate quality -Mostly relevant to comprehension instruction (7-14 points)	-High quality/ Original -Relevant to comprehension instruction (15-20 points)	20
Total				

Appendix F Lesson Presentation Rubric

Present each of the mini-lesson plans to class to demonstrate teaching strategies for each of the areas: vocabulary, fluency, comprehension (literature), and comprehension (informational text). The presentation will focus on the “Procedures” section of the Lesson Plan and should include the following information: 1) An Introduction, 2) Getting Ready to Learn Techniques, 3) Summarization of the Instruction, 4) Guided Practice Technique(s), and 5) Closure. **Be sure to bring the manipulative that you will be using for each lesson.**

Criteria	1: Does Not Meet	2: Acceptable	3: Target	Total 10 Points
Introduction: <ul style="list-style-type: none"> • Name of Basal • Name of Story • Grade Level • SLO 	Intro was not given or only one part was included. (0-1 points)	Intro included two or three of the parts. (2-3 points)	Intro included all four parts. (4 points)	4 points
Getting Ready to Learn Techniques: <ul style="list-style-type: none"> • Hook • Pre-Test 	Getting Ready to Learn did not describe the hook. (0 points)		Getting Ready to Learn adequately described the hook. (1 point)	1 points
Instruction: <ul style="list-style-type: none"> • Information • Manipulative • Modeling 	Instruction did not summarize the information, manipulative, and modeling. (0 points)	Instruction summarized one or two of the parts. (1-2 points)	Instruction adequately summarized all three parts. (3 points)	3 points
Guided Practice Technique(s): <ul style="list-style-type: none"> • Checking for understanding 	Guided Practice was not described. (0 points)		Guided Practice was adequately described. (1 point)	1 point
Closure	Closure was not described. (0 points)		Closure was adequately described. (1 point)	1 point
Total				

Appendix G Core Reading Program Unit

Core Reading Program Unit Assignment: Create an original language arts core reading program unit (thematic or literature focus) for students in grades 3, 4, 5, or 6.

Instruction should be planned for **5 days**. **This unit should be based on a different selection than your four mini-lesson plans.**

Specifications:

- **Core Reading Program Focus:** A core reading program selection will be used as the theme or literature focus for extending language arts across the curriculum. **This unit should be based on a different selection than used for the three mini-lessons.**
- **Language Arts Standards-Based:** References to the current Mississippi College- and Career- Readiness Standards are mandatory for all lessons. The unit must include at least one lesson for each of the following areas: vocabulary, fluency, comprehension, and writing.
- **Assessment:** The unit should include performance assessments (i.e. rubric, checklist), but the actual assessment instruments planned for this unit do not need to be included.
- **Technology:** Technological resources must be integrated into at least one (1) day's lesson plan.
- **Original:** The unit must be original. Any material used within the last five (5) years cannot be reused.

Anchor Chart Rubric

Anchor Chart Assignment: An anchor chart should be prepared to accompany the core reading program unit. The anchor chart must be attractive, colorful, neatly prepared, and included in the presentation of your unit.

A picture of your anchor chart must be submitted into CANVAS by the due date.

Anchor Chart Components	Possible Points = 50
Anchor Chart contains an interesting or attention-getting title.	10 points
Anchor Chart is based on a Mississippi College- and Career- Readiness Standard. Standard is clearly identified on the front of the Anchor Chart.	10 points
Anchor Chart clearly supports learning of the identified standard.	10 points
Anchor chart can be used to accompany one or more lessons included in the core reading program unit.	10 points
The overall appearance of the board is attractive, colorful, and reflects creativity and effort.	10 points

Appendix H Core Reading Program Unit Presentation Rubric

Choose one day from your five-day Core Reading Program Unit assignment to present. The presentation will focus on the “Procedures” section of the Lesson Plan and should include the following information: 1) An Introduction, 2) Getting Ready to Learn Techniques, 3) Summarization of the Instruction, 4) Guided Practice Technique(s), and 5) Closure. Be sure to bring the manipulative and the bulletin board that you will be using for this lesson.

Criteria	1: Does Not Meet	2: Acceptable	3: Target	Total 25 Points
Introduction: <ul style="list-style-type: none"> • Name of Basal • Name of Story • Grade Level • SLO 	Intro was not given or only one part was included. (0-3 points)	Intro included two or three of the parts. (6-9 points)	Intro included all four parts. (12 points)	5 points
Getting Ready to Learn Techniques: <ul style="list-style-type: none"> • Hook • Pre-Test 	Getting Ready to Learn did not describe the hook. (0 points)		Getting Ready to Learn adequately described the hook. (3 points)	5 points
Instruction: <ul style="list-style-type: none"> • Information • Manipulative • Modeling 	Instruction did not summarize the information, manipulative, and modeling. (0 points)	Instruction summarized one or two of the parts. (3-6 points)	Instruction adequately summarized all three parts. (9 points)	5 points
Guided Practice Technique(s): <ul style="list-style-type: none"> • Checking for understanding 	Guided Practice was not described. (0 points)		Guided Practice was adequately described. (3 points)	5 points
Closure	Closure was not described. (0 points)		Closure was adequately described. (3 points)	5 points
Total				

**Appendix I
EDR 311 Early Literacy II
Field Experience Portfolio Rubric**

Portfolio Assignment: Create a field experience portfolio of your 16 hours. Include the following:

- 1) Cover (Course Number, Course Name, University, Trimester Information – **Spring 2019**, Student Name)
- 2) Student Assessments (Reflection and Results)
- 3) Field Experience Log
- 4) Reflection Journal from Field Experience Hours (one reflection for each visit)
- 5) Teacher Documents 1 and 2
- 6) Professional Dispositions Document
- 7) Copies of student work or other artifacts (may include copies or samples of student work, sketches or photos of materials which you made to use with your lessons, and/or photos of small-group activities and/or student projects, etc.)

Content	Minimal Effort	Met Expectations	Above Expectations	Possible Points = 75
Visual Components 1. Cover Page 2. Student Assessments (All three – include reflection cover sheet and results for each one) 3. Field Experience Log 4. Reflection Journal from Field Experience 5. Teacher Documents 1 and 2 6. Professional Dispositions Document 7. Artifacts	Two or more components are missing. (0-39 Points)	One component is missing. (40 points)	All seven components are included. (50 points)	50
Organization (Portfolio is organized in a 3-prong folder or similar item.)	Content is not organized in manner which was designated on rubric. (0 points)		Content is organized in manner which was designated on rubric. (5 Points)	5
Quality	Poor quality throughout product- Unprofessional (0-3 Points)	Average quality throughout product - Shows some professional growth. (4- 7 Points)	High quality throughout product - Neat and professional (8-10 Points)	10
Timeliness	Assignment was submitted after due date. (0 Points)		Assignment was submitted before or on due date. (10 Points)	10

Appendix J
EDR 311 – Early Literacy II
Reading Universe Reflection
Instructions and Scoring Rubric
 25 Points

Chapter Reflection Assignment: Visit ReadingUniverse.org and review the content pertaining to fluency, comprehension, and vocabulary. You must visit all these sections. Examine closely the resources available to you. Give feedback on what content you found in these areas, and what is beneficial to you as you visit the classroom.

Content

- Completeness of the journal with entries for each chapter: This includes following directions, addressing the actual question, and use of correction terminology.
 - Thoughtful reflection of issues discussed at each class meeting
- 4. Mechanics and Expression**
- Appropriate verb usage, subject-verb agreement, comma usage, punctuation, spelling, sentence structure, quotes, and use of APA format (when necessary)
- 5. Timeliness**
- Timeliness of submitting chapter reflections

Content	Points	Points	Points	Possible Points 25	Total
Completeness of the Journal/ Thoughtful Reflection of Issues	The entry does not address the chapter assignment given in class OR There was no journal entry. (0 points)	Journal entry reflects the assignment but reflects only a basic understanding of the chapter assignment discussed in class. AND Entry reflects a somewhat thought-out reflection of the assignment discussed in class. (1-10 points)	Journal entry presents a thorough understanding of the chapter assignment discussed in class. AND Entry reflects a well thought out reflection of the assignment discussed in class. (11-15 points)	15	
Timeliness	The journal entry was not submitted prior to the deadline. (0 points)		The journal entry was submitted prior to the deadline. (5 points)	5	
Mechanics and Expression	Entry includes 3 or more errors in mechanics and expression. (1 point)	Entry includes 1-2 errors in mechanics and expression (2-4 points)	Entry includes correct verb usage, subject-verb agreement, comma usage, punctuation, spelling, sentence structure, quotes, and use of APA format throughout entire entry. (5 points)	5	

**EDR 3440.20E Literature for Children
William Carey University
School of Education
Course Syllabus – Fall 2019**

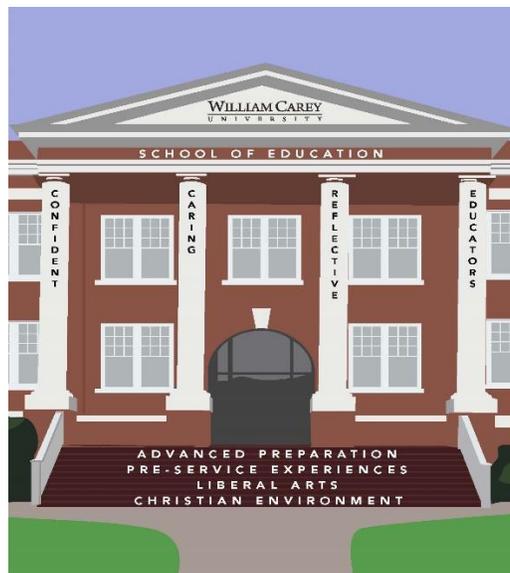
Instructor: Dr. Ginnie Curtis
Phone: (601) 744-6009 (cell)
Meeting Time and Place: Online

E-Mail: gcurtis@wmcarey.edu
Office Hours: 3:30 – 8:30 p.m.
Monday and Thursday,
Friday by appointment

WCU Theme: *Desiderium Sciendi* – “Longing to Know”
Philippians 3:10

Vision: “Confident, Caring, and Reflective Professional Educators”

The School of Education serves to prepare *confident, caring, and reflective* educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for inservice educators.



TK20: ** One or more assignments in this course *may* require submission to two links in CANVAS. Failure to do so will result in a grade of “I” (incomplete) in this course. If you receive an “I”, you will then have one term to complete the upload to receive a reduced grade, preventing the “I” from converting to an “F” automatically. If you have questions or need help with your upload to the link that has TK20 in the title, contact your TK20 Administrator at tk20@wmcarey.edu.

CATALOG DESCRIPTION

Literature for Children is a study of the classic and current literature for children in print and non-print media. An emphasis is placed on the integration of literature into the elementary school curriculum. (3 hours)

FIELD EXPERIENCE: Four hours of field experience are required for this course.

REQUIRED COURSE TEXT

Lynch-Brown, C., Tomlinson, C. M., & Short, K. G. (2013). *Essentials of Children's Literature*. (8th ed.) Boston: Allyn & Bacon.

VIDEO-CONFERENCING: Due to a move toward online and hybrid classes, the School of Education is serious about providing students with engaging and interactive options to meet with their instructors and to collaborate

with fellow students in their classes. Instructors will be offering video conferencing through the Webex platform. We encourage you to perform a test conference before class begins by clicking on this link <https://www.webex.com/test-meeting.html#>. This will test your readiness to connect to Webex. If a plug in is required, it will prompt you to download. This only has to happen once and then the browser is ready. If you use a different browser then you will have to run the test again. The chrome browser is recommended browser.

You may access WebEx by downloading the app, go to <https://www.webex.com/downloads.html> for PC or Mac. For a mobile device go to the app store and search for Webex and download the free app on your mobile device. Watch a video about Webex <https://www.youtube.com/watch?v=DFznJoUbW5g>. Your instructor will send a link inviting you to join the class or group. You can access Webex via CANVAS by clicking on the Cisco Webex link on the left side of your canvas course.

COURSE RATIONALE

This course is designed to help you become familiar with a variety of children’s literature and to help you explore different methods of using that literature effectively in the elementary school curriculum. We will focus on **how to choose and use good books** with children in kindergarten through 8th grade. You will be required to read and reflect on a variety of genres of children’s literature for this course.

One learning outcome of this course is that you will be able to evaluate children’s literature and locate resources available to you in helping children learn to “develop a life-long love for reading.”

It’s not enough to produce students who **can** read; our job is to produce students who **do** read.

The love of reading is caught, not taught....

STUDENT LEARNING OUTCOMES:

The students will:	WCU	CF	EG	InTASC	IRA
Demonstrate familiarity with a wide range of books for children K-8, both picture books and chapter books, of all literary genres, both fiction and nonfiction.	1, 4	1,2	1	1, 2, 7	1.5, 2.3, 4.2
Evaluate the quality of books for children based on established literary and artistic standards.	1, 4	1,2	3	1, 9	4.2, 4.4
Establish a rationale for sharing books with children across the elementary/middle school years and for integrating books into the K-8 curriculum.	1, 4	1,2	2	2, 7	
Demonstrate familiarity with a range of award-winning books for children, including both adult-selected awards and children’s-choice awards.	1, 4	1,2	4,6	1, 2	1.1, 1.5, 2.4, 4.1, 4.2, 4.4
Identify a set of books for which the pre-service teacher feels enthusiasm and a plan for using these books effectively in the elementary/middle school classroom.	1, 4	1,2	1	4, 5, 6, 7	4.2, 4.3, 4.4
Identify authors and/or illustrators who are personal favorites and begin	1, 4	1,3, 5	4	1, 4, 5	4.2, 4.3,

collecting information about the authors and their work.					4.4
Describe an effective comprehensive integrated children's literature program.	1, 4	1, 5	2,4	1-10	2.4

COURSE REQUIREMENTS:

Requirement(s)	Due/Submit Date(s)	Points/Grading	Specifics
Attendance	Online		This is an online class. Completing assignments by the due dates/times is how you attend class each week. Failure to submit weekly assignments on or before the due date(s) will be counted as an absence. The William Carey Catalog states that no undergraduate student may receive credit for a course in which 25% of classes are missed.
Weekly Discussion Boards	Assigned: Monday Due: Sunday by 11:59 pm	245 Points (35 each)	Respond to the weekly Discussion Board prompt. Do this as early in the week as possible so that others have a chance to reply. In addition to your response, you will reply to two classmates' responses. Each Discussion Board is graded according to the guidelines given in the prompt.
Syllabus Quiz	Assigned: August 26 Due: September 1	40 points	Review syllabus and course requirements carefully. Complete Syllabus Quiz in Canvas by September 2.
Essentials of Children's Literature Quizzes	Chapters 1/2 Assigned: Aug. 26 Due: Sept. 1 Chapters 13/14 Assigned: Sept. 2 Due: Sept. 8 Chapter 3 Chapters 4/5 Assigned: Sept. 9 Due: Sept. 15 Chapters 6/7 Assigned: Sept. 16 Due: Sept. 22 Chapter 11 Assigned: Sept. 23 Due: Sept. 29 Chapter 8 Assigned: Sept. 30 Due: Oct. 6 Chapter 9 Assigned: Oct. 7 Due: Oct. 13 Chapters 10/11 Assigned: Oct. 14 Due: Oct. 20 Chapters 12	250 points	Read each assigned chapter(s). Review chapter Power Points and any other supplemental materials provided in CANVAS. Complete the online quiz for each chapter(s) by the due date. Questions will include multiple choice and/or discussion type answers. Pay careful attention to grammar and mechanics when responding to discussion questions (See Appendix A). Failure to complete quizzes by the due date will be counted as an absence and points will be deducted as per the late work policy. Quizzes will close one week after the due date and will not be reopened.

	Assigned: Oct. 21 Due: Oct. 27		
Book Cards Appendix B	September 1 September 8 September 15 September 22 September 29 October 6 October 13 October 20 October 27	135 points (15 points each)	<p>Select and read a book each week representing the assigned genre. Complete a book card using guidelines on the template provided in CANVAS to document your personal reaction to the book and your reading experience. This should NOT be a summary of the book or information from the Internet/back of the book. Respond as a reader first and a future educator second. Submit in CANVAS by the due date. Pay careful attention to grammar and mechanics (See Appendix A).</p> <p>Failure to submit a book card by the due date will be counted as an absence and points will be deducted as per the late work policy. Drop boxes for book cards will close one week after the due date and will not be reopened.</p>
Reading Fair Project Appendix C	September 29 (Due at the end of Week 5 – This assignment serves as the mid-term for this class.)	130 points	<p>Choose a <i>fiction</i> children’s literature <i>chapter book</i>. Follow the Reading Fair Guidelines to complete the project. You will create a word document that includes all of the required components according to the guidelines and take a picture of the completed project. The word document and picture should be submitted in CANVAS by the due date. See Appendix C and other documents in CANVAS for guidance.</p> <p>Failure to submit the Reading Fair Project by the due date will be counted as an absence and points will be deducted as per the late work policy. The drop box for the reading fair project will close one week after the due date and will not be reopened.</p>
Mini-Lesson Plans Appendix D	September 22 September 29 October 6 October 13	100 points	<p>Create four (4) mini-lesson (one period) plans based on an assigned genre of children’s literature.</p> <ul style="list-style-type: none"> ➤ #1: Lesson plan should be based on a selection of children’s literature that received the Caldecott or Caldecott Honor Award. ➤ #2: Lesson plan should be based on a poem written for children. ➤ #3: Lesson plan should be based on a selection of children’s literature that could be used to teach a science concept. ➤ #4: Lesson plan should be based on a selection of children’s literature that could be used to teach a social studies concept. <p>Specifications:</p> <ul style="list-style-type: none"> • Best Practices: The techniques should address best-practice teaching strategies. • Standards Based: References to MS College- and Career-Readiness Standards for ELA are mandatory for all lessons. For lessons #3 and #4, you will include ELA standards and grade level science/social studies standards. • Format: Follow the guidelines on the Lesson Plan Instructions (Appendix D) and use the template provided in CANVAS. Failure to follow the instructions and use the template will result in having to redo the lesson plan. Points will be deducted as per the late work policy. • Lesson Plans should have a Turnitin percent of less than 30%. This accounts for headings, etc. Any lesson plan with a Turnitin percent greater than 30% will have to be rewritten and will be considered late.

			<ul style="list-style-type: none"> • Implementation in Field Experience: Incorporate at least one of these lessons into your field experience assignment. <p>Failure to submit the lesson plans by the due date will be counted as an absence and points will be deducted as per the late work policy. The drop boxes for lesson plans will close one week after the due date and will not be reopened.</p>
Reading Interest Inventory Project Appendix E	November 3 This assignment serves as the final exam for this class.	100 points	<p>A reading interest inventory asks questions about students' interests, habits, and attitudes in regard to reading. The results can help you gain important information that can be used to plan units, partner students with engaging books/authors, and help match students with reading partners who have similar interests. For this project, you will do the following:</p> <ul style="list-style-type: none"> ➤ Read assigned articles regarding reading motivation. ➤ Select a reading interest inventory from those provided in Canvas that is appropriate for the grade in which you are completing your field experience hours. ➤ Administer the reading interest inventory to a minimum of 5 students. ➤ Compile the results in a table or chart. ➤ Follow guidelines provided in Canvas to complete the written portion of this assignment using the data you collected. <p>Grades are due within a day of this due date. If this assignment is turned in late, you will receive an incomplete until I can grade it and turn in a grade change form.</p>

Evaluation:

As a college student and future educator, all written assignments will be assessed on the basis of three major sets of criteria:

1. **MECHANICS:** This includes such writing abilities as appropriate verb usage, appropriate use of subject-verb agreement, comma usage, use of punctuation, spelling, sentence structure, quotes, and use of APA format.
2. **CONTENT:** This involves such areas as following directions for written assignment, addressing the actual question (correct information), use of correct terminology, and adequate documentation.
3. **EXPRESSION:** This involves such writing aspects as the clarity of material, the style and format of writing, and the appropriate introduction and summary information.

Assignments are to be typed, unless otherwise indicated.

Without a documented reason, assignments will not be accepted after one week past the due date.

Assignments are due submitted in Canvas prior to 11:59 p.m. on the date due. If assignments are submitted incomplete prior to the deadline and submitted again completed after the deadline, points will be deducted. Late assignments will be graded using the following scale:

- 1 Day Late (any time after 11:59 p.m. as per Canvas time): 10% of Points Deducted**
- 2-4 Days Late: 25% of Points Deducted**
- 5-7 Days Late: 50% of Points Deducted**
- More Than Seven Days Late: 0 Point**

GRADING SCALE

- A = 900-1000
 B = 800-899
 C = 700-799
 D = 600-699
 F = Below 600

ASSIGNMENTS	POINTS
Weekly Discussion Boards	245
Week 1 Syllabus Quiz	40
Chapter Quizzes	250
Book Cards	135
Reading Fair Project	130
Mini-Lesson Plans	100
Reading Interest Inventory Project	100
TOTAL	1,000

Tentative Class Schedule:

WEEK	DATE	ACTIVITIES	Homework/To Due
1	Online Aug. 26 – Sept. 1	<ul style="list-style-type: none"> Review syllabus and assignment requirements. E-mail any questions regarding assignments to lwindham@wmcarey.edu. Do not wait until right before the assignment is due to ask questions. Week 1 Discussion Board Prompt Complete Hattiesburg or Tradition Application for Observation Placement. <p>Text Assignment</p> <ul style="list-style-type: none"> Read text Chapter 1 “Learning About Story and Literature” and Chapter 2 “Learning About Children and Literature.” Review Chapters 1 and 2 Power Points and any supplemental documents provided in CANVAS. <p>Book Card Assignment</p> <ul style="list-style-type: none"> Go to https://www.storylineonline.net/. Go to “All Books.” Choose a book. Watch the video of the book being read by the actor/actress. Use the book you chose for your book card assignment for Week 1. <p>Reading Fair Project</p> <ul style="list-style-type: none"> Begin looking for a fiction chapter book suitable for completing a reading fair project. 	<ul style="list-style-type: none"> Complete Week 1 Syllabus Quiz in Canvas by Sept. 1. Respond to Week 1 Discussion Board Prompt and reply to two classmates’ responses by September 1. Complete quiz on Chapters 1 and 2 by September 1 in CANVAS. Select, read, and complete book card for a book from storylineonline.net. Submit in CANVAS by Sept. 1.
2	Online Sept. 2 – Sept. 8	<p>Text Assignment</p> <ul style="list-style-type: none"> Read text Chapter 13 “Literature in the Curriculum” and Chapter 14 “Engaging Children with Literature.” Review Chapters 13 and 14 Power Points and any supplemental documents provided in CANVAS. Week 2 Discussion Board Prompt <p>Book Card Assignment</p> <ul style="list-style-type: none"> Select, read, and complete book card for a book that received the Caldecott Award or Caldecott Honor Award. <p>Reading Fair Project</p> <ul style="list-style-type: none"> Choose and begin reading a fiction chapter book suitable for completing a reading fair project. 	<ul style="list-style-type: none"> Complete quiz on Chapters 13 and 14 by September 8 in Canvas. Respond to Week 2 Discussion Board Prompt and reply to two classmates’ responses by September 8. Book card for Caldecott Award or Caldecott Honor Award due in

			Canvas by September 8.
3	Online Sept. 9 – Sept. 15	<p><u>Text Assignment</u></p> <ul style="list-style-type: none"> • Read text Chapter 3 “Learning About Literature.” • Review Chapter 3 Power Point and any supplemental documents provided in CANVAS. • Read text Chapter 4 “Illustration and Visual Elements.” • Read text Chapter 5 “Picturebooks and Graphic Novels.” • Review Chapters 4-5 Power Point and any supplemental documents provided in Canvas. • Week 3 Discussion Board Prompt <p><u>Book Card Assignment</u></p> <ul style="list-style-type: none"> • Select, read, and complete book card for a picture book suitable for grades 3-6. <p><u>Reading Fair Project</u></p> <ul style="list-style-type: none"> • Review Reading Fair Project requirements in CANVAS. E-mail any questions regarding assignment to gcurtis@wmcarey.edu. Do not wait until right before the assignment is due to ask questions. • Continue reading a fiction chapter book suitable for completing a reading fair project. 	<ul style="list-style-type: none"> • Complete quiz on Chapter 3 in CANVAS by Sept. 15. • Complete quiz on Chapters 4-5 in Canvas by Sept. 15. • Respond to Week 3 Discussion Board Prompt and reply to two classmates’ responses by September 15. • Book card for picture book suitable for grades 3-6 due in CANVAS by September 15.
4	Online Sept. 16 – Sept. 22	<p><u>Text Assignment</u></p> <ul style="list-style-type: none"> • Read text Chapter 6 “Poetry” and Chapter 7 “Traditional Literature.” • Review Chapters 6 and 7 Power Points and any supplemental documents provided in CANVAS. • Week 4 Discussion Board Prompt <p><u>Book Card Assignment</u></p> <ul style="list-style-type: none"> • Select, read, and complete book card for book of poetry for children. This should be a collection of poems. <p><u>Mini-Lesson Plan Assignment</u></p> <ul style="list-style-type: none"> • Review mini-lesson plan instructions carefully. E-mail any questions regarding assignment to gcurtis@wmcarey.edu. Do not wait until right before the assignment is due to ask questions. • Mini-Lesson Plan #1: Complete a mini-lesson plan based on a selection of children’s literature that received a Caldecott Award or a Caldecott Honor Award. Use the template provided in Canvas. • If you would like for me to look over your lesson plan before you submit it, please e-mail it to me by midnight the Thursday before it is due. I will look it over and give you feedback before you submit it in Canvas for a grade. <p><u>Reading Fair Project</u></p> <ul style="list-style-type: none"> • Finish reading fiction chapter book and work on Reading Fair Project. 	<ul style="list-style-type: none"> • Complete quiz on Chapters 6 and 7 by September 22 in CANVAS. • Respond to Week 4 Discussion Board Prompt and reply to two classmates’ responses by September 22. • Book card for book of poetry for children due in CANVAS on or before Sept. 22. • Mini-Lesson Plan #1 due in CANVAS by September 22.
5	Online Sept. 23 – Sept. 29 The Reading Fair Project serves as	<p><u>Text Assignment</u></p> <ul style="list-style-type: none"> • Read text Chapter 11 “Informational Books.” • Review Chapter 11 Power Point and any supplemental documents provided in CANVAS. • Week 5 Discussion Board Prompt <p><u>Book Card Assignment</u></p>	<ul style="list-style-type: none"> • Complete quiz on Chapter 11 in Canvas by September 29. • Respond to Week 5 Discussion Board Prompt and reply to

	<p>the mid-term for this class.</p>	<ul style="list-style-type: none"> Select, read, and complete book card for selection of traditional literature. See Chapter 6 for examples and guidelines. <p><u>Mini-Lesson Plan Assignment</u></p> <ul style="list-style-type: none"> Mini-Lesson Plan #2: Complete a mini-lesson plan based on a poem (one poem from the book of poetry you did your book card on) for children. Use the template provided in Canvas. If you would like for me to look over your lesson plan before you submit it, please e-mail it to me by midnight the Thursday before it is due. I will look it over and give you feedback before you submit it in Canvas for a grade. <p><u>Reading Fair Project</u></p> <ul style="list-style-type: none"> Finish Reading Fair Project, take picture, and submit in CANVAS. <p><u>Field Experience</u></p> <ul style="list-style-type: none"> Work on field experience hours. 	<p>two classmates' responses by September 29.</p> <ul style="list-style-type: none"> Book card for selection of traditional literature due in CANVAS by September 29. Mini-Lesson Plan #2 due in CANVAS by September 29. Submit written Reading Fair Project information with accompanying picture of completed project in CANVAS by September 29.
6	<p>Online Sept. 30 – Oct. 6</p>	<p><u>Text Assignment</u></p> <ul style="list-style-type: none"> Read text Chapter 8 “Fantasy and Science Fiction.” Review Chapter 8 Power Point and any supplemental documents provided in CANVAS. Week 6 Discussion Board Prompt <p><u>Book Card Assignment</u></p> <ul style="list-style-type: none"> Select, read, and complete book card for a children’s book that can be used to teach a concept related to science. <p><u>Mini-Lesson Plan Assignment</u></p> <ul style="list-style-type: none"> Mini-Lesson Plan #3: Complete a mini-lesson plan based on a selection of children’s literature that can be used to teach a concept related to science. If you would like for me to look over your lesson plan before you submit it, please e-mail it to me by midnight the Thursday before it is due. I will look it over and give you feedback before you submit it in Canvas for a grade. <p><u>Reading Interest Inventory Project</u></p> <ul style="list-style-type: none"> Review Reading Interest Inventory Project requirements. E-mail any questions regarding assignment to gcurtis@wmcarey.edu. Do not wait until right before the assignment is due to ask questions. <p><u>Field Experience</u></p> <ul style="list-style-type: none"> Work on field experience hours. 	<ul style="list-style-type: none"> Complete quiz on Chapter 8 by October 6 in CANVAS. Respond to Week 6 Discussion Board Prompt and reply to two classmates’ responses by October 6. Book card for book for a children’s book that can be used to teach a concept related to science due in CANVAS by October 6. Mini-Lesson Plan #3 due in CANVAS by October 6.
7	<p>Online Oct. 7 – Oct. 13</p>	<p><u>Text Assignment</u></p> <ul style="list-style-type: none"> Read text Chapter 9 “Realistic Fiction.” Review Chapter 9 Power Point and any supplemental documents provided in CANVAS. Week 7 Discussion Board Prompt <p><u>Book Card Assignment</u></p> <ul style="list-style-type: none"> Select, read, and complete book card for a children’s book that can be used to teach a concept related to social studies. 	<ul style="list-style-type: none"> Complete quiz on Chapter 9 on or before October 13 in CANVAS. Respond to Week 7 Discussion Board Prompt and reply to two classmates’

		<p>Mini-Lesson Plan Assignment</p> <ul style="list-style-type: none"> • Mini-Lesson Plan #4: Complete a mini-lesson plan based on a selection of children’s literature that can be used to teach a concept related to social studies. • If you would like for me to look over your lesson plan before you submit it, please e-mail it to me by midnight the Thursday before it is due. I will look it over and give you feedback before you submit it in Canvas for a grade. <p>Reading Interest Inventory Project</p> <ul style="list-style-type: none"> • Work on Reading Interest Inventory Project. <p>Field Experience</p> <ul style="list-style-type: none"> • Work on field experience hours. 	<p>responses by October 13.</p> <ul style="list-style-type: none"> • Book card for book for a children’s book that can be used to teach a concept related to social studies due in CANVAS by October 13. • Mini-Lesson Plan #4 due in CANVAS by October 13.
8	<p>Online Oct. 14 – Oct. 20</p>	<p>Text Assignment</p> <ul style="list-style-type: none"> • Read text Chapter 10 “Historical Fiction.” • Read text Chapter 11 “Nonfiction: Biography and Informational Books.” • Review Chapters 10-11 Power Point and any supplemental documents provided in CANVAS. <p>Book Card Assignment</p> <ul style="list-style-type: none"> • Select, read, and complete book card for a biography suitable for children. Check out the Who Was? Series at https://www.penguinrandomhouse.com/series/DWY/who-was. <p>Reading Interest Inventory Project</p> <ul style="list-style-type: none"> • Work on Reading Interest Inventory Project. <p>Field Experience</p> <ul style="list-style-type: none"> • Work on field experience hours. 	<ul style="list-style-type: none"> • Complete quiz on Chapters 10-11 by October 20 in CANVAS. • Book card for a biography suitable for children due in Canvas by October 20.
9	<p>Online Oct. 21 – Oct. 27</p>	<p>Text Assignment</p> <ul style="list-style-type: none"> • Read text Chapter 12 “Literature for a Diverse Society.” • Review Chapter 12 Power Point and any supplemental documents provided in Canvas. <p>Book Card Assignment</p> <ul style="list-style-type: none"> • Select, read, and complete the book card assignment for a selection of children’s literature that can be used to develop multicultural awareness. <p>Reading Interest Inventory Project</p> <ul style="list-style-type: none"> • Work on Reading Interest Inventory Project. <p>Field Experience</p> <ul style="list-style-type: none"> • Finish field experience hours by October 25 and complete documents. 	<ul style="list-style-type: none"> • Complete quiz on Chapter 12 in Canvas by October 27. • Book card for a children’s book that can be used to develop multicultural awareness due in CANVAS by October 27.
10	<p>Online Oct. 28 – November 3</p>	<p>Reading Interest Inventory Project</p> <ul style="list-style-type: none"> • Complete Reading Interest Inventory Project. • Complete Week 10 Discussion Board prompt. <p>Grades are due within a day of this due date. If this assignment is turned in late, you will receive an incomplete until I can grade it and turn in a grade change form.</p>	<ul style="list-style-type: none"> • Submit Reading Interest Inventory Project in CANVAS by November 3. • Respond to Week 10 Discussion Board Prompt and reply to two classmates’ responses by November 3.

PLEASE NOTE: ALL ASSIGNMENTS SHOULD BE SUBMITTED PRIOR TO MIDNIGHT ON November 3.

ATTENDANCE: Students are expected to participate in class via online assignments. **Failure to submit weekly assignments on the due date will be counted as an absence.** The William Carey Catalog states that no undergraduate student may receive credit for a course in which 25% of the classes are missed including online classes. Remember, there is no differentiation between excused and unexcused absences at the college level. It is the student's responsibility to provide documentation and notification of any university activity absences.

CLASSROOM MANAGEMENT

While completing the field experience requirement for this course, it is the expectation that WCU students will create and maintain a safe, supportive, and challenging learning environment (M-STAR IV.15, TIAI 22). Suggestions for managing classroom behavior during the field experience include:

- Follow the classroom discipline plan.
- Seek to prevent classroom problems before they happen.
- Use classroom time wisely.
- Motivate students to behave by using positive reinforcement.

To assist you in classroom management, the following resources may be useful:

1. Bailey, B. (2001). *Conscious Discipline: 7 basic steps for brain smart classroom management*. Oviedo, FL: Loving Guidance, Inc.
2. Canter, L. (2009). *Assertive discipline: Positive behavior management for today's classroom*. (4th Ed.). Bloomington, IN: Solution Tree.
3. Storey, K. & Post, M. (2012). *Positive behavior supports in classrooms and schools: Effective and practical strategies for teachers and other service providers*.
4. Wong, H.K. & Wong, R.T. (2009). *The first days of school: How to be an effective teacher*. (4th Ed.). Sunnyvale, CA: Harry K. Wong Publications.
5. www.disciplinehelp.com

DISASTER PLAN STATEMENT

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website <http://wmcarey.edu>, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university's course management system at <https://wmcarey.instructure.com>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through SaderWatch, the WCU emergency message service. Sign up instructions can be found at <http://wmcarey.edu/saderwatch>.

ACADEMIC INTEGRITY

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University's academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean's office, and each campus dean's office.

PLAGIARISM

If you do not understand the concept of plagiarism you need to read the section on plagiarism in the APA Manual on pages 15-16, 170. If you have any questions about plagiarism after reading this section you need to talk with me. If you do not talk with me, it will be assumed you understand the definition of plagiarism. Assignments that are plagiarized CANNOT be redone for a better grade on the assignment. Plagiarism will not be tolerated and will result in the student receiving a final grade of F.

AMERICANS WITH DISABILITIES ACT:

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact the appropriate contact person for your campus.

Hattiesburg campus: Dr. Allen Bonner, 601-318-6211, Lawrence Hall 124

Tradition campus: Dr. Alesia Haynes-McCook at 228-702-1783, Administration Building of William Carey University

Keesler Center: Ms. Amanda Knesal, 228-376-8480
Slidell site: Dr. Karen Sicard, 601-318-6475
Online: Dr. Allen Bonner, 601-318-6211, Lawrence Hall 124

SEXUAL MISCONDUCT STATEMENT

It is the policy of William Carey University to comply with all federal and state laws governing sexual misconduct. Further, William Carey University reaffirms its principle, as well as Title IX of the Education Amendments Act of 1972, that all students have a right to be free from sexual discrimination in the form of sexual harassment and sexual violence. Students are referred to the Student Handbook, The Translation (The Red Book), for policy statements regarding sexual harassment and sexual assault and for procedures for reporting and responding to sexual offenses. The policies and procedures may also be found on the university's website under Campus Life – Security. <http://wmcarey.edu/sexual-misconduct>

TOBACCO-FREE CAMPUS: William Carey University is a tobacco-free campus. All WCU students are asked to respect this policy by refraining from smoking or other tobacco use while on campus.

INCOMPLETES: All of the following criteria must be met in order for a student to receive an incomplete:

- Class (and university) attendance requirements must have been met;
- 80% of the required work for the class must have been done;
- The student must be passing the class at the time the incomplete is granted;
- The student must request the incomplete on the WCU incomplete request form prior to the time at which faculty must submit grades;
- The student must have provided appropriate documentation regarding the reason for requesting the incomplete (e. g., accident reports, medical records, etc.)
- The Academic Dean must have determined that unavoidable circumstances have prevented the student from completing the course on schedule.

If any one of the above conditions is not met, a student cannot receive an incomplete for the course.

NOTE: This syllabus is subject to revision due to student needs, time constraints, or other unforeseen circumstances that may arise.

**William Carey University School of Education
Assessment System Foundation**

The School of Education’s Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission, School of Education’s Conceptual Framework (CF) and Outcomes, School of Education’s Education Goals (EG), Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

Mission	Outcome
William Carey University Expanded Statement of Mission	WCU 1- Provide academic programs to promote student learning. WCU 2-Promote Christian development and social responsibility. WCU 3-Strengthen ties with Baptist churches, associations, and conventions. WCU 4-Provide an environment that supports student learning. WCU 5-Strengthen organizational and operational effectiveness. WCU 6-Strengthen financial resources.
School of Education Conceptual Framework and Outcomes	CF-Confident, Caring, and Reflective Professional Educators CF 1-An innovative thinker CF 2-An effective communicator CF 3-An advocate for diverse learners CF 4-An integrator of technology CF 5-A life-long learner CF 6-A steward of the profession
School of Education Goals	EG 1-Apply current research and technology related to the teaching-learning-assessment process. EG 2-Respond sensitively to individual differences and diversity. EG 3-Understand and anticipate the needs of a global society. EG 4-Plan and implement learning experiences that support the highest level of student potential. EG 5-Continue to reflect, refine, and revise professional practices. EG 6-Collaborate with others to promote learning.
Interstate Teacher Assessment and Support Consortium (InTASC) Standards	1-Learner Development 2-Learner Differences 3-Learning Environment 4-Content Knowledge 5-Application of Content 6-Assessment 7-Planning for Instruction 8-Instructional Strategies 9-Professional Learning and Ethical Practice 10-Leadership and Collaboration
Learned Societies (SPA)	Association of Childhood Education International (ACEI) Council for Exceptional Children (CEC) Educational Leadership Constituency Council (ELCC) National Association for Sport and Physical Education (NASPE) National Association for the Gifted Child (NAGC) National Council for Social Studies (NCSS) National Council for Teachers of English (NCTE) National Council for Teachers of Mathematics (NCTM) National Science Teachers Association (NSTA)
Professional dispositions	All WCU candidates will: 1. Exhibit professional behaviors that indicate all students can learn and are a vital part of the learning environment; 2. Collaborate and seek to create positive relationships with all stakeholders to improve the learning environment; 3. Exhibit an awareness of all students’ needs; 4. Exhibit poise, mature reflection, and sound judgment;

	5. Engage in ongoing reflection, self-evaluation, and improvement in the profession; and
	6. Act as a steward of the profession.

Appendix A
William Carey University - APA Ledger Comments

Directions: Use this table to identify and interpret common spelling, grammatical, and APA formatting errors.		
Spelling /Formatting Errors		
S1	Spelling Error	Use spell check function of word processing program. Remember that misused words that are spelled correctly or words written in ALL CAPS will not be caught.
F1	Formatting Error	Assignments should be typed, double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides. You should use a clear font that is highly readable. APA recommends using 12 pt. Times New Roman font.
Common Grammatical Errors		
G1	Subject/Verb Agreement Singular/Plural Agreement	Verbs must agree in terms of plurality with their subjects. Example: He argues... they argue. Remember: The word <i>data</i> is plural (singular form <i>datum</i>), so use a plural verb i.e. The data indicate....
G2	Noun/Pronoun Agreement	Pronouns must agree with the nouns they replace. Use singular pronouns (I, he, she, it) to replace singular nouns and plural pronouns (we, they, them) to replace plural nouns. Example: The client... he or she; Clients... they.
G3	Who, Whom, Which, & That	<i>Who</i> is the subject of a verb; <i>whom</i> is the object of a verb. Example: Who will be representing whom? <i>Who</i> is used to refer to people; <i>that</i> or <i>which</i> are used for animals and inanimate objects. Consistent use of <i>that</i> for restrictive clauses (essential to the meaning of the sentence) and <i>which</i> for nonrestrictive causes (merely adding further information and set off with commas) will help make your writing clear and precise.
G4	Prepositions	Never conclude a sentence with a preposition.
G5	Proper Nouns	Capitalize specific names and titles; Do not capitalize generic or non-specific titles. Examples: principal of school, Dr. Jones, Principal of West Middle School
G6	Key Terms	Use italics rather than quotation marks to identify key terms and/or idiomatic expressions.
G7	Sentence Structure	Awkward sentence structure/use of colloquial (slang terms); meaning of the sentence is unclear. Reword this sentence. Remember: State ideas simply and clearly.
G8	Sentence Structure	Sentence fragment
G9	Sentence Structure	Run-on sentence
G10	First Person	When writing in APA Style, you rarely use the first person point of view ("I studied ..."). First person is not often found in APA publications unless the writer is a senior scholar who has earned some credibility to speak as an expert in the field. You should use the third person point of view ("The study showed ...").

		First person is acceptable in this course when submitting a reflection or evaluation of a topic, study, or text.
G11	Titles	Capitalize the major words in the titles of books, articles, and songs (but not short prepositions or the articles "the," "a," or "an," if they are not the first word of the title). <u>Underline</u> the titles of books, magazines, newspapers, academic journals, films, television shows, long poems, plays, operas, musical albums, works of art, and websites when writing them by hand. When typing, put those titles in <i>italics</i> .
G11	Titles (continued)	Use quotations marks for titles of short or minor works, songs, short stories, essays, short poems, one act plays, chapters in books, articles in newspapers/magazines/journals, and episodes of a television or radio series.
Common Punctuation Errors		
P1	Comma: Series	Use a comma to separate words in a series including the word before the conjunction. Example: ...friends, Romans, and countrymen.
P2	Comma: Compound Sentences	Use a comma to separate two sentences joined by a conjunction. Example: The school is an elementary school, but it also serves as the site for the adult education program.
P3	Comma: Introductory Clauses, phrases, words	Use commas after introductory a) clauses, b) phrases, or c) words that come before the main clause.
P4	Comma Splice	A comma splice occurs when two independent clauses are connected with only a comma. Example: My family and I bake together almost every night, we then get to enjoy everything we make together.
P5	Semi-colon	Use a semi-colon to separate two complete but related sentences. Conjunctions such as <i>however</i> and <i>therefore</i> should be followed by a comma. Example: Resuscitation was implemented promptly; however, the patient did not survive. Use a semi-colon to separate elements or phrases in a series that contain commas. Example: ...teachers, students, and guests; and administrators, evaluators, and others....
P6	Colon	Used to join an independent clause (complete sentence) and a dependent clause (incomplete sentence).
P7	Quotation Marks	Used to introduce slang, invented, or coined expressions. Technical or <i>key terms</i> are denoted with italics rather than quotation marks. Used to identify short (< 40 words) quotations within a paragraph.
P8	Seriation	Seriation helps readers understand the organization of key points within sections, paragraphs, and sentences. The most common error: writer does not identify elements in a series by lowercase letters in parentheses.
P9	Ampersand &	Used between authors in parentheses and in the reference list; use the word 'and' when citing reference authors in the body of the text.
Common Reference Citation Errors		
R1	Authors	List references alphabetically by authors' last names. Give last name, first & middle initials only (space between initials). No titles or abbreviations (Dr., RN, PhD, etc.)
R2	Capitalization	Capitalize proper nouns and all major words in titles of books or journals. Example: <i>Educational Leadership</i>
R3	Capitalization of Journal Articles	When referring to books, chapters, articles, or Web pages, capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns. Do not capitalize the first letter of the second word in a hyphenated compound word. Example: Are we motivating students with data? <i>Educational Leadership, 41, 213-214</i>
R4	Volume & Issue Numbers	Always give the volume number of a journal, magazine, or newsletter. Example: <i>Educational Leadership, 41,</i>
R5	Page Numbers	Give the page number or range of pages used in the reference. Do not use p. or pp.
R6	Publisher and Location	Always include the publisher and location of books. Example: Upper Saddle Ridge, NJ: Pearson.

R7	Electronic Source and Locator Info	Use digital object identifier (DOI). Look on the first page of the printed article close to the copyright information for the unique DOI. However, not all journals have begun to use the DOI.
R8	Hanging Indention	All lines after the first line of each entry in your reference list should be indented one-half inch from the left margin. This is called hanging indention.

Appendix B

EDR 344 Book Card Assignment

A requirement of this course is that you become familiar with a variety of children’s literature. In order to do that, you will need to actually read different genres of children’s literature. Each week you will need to select and read a book representing the assigned genre. After reading the book, you will complete a book card using the guidelines below. A template for you to type into will be provide in CANVAS. **The required text for this course is a good resource for finding books related to the assigned genre.**

You will document your personal reaction to the book and your reading experience. **This is NOT a summary of the book and should not be from the back of the book or the Internet. You MUST actually read the book! You should respond as a reader first and a future teacher second.**

Submit in CANVAS each week by the due date. **Pay careful attention to grammar and mechanics.**

Book Card Components

Part I (2 points)

Student Name:

Title of Book: (Spelled correctly, capitalized correctly, and typed in italics or underlined)

Genre: (This refers to the type of writing: fiction, nonfiction, poetry, etc.)

Author of Book: (Spelled correctly, capitalized correctly)

Illustrator of Book: (if applicable, spelled correctly, capitalized correctly)

Part II (10 points) 1 point will be deducted for each error listed in Appendix A

Personal Reaction to the Book and your Reading Experience:

*(These are just prompts to get you thinking. You do not have to answer each question. You may include information not asked by these questions. **Responses should be a minimum of 1 well-constructed paragraph.**)*

- What did you think of the book?
- What stuck with you?
- Where were you most drawn into the story?
- Did you make a connection with the text?
- What will you carry with you from the reading experience?
- Would you recommend the book to others, and why?

Part III (3 points)

How could this book be used in the classroom to enhance the learning of students?

What three words would you use to best describe this book?

Date due in CANVAS	Literature Specifications
September 1	Go to https://www.storylineonline.net/ . Go to “All Books.” Choose a book. Watch the video of the book being read by the actor/actress. Use the book you chose for your book card assignment for Week 1.
September 8	Book that received the Caldecott Award or Caldecott Honor Award
September 15	Picture book suitable for grades 3-6
September 22	Book of poetry suitable for children (This should be a book with a collection of poems.)

September 29	Selection of traditional literature (See Chapter 7 for guidelines.)
October 6	Selection of children's literature that can be used to teach concept related to science
October 13	Selection of children's literature that can be used to teach concept related to geography or social studies
October 20	A biography suitable for children – Check out the Who Was? Series at https://www.penguinrandomhouse.com/series/DWY/who-was .
October 27	Selection of children's literature that can be used to develop multicultural awareness

Appendix C

EDR 344 Literature for Children Mid-Term: Reading Fair Project

This assignment will familiarize you with the required components of a Reading Fair Project. As a literacy educator, it is important that you be able to guide students and their parents in regard to the primary requirements of a Reading Fair Project. I am including a Power Point in Canvas that I have used with elementary students to assist them in compiling information BEFORE they create the display board.

- Select and read a fiction chapter book for this project.
- Create a word document with the information in 1-10 listed below.
- Design and create your display board. Take a picture of the completed board and insert it at the bottom of the word document.

100 points

1. **Title:** Name of book. Make sure the title is underlined if written on the board or typed in italics.
2. **Author:** This is the name of the person who wrote the words or text in the book.
Illustrator: This is the person who contributed the pictures. Chapter books may or may not have an illustrator.
3. **Publisher and Copyright Date:** This is the company that published the book and the year the book was published. Look for the © symbol in front of the date. Students and parents will have to be taught how to find this information.
4. **Setting:** There are two parts to the setting: the place and the time.
 - Where did the story take place? If the story takes place in more than one location, choose only the most important place.
 - When did the story happen? The time may have to be inferred based on information in the text. Examples of time: spring, fall, beginning of the school year, December, at some point in the past, present, etc.
5. **Author's Purpose:** Why did the author write the story:
 - To entertain – All fiction is written to entertain.
 - To inform – Historical fiction informs.
 - To persuade – Does the book inspire you to do or become something?
 - A combination – Some books can entertain and inform.
6. **Tone/Mood:** How does the author want you to feel when you read the story?
7. **Main Characters:** Do not list more than 3 characters. Write a short description of each character. Use adjectives to describe the characters. DO NOT tell the story in this step. The characters listed below must be mentioned in the summary.
8. **Problem:** What is the main problem in the story. Choose only one problem.
9. **Solution:** How was the main problem solved? This solution should be connected to the problem you selected.
10. **Plot Summary:** Do not retell the story. Summarize what happened in the story. Be sure to include the main characters you listed above.

30 points

11. Design Your Tri-Fold Board:

- Use a standard tri-fold project board that unfolds to be approximately 36" H x 48" W.
- Carefully type or write the components listed above. Be creative. For example, if your person is a football player, you might choose a font like "Impact".
- Props add interest but **must** fit in the middle of the display. No items can protrude from the back or top of the tri-fold board. Props can be battery-operated, but you cannot use electrical outlets and extension cords. Items cannot be alive, valuable, or dangerous. You do not have to display the book.

12. Take a picture of your completed display board and insert at the bottom of the word document with 1-10 above. Submit in Canvas on or before the due date.

Appendix D – EDR 344: Mini-Lesson Plan Instructions

Appendix E

Subject: Reading	Grade: Circle One: Picture Book Integrated Science Integrated Social Studies
Components	
Mississippi College- and Career- Readiness Standards	The Standard is the national or state standard which is the broad curricular purpose or goal of the lesson. The Mississippi College- and Career- Readiness Standards for English Language Arts (ELA) will be used in this course. 2016 Mississippi College- and Career- Readiness Standards for English Language Arts http://www.mdek12.org/sites/default/files/Offices/Secondary%20Ed/ELA/2016-MS-CCRS-ELA_20180724_2.pdf
Specific Learning Outcomes (SLO)	The Specific Learning Outcome is the more specific objective related to the broad curriculum standard. This part of the lesson specifies what the students should be able to do, understand, and care about as a result of the teaching.
I Can Statement	The I Can Statements are clear statements that identify each goal that is necessary in order to master the objective. The statements are brief and only contain the goal for one standard or a component of one standard. The statements are written in student talk rather than educational jargon.
DOK Level and Key Word	Depth of Knowledge, also referred to as DOK, is the complexity or depth of understanding required to complete a task. Webb identified four distinct depth of knowledge levels. The complexity of a task is increasingly more difficult as the level increases.
Procedures	<p>Getting Ready to Learn</p> <ul style="list-style-type: none"> Anticipatory Set/Hook: Grab the students' attention or relate the experiences of the students to the objectives of the lesson. Set Purpose: Describe the reason for this lesson and make the learning relevant. Pre-Test: Administer a pre-test to determine a starting point for your lesson. <p>Instruction</p> <ul style="list-style-type: none"> Information: Provide the information needed for students to gain the knowledge or skill through lecture, discussion, books, pictures, etc. Modeling: Use the teaching materials to show students examples of what is expected as an end product of their work. Manipulative: Include a learning tool to provide a "hands-on" learning experience for the student. <p>Guided Practice</p> <ul style="list-style-type: none"> Guided Practice: Check for understanding and provide feedback without grading it. Students should practice information just taught. You are guiding their learning. This could be whole-class, small-group activity with teacher supervision, or a partner activity with teacher supervision. The learning is active (not silent reading without specific goals or mindless completion of a worksheet). <p>Guided Independent Practice</p> <ul style="list-style-type: none"> This part of the lesson allows students an opportunity to demonstrate their understanding of the lesson by working through an activity or exercise under the teacher's supervision. This is the time for the teacher to move around the room and determine the level of mastery and to provide individual remediation, if necessary. This should mirror the guided practice. <p>Closure</p> <ul style="list-style-type: none"> Close the lesson with a short review or clarification of the key points of a lesson. Summarize the learning of the day and discuss how it fits into the big vision for learning. Students can demonstrate what they know and can do by completing an exit ticket.
Materials	List all the materials needed for this lesson including selections of literature used.
Assessment	This part of the lesson plan is where the teacher assesses the final outcome of the lesson to determine the extent that the learning objectives were achieved. It can be a post-test, but it does not have to be. Teacher observation is a type of assessment. ALL lessons should involve some type of assessment.
Differentiated Instruction:	Enrichment: A higher quality of work or more rigorous work than would be expected of the norm for the age group. This work should not be just more of the same.
<ul style="list-style-type: none"> Enrichment Accommodations Remediation/ Reteach 	<p>Accommodations: Students with special needs and students with limited English proficiency may need the lesson modified to accommodate their disabilities or needs. We will discuss accommodations and modifications in class.</p> <p>Remediation/Reteach: Remediation activities are ways you can reteach the learning to students who require additional instruction or practice. Select additional strategies for individual students or small groups of students who still do not "get it." Remediation is usually done after the assessment.</p>
Writing	Provide a short follow-up to the lesson that encourages students to apply what they learned by writing.

EDR 344 Literature for Children

Final Exam: Reading Interest Inventory Project

Picture this scenario: An energetic reading teacher invested hours of his/her personal time writing lesson plans and planning learning centers that incorporate required reading standards based on a popular novel. The classroom atmosphere is a print-rich environment. Stations are organized, and a schedule is planned to make sure each child gets to participate fully. After reviewing the literacy block schedule and directions, students are released to enjoy the hard work of the teacher. Despite his/her best laid plans, students collectively grumble and show little interest in reading or completing the planned activities.

What went wrong?

How can a teacher motivate students to want to have a relationship with books? Taking an inventory of the students' reading interests is a pivotal piece of a successful literacy program. When faced with the daunting day-to-day responsibilities of a typical classroom, many teachers skip this step.

For this assignment, you will read two articles about motivating students to read, review/select an informal reading inventory appropriate for administering to students during the field experience hours, compile the results of the inventory in a table or chart, and develop a plan for creating a classroom where the readers can flourish based on the results of the reading interest inventories.

Step 1:

Read the following two articles located in Canvas:

Jang, B. G., Conradi, K., McKenna, M. C., & Jones, J. S. (2015). Motivation: Approaching an elusive concept through the factors that shape it. *The Reading Teacher*, 69(2), 239-247.

Miller, D. (2012). Creating a classroom where readers flourish. *The Reading Teacher*, 66(2), 88-92.

Step 2:

Review the informal reading inventories located in Canvas and choose the one most appropriate for the grade level of the class in which you are completing your field experience hours. I have included a K-2 version, a 3-5 version, and a 6-12 version. If you would like to use one that is not in Canvas, you must e-mail it to me for approval **BEFORE** you administer it.

Step 3:

Administer the interest inventory to 5 students. The time spent administering the survey can count as part of your field experience hours.

Step 4:

Create a table or chart summarizing the students' responses. Use only the student's first name in the table. The table should provide a snapshot of each student's interests and preferred type of reading material.

Step 5: Tying it all together.

Create a word document with the following components:

5 points

Cover Sheet

- Title of Assignment
- Course Title and #
- Student Name
- Term (Fall 2019)

10 points

Introduction

- Give a brief description of the students to whom you administered the interest inventories. This should include grade level and other demographic information.
- Give a brief description of the setting and manner in which you administered the interest inventories. (self-contained/departmentalized, whole class/small group, read aloud/completed independently, etc.)

25 points

Interest Inventory Results

- Create a visual representation (table or chart) that provides a snapshot of the students' responses.
- Your visual representation should be labeled accurately, neat, and easy to read.
- Each student who completed an interest inventory should be represented.

50 points

Plan of Action (a minimum of 3 well-constructed paragraphs) This should be written as a narrative. Do not just list the questions below and answer them.

- Define reading motivation in your words and explain why you think it is an important part of a literacy program. What comes to mind when you think of students' reading motivation?
- Using information from the two articles, create a plan of action to authentically engage the students who completed the interest inventories in reading activities.
- You will use in-text citations of the articles for this part of the assignment and refer to specific students' interests.
- Some things to think about might include the following:
 - What would a classroom library look like that would engage these students?
 - How can you foster a positive attitude about reading?
 - What instructional practices would actively engage these students in reading? (making it personal and interactive)
 - How can you carve out more time for your students to read?
 - How could you monitor that students' interests are being addressed? (anecdotal records, observation logs, etc.)

10 points

Reflection

- Write a minimum of one well-constructed paragraph reflecting on what you have learned through completing this assignment (reading the articles, administering the surveys, compiling the results, creating a plan of action).
- Were you surprised by any results, etc.?

EDR 4070.10H: COMMUNICATION IN THE ELEMENTARY SCHOOL
William Carey University
School of Education
Course Syllabus – FALL 2019

Instructor: Dr. Patti Permenter **E-Mail:** ppermenter@wmcarey.edu **Phone:** 601-318-6229
In case of emergency: 601-606-9233
Office Hours: MT 10:00 AM – 12:00 PM W – 12:00- 1:00 PM Other Hours Available by Appointment

Meeting Place: F 101 **Meeting Time:** Hattiesburg Campus Wed -10:00 AM – 12:00 PM

Meeting Dates: *Hybrid Class – 4 Meeting Times on Campus

WEDNESDAY, SEPTEMBER 4 – 10:00 AM – 12:00 PM
WEDNESDAY, SEPTEMBER 25 – 10:00 AM – 12:00 PM
WEDNESDAY, OCTOBER 2 – 10:00 AM – 12:00 PM
WEDNESDAY, OCTOBER 30 – 10:00 AM – 12:00 PM



Vision: "Confident, Caring, and Reflective Professional Educators"

Course Description:

EDR 407 Communication in the Elementary School: (3 hours) Emphasis is placed on helping the elementary teacher develop best practice skills in teaching oral and written communication skills. The use of an integrated, multicultural approach is the focus with an emphasis on the inclusion of children's literature in all subject areas.

Purpose and Rationale:

This course is designed to give students who successfully complete it (a) an awareness of current, effective elementary practices and (b) a cognitive/language-based foundation for teaching language arts as a unitary, holistic process.

Attention is focused on the roles played by the natural linguistic functions of listening and speaking as direct influences on the development of learned linguistic processes of reading and writing. It is planned to help the pre-service teacher design language rich classrooms where models of effective language abound and where language is used in meaningful ways to communicate both orally and in writing in such a way that the language arts curriculum is meaningful, integrated, and personalized.

A theoretical belief in the interrelatedness of the language process is the basis of the course. The model commonly used to delineate the language processes and indicate the interrelationships among them suggests that listening, speaking, reading, writing, viewing, and visually representing are all active language processes, receptive or expressive, oral or written. This understanding of how language is used provides the rationale for an integrated rather than a discrete skills language arts program, one in which there is a natural progression from the use of oral language to the use of written language, and one in which the receptive skills of listening and reading impact and are impacted by the expressive skills of speaking and writing.

The interrelatedness of the language processes dictates the necessity of viewing a total language arts program from a developmental perspective in which characteristics of language acquisition are applicable to literacy learning.

TK20: ** One or more assignments in this course **require** submission to **two** links in CANVAS. Failure to do so will result in a grade of "I" (incomplete) in this course. If you receive an "I", you will then have one term to complete the upload to receive a reduced grade, preventing the "I" from converting to an "F" automatically. If you have questions or need help with your upload to the link that has TK20 in the title, contact your TK20 Administrator at tk20@wmcarey.edu.

Text:

Tompkins, G. E. (2016). *Language arts patterns of practice*. (9 Ed). Fresno, California State University: Pearson.

Prerequisites:

EDR 308, EDR 311, EDU 345, EDU 346, Admission to School of Education

Field Experience Requirements:

There is a ten (10) hour, field-based component at a local school.

Language Arts Standards:

- International Reading Association/National Council of Teachers of English (IRA/NCTE) Standards: <http://www.reading.org/advocacy/elastandards/standards.html>
- State by State Standards: <http://www.statestandards.com/>
- National Council for Accreditation of Teacher Education (NCATE): http://www.ncate.org/standard/m_stds.htm
- Interstate New Teacher Assessment and Support Consortium (INTASC) Principles: http://www.ccsso.org/projects/Interstate_New_Teacher_Assessment_and_Support_Consortium/
- Developing Educational Standards: <http://www.edstandards.org/standards.html>

The following documents will be used for creating lesson plans in this class:

2016 Mississippi College- and Career-Readiness Standards for English Language Arts

<https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/ELA/MS-CCR-Standards-ELA.pdf>

Mississippi College- and Career-Readiness Standards Scaffolding Documents

The primary purpose of the *2016 Mississippi College- and Career-Readiness Standards Scaffolding Documents* is to provide teachers with a deeper understanding of the Standards as they plan for classroom instruction. Based on the *2016 Mississippi College- and Career-Readiness Standards*, these documents provide a close analysis of the requirements for student mastery. Because of the rigor and depth of the Standards, scaffolding instruction to meet the needs of all learners is essential to individual success. These documents will aid teachers' understanding of how to teach the Standards through a natural progression of student mastery. <http://www.mde.k12.ms.us/ESE/ccr>

Video-conferencing at WCU: Due to a move toward online and hybrid classes, the School of Education is serious about providing students with engaging and interactive options to meet with their instructors and to collaborate with fellow students in their classes. Instructors will be offering video conferencing through the Webex platform. We encourage you to perform a test conference before class begins by clicking on this link <https://www.webex.com/test-meeting.html#>. This will test your readiness to connect to Webex. If a plug in is required, it will prompt you to download. This only has to happen once and then the browser is ready. If you use a different browser then you will have to run the test again. The chrome browser is recommended browser. You may access WebEx by downloading the app, go to <https://www.webex.com/downloads.html> for PC or Mac. For a mobile device go to the app store and search for Webex and download the free app for you mobile device. Watch a video about Webex <https://www.youtube.com/watch?v=DFznJoUjW5g>
Your instructor will send a link inviting you to join the class or group. You can access Webex via CANVAS by clicking on the Cisco Webex link on the left side of your canvas course.

Student Learning Outcomes:

The students will:	WCU	CF	EG	InTASC	ACEI	IRA
1. Develop an awareness of the interrelated nature of the language process and its effect on the instructional subdivisions of speaking, listening, reading, visually representing, and writing.	1, 2, 4	1,2	1, 5	1, 2, 9	1 2.1	1.1 1.3
2. Develop an awareness of instructional skills in each of the language arts areas of speaking, listening, reading, and writing, visually representing and viewing.	1, 2, 4	1,2	1, 5	5, 6, 8, & 9	2.1 3.1 3.4	2.1 2.2 2.3
3. Develop an understanding of and strategies for planning for instruction in the language arts for the linguistically/culturally different and exceptional students.	1, 2, 4	1,2,3	1, 2	3	3.2	3.2 3.3
4. Develop an awareness of an interdisciplinary approach to the teaching of language arts and review current literature.	1, 2, 4	1,2,5	1, 5	4, 7, 9	3.5	2.3 4.2
5. Review and discuss the issue of language arts instruction from the six language systems and language modes.	1, 2, 4	1,2	1, 6	2	1 2.1	1
6. Analyze various models of language acquisition.	1, 2, 4	1,2	1, 6		1, 2.1	
7. Develop skills and demonstrate proficiency in manuscript and cursive penmanship.	1, 2, 4	1,2,6	5		2.1	
8. Model spoken and written language usage appropriate for classroom teachers.	1, 2, 4	1,2,6	5		3.1	2.2
9. Compare techniques and methods for teaching the language arts.	1, 2, 4	1,2,5	1, 3, 4	4	3.1	2.2
10. Describe techniques for adapting instruction in reading to meet the needs of exceptional students and pupils in a linguistically and culturally diverse classroom.	1, 2, 4	1,2,3	2, 3	3	3.2	2.2
11. Prepare lesson plans and complete projects in selected language arts.	1, 2, 4	1,2,3, 4,5,6	4	4	2.1 3.4	2

Instructional Procedures and Techniques

This is a hybrid course. Instruction will be delivered through face-to-face meetings and online through CANVAS. The student will be provided with weekly discussion board topics, weekly chapter assignments, supplemental reading when appropriate, and power points. Online quizzes will be utilized to determine comprehension of chapter assignments and supplemental readings. Failure to submit an assignment by the due date will be considered as an absence during the weeks that we do not meet.

Class Requirements:

Requirement(s)		Points/ Grading	Specifics
Attendance			Attend each of the scheduled class sessions and actively participate in all class discussions and activities. Punctuality and attendance are crucial ways you demonstrate commitment to your profession. Classes involve the clarification of directions for assignments, coverage of subject content, class discussions, modeling of language arts strategies, and participation in group activities. As a courtesy to instructor and class participants, cell phones should be turned to silent. If you must respond to a text or take a call during a scheduled class, please step outside the classroom to do so.
Chapter 1 & 2 Chapter 3 Chapter 4 Chapter 5 Chapter 6 Chapter 7 Chapter 8 Chapter 11 Chapter 12	Weekly online quiz assignments are due Sunday at midnight.	200 points (20 points for each chapter)	Read each assigned chapter(s). Review chapter Power Points and any other supplemental materials provided in CANVAS. Complete the online quiz for each chapter(s) on or before the due date in CANVAS. Questions will include multiple choice and/or constructed response answers. Pay careful attention to grammar and mechanics when responding to questions requiring a constructed response. (See Appendix A).
Discussion Board Participation (8 weeks)	Weekly online discussion board - Due Sunday at midnight	120 points	Read each discussion board topic and review any supplemental materials provided. You should respond to the discussion board topic and comment on two other students' posts prior to 11:59 p.m. on Sunday of each week. Late discussion board posts will not be accepted. Each discussion board is worth 15 points. Original post – complete and thoughtful response 10 points Thoughtful reflection on two other students' posts 5 points

Mini-Lesson Plans Appendix B		100 Points (25 points each)	Create four (4) thirty to sixty minute lesson plans that illustrate the use of research-based language arts strategies. Specifications: <ul style="list-style-type: none"> • Language Modes: The mini-lesson plans should address the following different modes of language arts: 1) Reading (RL, RI, RF), 2) Listening or Talking (SL), 3) Writing (W), and 4) Viewing or Visually Representing (SL 2 & 5 & RL7, RI7). • Standards Based: References to Mississippi College- and Career- Readiness Standards ELA are mandatory for all lessons. • Formatted to Lesson Plan Template: Use the standard format for the lesson plan which includes grade level, name of selected book, specific learning outcome, procedures (teacher and student roles in detailed form) and assessment with differentiated instruction for the three areas (remediation, enrichment and accommodations). See Appendix B and template in CANVAS. • Implemented in Field Experience: Incorporate these lessons into your field experience (10 hours total). • Each lesson plan should include one manipulative or hands-on activity for each mini-lesson. Folder games and skill sheets are not acceptable. Do not just take a picture of a product you intend to buy and use as a manipulative. Embed a photo of your manipulative in the lesson plan. See Appendix C.
Mini-Lesson Plan Presentations	Lessons 1 and 2 Lesson 3	60 points (20 points each)	Present each lesson plan in class along with your manipulative and discuss how it will be used to enhance your lesson.
Trade Book Unit (TK20 Assignment)	present in class Due on canvas/TK20	120 points	<ul style="list-style-type: none"> • Create an original language arts unit with either a thematic or literature focus for students in grades K-6. For example: chapter book, author study, etc. • Instruction should be planned for 10 days/30-60 minute lessons (6 new lessons to be added to the previously developed 4 mini-lessons). • Trade-Book Focus: Use a trade book(s) as the theme or literature focus for extending language arts across the curriculum. Ex: <i>Who was or What Was Series</i> • Language Arts Standards-Based: References to Mississippi College- and Career- Readiness Standards ELA are mandatory for all lessons. Lessons must include the use of the language arts skills of listening, talking, reading, writing, viewing or visually representing. • Interdisciplinary: Handwriting, spelling, and grammar should be included as the unit extends across the curriculum to include subject areas such as science, social studies, math, and the arts. • Assessment: The lessons will include performance assessments that correlate with state frameworks for a specified grade level (i.e. rubric, checklist). • Original: The unit must be original. Any lesson plans or materials used within the last five (5) years cannot be reused. • Submit the Trade Book Unit in CANVAS and TK20 on or before the due date. This should be submitted as ONE document – not separate lesson plans. • Be prepared to present an overview of the 10 day plan in class.

Field Experience		100 points	Complete ten (10) hours of field experience that are required for this course. Two (2) of these hours must be observation, and the remaining hours must be dedicated to working with students including reading the selected exemplar text to set the tone for teaching the mini-lessons. These sessions will be supervised by a classroom teacher. Your classroom teacher will evaluate your field experience performance. Dress professionally, attend all sessions, and be on time. You are responsible for submitting hours via TK20.
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Evaluation:

As a college student and future educator, all written assignments will be assessed on the basis of three major sets of criteria:

1. **MECHANICS:** This includes such writing abilities as appropriate verb usage, appropriate use of subject-verb agreement, comma usage, use of punctuation, spelling, sentence structure, quotes, and use of APA format.
2. **CONTENT:** This involves such areas as following directions for written assignment, addressing the actual question (correct information), use of correct terminology, and adequate documentation.
3. **EXPRESSION:** This involves such writing aspects as the clarity of material, the style and format of writing, and the appropriate introduction and summary information.

Assignments are to be typed, unless otherwise indicated.

Without a documented reason, assignments will not be accepted after one week past the due date.

Assignments are due completely submitted in Canvas prior to 11:59 p.m. on the date due. If assignments are submitted incomplete prior to the deadline and submitted again completed after the deadline, points will still be deducted. Late assignments will be graded using the following scale:

1 Day Late (any time after 11:59 p.m. as per Canvas time): 10% of Points Deducted

2-3 Days Late: 25% of Points Deducted

4-7 Days Late: 50% of Points Deducted

More Than Seven Days Late: 0 Points

GRADING SCALE

A = 700-630

B = 629-560

C = 559-490

D = <489

ASSIGNMENTS	POINTS
Chapter Quizzes	200
Discussion Board Participation	120
Mini-Lesson Plans	100
Lesson Plan Presentations	60
Trade Book Unit	120
Field Experience	100
TOTAL	700

	Online SEPTEMBER 18	Online: Week 3 <ul style="list-style-type: none"> •Read Chapter 4, review power point, take quiz and complete week three Discussion Board •Mini-lesson 2 DUE 	
	CLASS MEETS ON CAMPUS SEPTEMBER 25	In Class: <ul style="list-style-type: none"> • Discuss Chapter 5 • Create Mini-Lesson Plan #3 “Writing” using instructions and template provided. • Create reading manipulative to accompany lesson plan • Present mini-lesson #1 & 2 to class (include manipulative) Online: Week 4 <ul style="list-style-type: none"> •Read Chapter 5, review power point, take quiz and complete week four Discussion Board •Mini-lesson 3 DUE 	
	Online		

5	CLASS MEETS ON CAMPUS OCTOBER 2	In Class <ul style="list-style-type: none"> • Discuss Chapter 6 • Create Mini-Lesson Plan #4 “Visualizing” using instructions and template provided. • Create reading manipulative to accompany lesson plan. • Present mini-lesson #3 in class – include manipulative Online: Week 5 <ul style="list-style-type: none"> •Read Chapter 6, review power point, take quiz and complete week five Discussion Board •Mini-lesson 4 DUE 	
	Online		

6	ONLINE OCTOBER 9	Online: Week 6 <ul style="list-style-type: none"> •READ Chapter 7 •Review and create remaining six days Trade Book Unit •Read Chapter 7, review power point, take quiz and complete week six Discussion Board 	
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7	Online OCTOBER 16	Online <ul style="list-style-type: none"> • Read Chapter 8, review power point, take quiz and complete week seven Discussion Board • Continue working on Trade Book Unit 	
8	Online OCTOBER 23	Online <ul style="list-style-type: none"> • Read Chapter 11, review power point, take quiz and complete week eight Discussion Board • Continue working on Trade Book Unit 	
9	CLASS MEETS OCTOBER 30 Online	IN CLASS <ul style="list-style-type: none"> • Present an overview of your Trade Book Unit with manipulatives in class Online <ul style="list-style-type: none"> • Read Chapter 12, review power point and take quiz • Trade Book Unit due in CANVAS and TK20 This should be submitted as ONE document – not separate lesson plans. 	
10	NOV 1	All assignments and hours should be completed	

CLASSROOM MANAGEMENT

While completing the field experience requirement for this course, it is the expectation that WCU students will create and maintain a safe, supportive, and challenging learning environment (M-STAR IV.15, TIAI 22). Suggestions for managing classroom behavior during the field experience include:

- Follow the classroom discipline plan.
- Seek to prevent classroom problems before they happen.
- Use classroom time wisely.
- Motivate students to behave by using positive reinforcement.

To assist you in classroom management, the following resources may be useful:

1. Bailey, B. (2001). *Conscious Discipline: 7 basic steps for brain smart classroom management*. Oviedo, FL: Loving Guidance, Inc.
2. Canter, L. (2009). *Assertive discipline: Positive behavior management for today's classroom*. (4th Ed.). Bloomington, IN: Solution Tree.
3. Storey, K. & Post, M. (2012). *Positive behavior supports in classrooms and schools: Effective and practical strategies for teachers and other service providers*.
4. Wong, H.K. & Wong, R.T. (2009). *The first days of school: How to be an effective teacher*. (4th Ed.). Sunnyvale, CA: Harry K. Wong Publications.
5. www.disciplinehelp.com

ATTENDANCE

Students are expected to participate in class weekly via online assignments. Failure to submit a weekly assignment on the due date will be counted as an absence. The William Carey Catalog states that no one may receive credit for a course in which 25% of the classes are missed including online classes. Remember, there is no differentiation between excused and unexcused absences at the college level. It is the student's responsibility to provide documentation and notification of university activity absences.

STATEMENT OF ACADEMIC INTEGRITY

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University's academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean's office, and each campus dean's office.

DISASTER PLAN STATEMENT

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website <http://wmcarey.edu>, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university's course management system at <https://wmcarey.instructure.com>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through SaderWatch, the WCU emergency message service. Sign up instructions can be found at <http://wmcarey.edu/saderwatch>.

SEXUAL MISCONDUCT STATEMENT

It is the policy of William Carey University to comply with all federal and state laws governing sexual misconduct. Further, William Carey University reaffirms its principle, as well as Title IX of the Education Amendments Act of 1972, that all students have a right to be free from sexual discrimination in the form of sexual harassment and sexual violence. Students are referred to the Student Handbook, The Translation (The Red Book), for policy statements regarding sexual harassment and sexual assault and for procedures for reporting and responding to sexual offenses. The policies and procedures may also be found on the university's website under Campus Life – Security. <http://wmcarey.edu/sexual-misconduct>

AMERICANS WITH DISABILITIES ACT

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact Ms. Valerie Bridgeforth, 601-318-6188, Student Services Office in Lawrence Hall.

TOBACCO-FREE CAMPUS: William Carey University is a tobacco-free campus. All WCU students are asked to respect this policy by refraining from smoking or other tobacco use while on campus.

INCOMPLETES: All of the following criteria must be met in order for a student to receive an incomplete:

- Class (and university) attendance requirements must have been met;
- 80% of the required work for the class must have been done;
- The student must be passing the class at the time the incomplete is granted;
- The student must request the incomplete on the WCU incomplete request form prior to the time at which faculty must submit grades;
- The student must have provided appropriate documentation regarding the reason for requesting the incomplete (e. g., accident reports, medical records, etc.)
- The Academic Dean must have determined that unavoidable circumstances have prevented the student from completing the course on schedule.

If any one of the above conditions is not met, a student cannot receive an incomplete for the course.

NOTE: This syllabus is subject to revision due to student needs, time constraints, or other unforeseen circumstances that may arise.

PROFESSIONAL JOURNALS AND MAGAZINES

Language Arts

Reading Improvement

Phi Delta Kappan

The Journal of Special Education

Journal The Reading Teacher (International Reading Association)

Journal of Reading (International Reading Association)

Educational Leadership

Mississippi Reading Journal

TESOL Quarterly

School Library

**William Carey University
School of Education
Assessment System Foundation**

The School of Education’s Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission, School of Education’s Conceptual Framework (CF) and Outcomes, School of Education’s Education Goals (EG), Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

Mission	Outcome
William Carey University Expanded Statement of Mission	WCU 1- Provide academic programs to promote student learning. WCU 2-Promote Christian development and social responsibility. WCU 3-Strengthen ties with Baptist churches, associations, and conventions. WCU 4-Provide an environment that supports student learning. WCU 5-Strengthen organizational and operational effectiveness. WCU 6-Strengthen financial resources.
School of Education Conceptual Framework and Outcomes	CF-Confident, Caring, and Reflective Professional Educators CF 1-An innovative thinker CF 2-An effective communicator CF 3-An advocate for diverse learners CF 4-An integrator of technology CF 5-A life-long learner CF 6-A steward of the profession
School of Education Goals	EG 1-Apply current research and technology related to the teaching-learning-assessment process. EG 2-Respond sensitively to individual differences and diversity. EG 3-Understand and anticipate the needs of a global society. EG 4-Plan and implement learning experiences that support the highest level of student potential. EG 5-Continue to reflect, refine, and revise professional practices. EG 6-Collaborate with others to promote learning.
Interstate Teacher Assessment and Support Consortium (InTASC) Standards	1-Learner Development 2-Learner Differences 3-Learning Environment 4-Content Knowledge 5-Application of Content 6-Assessment 7-Planning for Instruction 8-Instructional Strategies 9-Professional Learning and Ethical Practice 10-Leadership and Collaboration
Learned Societies (SPA)	Association of Childhood Education International (ACEI) Council for Exceptional Children (CEC) Educational Leadership Constituency Council (ELCC) National Association for Sport and Physical Education (NASPE) National Association for the Gifted Child (NAGC) National Council for Social Studies (NCSS) National Council for Teachers of English (NCTE) National Council for Teachers of Mathematics (NCTM) National Science Teachers Association (NSTA)
Professional dispositions	All WCU candidates will: <ol style="list-style-type: none"> 1. Exhibit professional behaviors that indicate all students can learn and are a vital part of the learning environment; 2. Collaborate and seek to create positive relationships with all stakeholders to improve the learning environment; 3. Exhibit an awareness of all students’ needs; 4. Exhibit poise, mature reflection, and sound judgment; 5. Engage in ongoing reflection, self-evaluation, and improvement in the profession; and 6. Act as a steward of the profession.

APPENDIX A

William Carey University - APA Ledger Comments

Directions: Use this table to identify and interpret common spelling, grammatical, and APA formatting errors.		
Spelling /Formatting Errors		
S1	Spelling Error	Use spell check function of word processing program. Remember that misused words that are spelled correctly or words written in ALL CAPS will not be caught.
F1	Formatting Error	Assignments should be typed, double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides. You should use a clear font that is highly readable. APA recommends using 12 pt. Times New Roman font.
Common Grammatical Errors		
G1	Subject/Verb Agreement Singular/Plural Agreement	Verbs must agree in terms of plurality with their subjects. Example: He argues... they argue. Remember: The word <i>data</i> is plural (singular form <i>datum</i>), so use a plural verb i.e. The data indicate....
G2	Noun/Pronoun Agreement	Pronouns must agree with the nouns they replace. Use singular pronouns (I, he, she, it) to replace singular nouns and plural pronouns (we, they, them) to replace plural nouns. Example: The client... he or she; Clients... they.
G3	Who, Whom, Which, & That	<i>Who</i> is the subject of a verb; <i>whom</i> is the object of a verb. Example: Who will be representing whom? <i>Who</i> is used to refer to people; <i>that</i> or <i>which</i> are used for animals and inanimate objects. Consistent use of that for restrictive clauses (essential to the meaning of the sentence) and which for nonrestrictive clauses (merely adding further information and set off with commas) will help make your writing clear and precise.
G4	Prepositions	Never conclude a sentence with a preposition.
G5	Proper Nouns	Capitalize specific names and titles; Do not capitalize generic or non-specific titles. Examples: principal of school, Dr. Jones, Principal of West Middle School
G6	Key Terms	Use italics rather than quotation marks to identify key terms and/or idiomatic expressions.
G7	Sentence Structure	Awkward sentence structure/use of colloquial (slang terms); meaning of the sentence is unclear. Reword this sentence. Remember: State ideas simply and clearly.
G8	Sentence Structure	Sentence fragment
G9	Sentence Structure	Run-on sentence
G10	First Person	When writing in APA Style, you rarely use the first person point of view ("I studied ..."). First person is not often found in APA publications unless the writer is a senior scholar who has earned some credibility to speak as an expert in the field. You should use the third person point of view ("The study showed ..."). First person is acceptable in this course when submitting a reflection or evaluation of a topic, study, or text.
G11	Titles	Capitalize the major words in the titles of books, articles, and songs (but not short prepositions or the articles "the," "a," or "an," if they are not the first word of the title). Underline the titles of books, magazines, newspapers, academic journals, films, television shows, long poems, plays, operas, musical albums, works of art, and websites when writing them by hand. When typing, put those titles in

G11	Titles (continued)	<i>italics</i> . Use quotations marks for titles of short or minor works, songs, short stories, essays, short poems, one act plays, chapters in books, articles in newspapers/magazines/journals, and episodes of a television or radio series.
Common Punctuation Errors		
P1	Comma: Series	Use a comma to separate words in a series including the word before the conjunction. Example: ...friends, Romans, and countrymen.
P2	Comma: Compound Sentences	Use a comma to separate two sentences joined by a conjunction. Example: The school is an elementary school, but it also serves as the site for the adult education program.
P3	Comma: Introductory Clauses, phrases, words	Use commas after introductory a) clauses, b) phrases, or c) words that come before the main clause.
P4	Comma Splice	A comma splice occurs when two independent clauses are connected with only a comma. Example: My family and I bake together almost every night, we then get to enjoy everything we make together.
P5	Semi-colon	Use a semi-colon to separate two complete but related sentences. Conjunctions such as <i>however</i> and <i>therefore</i> should be followed by a comma. Example: Resuscitation was implemented promptly; however, the patient did not survive. Use a semi-colon to separate elements or phrases in a series that contain commas. Example: ...teachers, students, and guests; and administrators, evaluators, and others....
P6	Colon	Used to join an independent clause (complete sentence) and a dependent clause (incomplete sentence).
P7	Quotation Marks	Used to introduce slang, invented, or coined expressions. Technical or <i>key terms</i> are denoted with italics rather than quotation marks. Used to identify short (< 40 words) quotations within a paragraph.
P8	Seriation	Seriation helps readers understand the organization of key points within sections, paragraphs, and sentences. The most common error: writer does not identify elements in a series by lowercase letters in parentheses.
P9	Ampersand &	Used between authors in parentheses and in the reference list; use the word 'and' when citing reference authors in the body of the text.
Common Reference Citation Errors		
R1	Authors	List references alphabetically by authors' last names. Give last name, first & middle initials only (space between initials). No titles or abbreviations (Dr., RN, PhD, etc.)
R2	Capitalization	Capitalize proper nouns and all major words in titles of books or journals. Example: <i>Educational Leadership</i>
R3	Capitalization of Journal Articles	When referring to books, chapters, articles, or Web pages, capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns. Do not capitalize the first letter of the second word in a hyphenated compound word. Example: Are we motivating students with data? <i>Educational Leadership, 41, 213-214</i>
R4	Volume & Issue Numbers	Always give the volume number of a journal, magazine, or newsletter. Example: <i>Educational Leadership, 41,</i>
R5	Page Numbers	Give the page number or range of pages used in the reference. Do not use p. or pp.
R6	Publisher and Location	Always include the publisher and location of books. Example: Upper Saddle Ridge, NJ: Pearson.
R7	Electronic Source and Locator Info	Use digital object identifier (DOI). Look on the first page of the printed article close to the copyright information for the unique DOI. However, not all journals have begun to use the DOI.
R8	Hanging Indention	All lines after the first line of each entry in your reference list should be indented one-half inch from the left margin. This is called hanging indentation.

APPENDIX B Mini-Lesson Plan Instructions

DO NOT USE THIS AS YOUR TEMPLATE - USE THE TEMPLATE IN CANVAS!

Title of Trade Book:	Grade: Circle One: Reading Writing Listening/Talking Viewing or Visually Representing
Components	
Mississippi College- and Career- Readiness Standards	The Standard is the national or state standard which is the broad curricular purpose or goal of the lesson. The Mississippi College- and Career- Readiness Standards for English Language Arts (ELA) will be used in this course. 2016 Mississippi College- and Career- Readiness Standards for English Language Arts https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/ELA/2016-MS-CCRS-ELA.pdf
Specific Learning Outcomes (SLO)	The Specific Learning Outcome is the more specific objective related to the broad curriculum standard. This part of the lesson specifies what the students should be able to do, understand, and care about as a result of the teaching.
Focus Statement/ I Can Statement	The I Can Statements are clear statements that identify each goal that is necessary in order to master the objective. The statements are brief and only contain the goal for one standard or a component of one standard. The statements are written in student talk rather than educational jargon.
Academic Vocabulary	
Procedure	Getting Ready to Learn <ul style="list-style-type: none"> • Anticipatory Set/Hook: Grab the students' attention or relate the experiences of the students to the objectives of the lesson. • Set Purpose: Describe the reason for this lesson and make the learning relevant. • Pre-Test: Administer a pre-test to determine a starting point for your lesson. Instruction <ul style="list-style-type: none"> • Information: Provide the information needed for students to gain the knowledge or skill through lecture, discussion, books, pictures, etc. • Modeling: Use the teaching materials to show students examples of what is expected as an end product of their work. • Manipulative: Include a learning tool to provide a "hands-on" learning experience for the student. Guided Practice <ul style="list-style-type: none"> • Guided Practice: Check for understanding and provide feedback without grading it. Students should practice information just taught. You are guiding their learning. This could be whole-class, small-group activity with teacher supervision, or a partner activity with teacher supervision. The learning is active (not silent reading without specific goals or mindless completion of a worksheet). Guided Independent Practice <ul style="list-style-type: none"> • This part of the lesson allows students an opportunity to demonstrate their understanding of the lesson by working through an activity or exercise under the teacher's supervision. This is the time for the teacher to move around the room and determine the level of mastery and to provide individual remediation, if necessary. This should mirror the guided practice. Closure <ul style="list-style-type: none"> • Close the lesson with a short review or clarification of the key points of a lesson. Summarize the learning of the day and discuss how it fits into the big vision for learning. Students can demonstrate what they know and can do by completing an exit ticket.
Materials	List ALL materials needed for this lesson.
Assessment	This part of the lesson plan is where the teacher assesses the final outcome of the lesson to determine the extent that the learning objectives were achieved. It can be a post-test, but it does not have to be. Teacher observation and rubrics are types of assessment. ALL lessons should involve some type of assessment.
Differentiated Instruction: <ul style="list-style-type: none"> • Enrichment • Accommodations • Remediation/ Reteach 	Enrichment: A higher quality of work or more rigorous work than would be expected of the norm for the age group. This work should not be just more of the same. Accommodations: Students with special needs and students with limited English proficiency may need the lesson modified to accommodate their disabilities or needs. We will discuss accommodations and modifications in class. Remediation/Reteach: Remediation activities are ways you can reteach the learning to students who require additional instruction or practice. Select additional strategies for individual students or small groups of students who still do not "get it." Remediation is usually done after the assessment.
Writing	Provide a short follow-up to the lesson that encourages students to apply what they learned by writing.

Appendix C
Manipulative for Mini-Lesson Plan Rubric

Manipulative for Mini-Lesson: Create one manipulative (hands-on activity) for each for each mini-lesson:

1) Reading, 2) Listening or Talking, 3) Writing, and 4) Viewing or Visually Representing.

Folder games and activity sheets are not acceptable. Submit a photo of your manipulative in CANVAS. One way to do this is to create a word document and insert your picture.

Content	Minimal Effort	Met Expectations	Above Expectations	Possible Points = 80
Manipulative for Reading (R) Mini-Lesson Plan	Incomplete -Poor quality -Little relevance to reading instruction (0-5 Points)	Moderate quality -Mostly relevant to reading instruction (6-14 points)	-High quality/ original -Relevant to reading instruction (15-20 points)	20
Manipulative for Writing (W) Mini-Lesson	-Incomplete -Poor quality -Little relevance to writing instruction (0-5 Points)	-Moderate quality -Mostly relevant to writing instruction (6-14 points)	-High quality/ original -Relevant to writing instruction (15-20 points)	20
Manipulative for Listening or Talking (L/T) Mini-Lesson Plan	-Incomplete -Poor quality -Little relevance to listening or talking instruction (0-5 Points)	-Moderate quality -Mostly relevant to listening or talking instruction (6-14 points)	-High quality/ Original -Relevant to listening or talking instruction (15-20 points)	20
Manipulative for Viewing/Visually Representing (V/VR) Mini-Lesson	-Incomplete -Poor quality -Little relevance to viewing/visually representing instruction (0-5 Points)	-Moderate quality -Mostly relevant to viewing/visually representing instruction (6-14 points)	-High quality/ original -Relevant to viewing/visually representing instruction (15-20 points)	20
Total				

Appendix D Trade Book Unit Instructions

Create an original language arts unit with either a thematic or literature focus for students in grades 1-6. For example: chapter book, author study, theme (weather, fall, spiders), etc. Instruction should be planned for 10 school days.

The novel/topic/theme will need to be approved by the instructor prior to beginning the unit.

Specifications:

- **Trade-Book Focus:** Use a trade book(s) as the theme or focus for extending language arts across the curriculum. Each unit should contain 3 texts (exemplar text -poetry-non-fiction).
- **Language Arts Standards-Based:** Language arts plans must be submitted. References to Mississippi College- and Career- Readiness Standards ELA are mandatory for all lessons. Lessons must include the use of the language arts skills **of listening, talking, reading, writing, viewing or visually representing**.
- **Interdisciplinary: Handwriting, spelling, and grammar** should be included as the unit extends across the curriculum to include subject areas such as **science, social studies, math, and the arts**.
- **Technology Focus:** At least one lesson must include technology such as white board use, chrome books for research...
- **Assessment:** The lessons will include performance assessments that correlate with state frameworks for a specified grade level (i.e. rubric, checklist).
- **Original:** The unit must be original. **Any lesson plans or materials used within the last five (5) years cannot be reused.**

Submit the Trade Book Unit in CANVAS and TK20 on or before the due date and time.

This should be submitted as ONE document – not separate lesson plans.

You will use the Trade Book Unit Template provided in Canvas, which has been designed to meet the TK20 Integrated Evaluation Rubric requirements. (See next page for required format and point value for each component.)

EDR 407 Trade Book Unit 120 points

Part I: Cover Sheet - (Course Number, Course Name, University, Trimester Information –Winter 2018, Student Name)

This should be the first page of your document. 5 points

Part II: Book List - This should include the title and author of the texts you use in your unit. 5 points

Part III: Lesson plans for 10 days of instruction. Use the template below for each day. Each day's lesson plan will be worth 10 points.

Part IV: Reflection - Reflection identifies successful and unsuccessful procedures and states reasons for each. Gives ideas for future planning. This should be placed after Day 10 of your unit. 5 points

Subject: Language Arts Grade: Trade Book/Theme:	Day: 1 Circle One: Reading Writing Listening/Talking Viewing/Visually Representing Handwriting Spelling Grammar
Lesson Plan Components	
Common Core State Standards (MS College and Career Readiness Standards:	
Specific Learning Outcomes	
Focus Statement or "I Can Statement"	
Academic Vocabulary	
Procedure	<p>Get Ready to Learn: (Anticipatory Set/Hook, Pre-Test)</p> <ul style="list-style-type: none"> • TTW • TSW <p>Instruction (Information, Modeling, Manipulative)</p> <ul style="list-style-type: none"> • TTW • TSW <p>Guided Practice (Check for understanding/Provide feedback)</p> <ul style="list-style-type: none"> • TTW • TSW <p>Guided Independent Practice (This should mirror Guided Practice in Procedures.)</p> <ul style="list-style-type: none"> • TSW • TTW observe students as they work, clear up misconceptions, and provide remediation as needed. <p>Closure (Review/Clarify Key Points)</p> <ul style="list-style-type: none"> • TTW • TSW
Materials	
Assessment	<ul style="list-style-type: none"> • TTW • TSW
Differentiated Instruction	<p>Enrichment (Higher quality/level work – not more of the same)</p> <ul style="list-style-type: none"> • TTW • TSW <p>Accommodations (Special Needs/ESL)</p> <ul style="list-style-type: none"> • TTW • TSW <p>Remediation/Reteach (Extra practice or instruction to reteach)</p> <ul style="list-style-type: none"> • TTW • TSW
Writing	<ul style="list-style-type: none"> • TTW • TSW

TK20 Integrated Evaluation Rubric

	Unacceptable 1	Emerging 2	Acceptable 3	Target 4
Cover Page	Information Required is Missing		All information for the page is complete.	
Bulletin Board Pic	Board plans are missing.		Board plans can somewhat teach a skill.	
Book List with author name(s)	The book list for the unit is missing.		The book list is included, titles match and # is correct.	
College- and Career-Readiness Standards	Standards are missing or not listed by content area.	Standards are used but no integration is evident.	Standards are used and listed by content area. Most activities in procedure match the standards.	Standards are used and two content areas are listed. All activities match the standards.
Objectives/Specific Learning Outcomes	Objectives are not written in DOK terms and/or do not relate to standards.	Objectives are listed and may relate to standards.	Objectives are listed and mostly relate to standards.	Objectives are listed and written in DOK/cognitive taxonomy terms, and clearly relate to the specific standards. Additionally, they are written in measurable terms.
Procedure with Materials, Technology, and Supplies	Activities are listed but they are difficult to follow and do not relate well to objectives. No materials list & no technology.	Not easy to follow, few relate to objectives. Activities do provide learning opportunities (not enough teaching to cover the objectives). Limited materials listed & limited technology used.	Somewhat clear & with a few exceptions relate to objectives. Somewhat easy to follow (needs more teaching). Materials listed & some technology evident.	Clearly stated and relates to objectives. Clear evidence of introduction, development, and closing. Easy to follow and logically sequenced. Both teacher and student centered. Materials, supplies, & technology clearly listed.
Assessment	No procedure for evaluation listed.	Procedures for evaluation are listed but do not match objectives.	Evaluation procedures are listed & are somewhat appropriate to the objectives. Uses observation only.	Procedures for evaluation are listed & are appropriate to the objectives. Documentation is used & referred to in the lesson plan.
Differentiated Instruction	No differentiated activities are listed.	Differentiated instruction activities are listed, but they do not relate to an objective.	Differentiated instruction activities are listed but are not clearly related to an objective.	Differentiated instruction activities listed and clearly relate to at least one objective. (Enrichment, remediation, & accommodation)
Reflection	Reflection is not included.	No ideas given for why procedures & activities were successfully or unsuccessful.	Reflection identifies successful & unsuccessful procedures. No ideas for future lessons.	Reflection identifies successful and unsuccessful procedures and states reasons for each. Gives ideas for future planning.

EDR 4070.11H: COMMUNICATION IN THE ELEMENTARY SCHOOL
William Carey University
School of Education
Course Syllabus – FALL 2019

Instructor: Dr. Patti Permenter **E-Mail:** ppermenter@wmcarey.edu **Phone:** 601-318-6229
In case of emergency: 601-606-9233
Office Hours: MT 10:00 AM – 12:00 PM W – 12:00- 1:00 PM Other Hours Available by Appointment

Meeting Place: Orange Room – Crosby Hall
Meeting Time: PRCC Poplarville Wed -4:00 PM – 6:00 PM

Meeting Dates: *Hybrid Class – 4 Meeting Times

WEDNESDAY, SEPTEMBER 4 – 4:00 PM – 6:00 PM
WEDNESDAY, SEPTEMBER 25 – 4:00 PM – 6:00 PM
WEDNESDAY, OCTOBER 2 – 4:00 PM – 6:00 PM
WEDNESDAY, OCTOBER 30 – 4:00 AM – 6:00 PM



Vision: "Confident, Caring, and Reflective Professional Educators"

Course Description:

EDR 407 Communication in the Elementary School: (3 hours) Emphasis is placed on helping the elementary teacher develop best practice skills in teaching oral and written communication skills. The use of an integrated, multicultural approach is the focus with an emphasis on the inclusion of children's literature in all subject areas.

Purpose and Rationale:

This course is designed to give students who successfully complete it (a) an awareness of current, effective elementary practices and (b) a cognitive/language-based foundation for teaching language arts as a unitary, holistic process.

Attention is focused on the roles played by the natural linguistic functions of listening and speaking as direct influences on the development of learned linguistic processes of reading and writing. It is planned to help the pre-service teacher design language rich classrooms where models of effective language abound and where language is used in meaningful ways to communicate both orally and in writing in such a way that the language arts curriculum is meaningful, integrated, and personalized.

A theoretical belief in the interrelatedness of the language process is the basis of the course. The model commonly used to delineate the language processes and indicate the interrelationships among them suggests that listening, speaking, reading, writing, viewing, and visually representing are all active language processes, receptive or expressive, oral or written. This understanding of how language is used provides the rationale for an integrated rather than a discrete skills language arts program, one in which there is a natural progression from the use of oral language to the use of written language, and one in which the receptive skills of listening and reading impact and are impacted by the expressive skills of speaking and writing.

The interrelatedness of the language processes dictates the necessity of viewing a total language arts program from a developmental perspective in which characteristics of language acquisition are applicable to literacy learning.

TK20: ** One or more assignments in this course **require** submission to **two** links in CANVAS. Failure to do so will result in a grade of "I" (incomplete) in this course. If you receive an "I", you will then have one term to complete the upload to receive a reduced grade, preventing the "I" from converting to an "F" automatically. If you have questions or need help with your upload to the link that has TK20 in the title, contact your TK20 Administrator at tk20@wmcarey.edu.

Text:

Tompkins, G. E. (2016). *Language arts patterns of practice*. (9 Ed). Fresno, California State University: Pearson.

Prerequisites:

EDR 308, EDR 311, EDU 345, EDU 346, Admission to School of Education

Field Experience Requirements:

There is a ten (10) hour, field-based component at a local school.

Language Arts Standards:

- International Reading Association/National Council of Teachers of English (IRA/NCTE) Standards: <http://www.reading.org/advocacy/elastandards/standards.html>
- State by State Standards: <http://www.statestandards.com/>
- National Council for Accreditation of Teacher Education (NCATE): http://www.ncate.org/standard/m_stds.htm
- Interstate New Teacher Assessment and Support Consortium (INTASC) Principles: http://www.ccsso.org/projects/Interstate_New_Teacher_Assessment_and_Support_Consortium/
- Developing Educational Standards: <http://www.edstandards.org/standards.html>

The following documents will be used for creating lesson plans in this class:

2016 Mississippi College- and Career-Readiness Standards for English Language Arts

<https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/ELA/MS-CCR-Standards-ELA.pdf>

Mississippi College- and Career-Readiness Standards Scaffolding Documents

The primary purpose of the *2016 Mississippi College- and Career-Readiness Standards Scaffolding Documents* is to provide teachers with a deeper understanding of the Standards as they plan for classroom instruction. Based on the *2016 Mississippi College- and Career-Readiness Standards*, these documents provide a close analysis of the requirements for student mastery. Because of the rigor and depth of the Standards, scaffolding instruction to meet the needs of all learners is essential to individual success. These documents will aid teachers' understanding of how to teach the Standards through a natural progression of student mastery. <http://www.mde.k12.ms.us/ESE/ccr>

Video-conferencing at WCU: Due to a move toward online and hybrid classes, the School of Education is serious about providing students with engaging and interactive options to meet with their instructors and to collaborate with fellow students in their classes. Instructors will be offering video conferencing through the Webex platform. We encourage you to perform a test conference before class begins by clicking on this link <https://www.webex.com/test-meeting.html#>. This will test your readiness to connect to Webex. If a plug in is required, it will prompt you to download. This only has to happen once and then the browser is ready. If you use a different browser then you will have to run the test again. The chrome browser is recommended browser. You may access WebEx by downloading the app, go to <https://www.webex.com/downloads.html> for PC or Mac. For a mobile device go to the app store and search for Webex and download the free app for you mobile device. Watch a video about Webex <https://www.youtube.com/watch?v=DFznJoUjW5g>

Your instructor will send a link inviting you to join the class or group. You can access Webex via CANVAS by clicking on the Cisco Webex link on the left side of your canvas course.

Student Learning Outcomes:

The students will:	WCU	CF	EG	InTASC	ACEI	IRA
1. Develop an awareness of the interrelated nature of the language process and its effect on the instructional subdivisions of speaking, listening, reading, visually representing, and writing.	1, 2, 4	1,2	1, 5	1, 2, 9	1 2.1	1.1 1.3
2. Develop an awareness of instructional skills in each of the language arts areas of speaking, listening, reading, and writing, visually representing and viewing.	1, 2, 4	1,2	1, 5	5, 6, 8, & 9	2.1 3.1 3.4	2.1 2.2 2.3
3. Develop an understanding of and strategies for planning for instruction in the language arts for the linguistically/culturally different and exceptional students.	1, 2, 4	1,2,3	1, 2	3	3.2	3.2 3.3
4. Develop an awareness of an interdisciplinary approach to the teaching of language arts and review current literature.	1, 2, 4	1,2,5	1, 5	4, 7, 9	3.5	2.3 4.2
5. Review and discuss the issue of language arts instruction from the six language systems and language modes.	1, 2, 4	1,2	1, 6	2	1 2.1	1
6. Analyze various models of language acquisition.	1, 2, 4	1,2	1, 6		1, 2.1	
7. Develop skills and demonstrate proficiency in manuscript and cursive penmanship.	1, 2, 4	1,2,6	5		2.1	
8. Model spoken and written language usage appropriate for classroom teachers.	1, 2, 4	1,2,6	5		3.1	2.2
9. Compare techniques and methods for teaching the language arts.	1, 2, 4	1,2,5	1, 3, 4	4	3.1	2.2
10. Describe techniques for adapting instruction in reading to meet the needs of exceptional students and pupils in a linguistically and culturally diverse classroom.	1, 2, 4	1,2,3	2, 3	3	3.2	2.2
11. Prepare lesson plans and complete projects in selected language arts.	1, 2, 4	1,2,3, 4,5,6	4	4	2.1 3.4	2

Instructional Procedures and Techniques

This is a hybrid course. Instruction will be delivered through face-to-face meetings and online through CANVAS. The student will be provided with weekly discussion board topics, weekly chapter assignments, supplemental reading when appropriate, and power points. Online quizzes will be utilized to determine comprehension of chapter assignments and supplemental readings. Failure to submit an assignment by the due date will be considered as an absence during the weeks that we do not meet.

Class Requirements:

Requirement(s)		Points/ Grading	Specifics
Attendance			Attend each of the scheduled class sessions and actively participate in all class discussions and activities. Punctuality and attendance are crucial ways you demonstrate commitment to your profession. Classes involve the clarification of directions for assignments, coverage of subject content, class discussions, modeling of language arts strategies, and participation in group activities. As a courtesy to instructor and class participants, cell phones should be turned to silent. If you must respond to a text or take a call during a scheduled class, please step outside the classroom to do so.
Chapter 1 & 2 Chapter 3 Chapter 4 Chapter 5 Chapter 6 Chapter 7 Chapter 8 Chapter 11 Chapter 12	Weekly online quiz assignments are due Sunday at midnight.	200 points (20 points for each chapter)	Read each assigned chapter(s). Review chapter Power Points and any other supplemental materials provided in CANVAS. Complete the online quiz for each chapter(s) on or before the due date in CANVAS. Questions will include multiple choice and/or constructed response answers. Pay careful attention to grammar and mechanics when responding to questions requiring a constructed response. (See Appendix A).
Discussion Board Participation (8 weeks)	Weekly online discussion board - Due Sunday at midnight	120 points	Read each discussion board topic and review any supplemental materials provided. You should respond to the discussion board topic and comment on two other students' posts prior to 11:59 p.m. on Sunday of each week. Late discussion board posts will not be accepted. Each discussion board is worth 15 points. Original post – complete and thoughtful response 10 points Thoughtful reflection on two other students' posts 5 points

Mini-Lesson Plans Appendix B		100 Points (25 points each)	Create four (4) thirty to sixty minute lesson plans that illustrate the use of research-based language arts strategies. Specifications: <ul style="list-style-type: none"> • Language Modes: The mini-lesson plans should address the following different modes of language arts: 1) Reading (RL, RI, RF), 2) Listening or Talking (SL), 3) Writing (W), and 4) Viewing or Visually Representing (SL 2 & 5 & RL7, RI7). • Standards Based: References to Mississippi College- and Career- Readiness Standards ELA are mandatory for all lessons. • Formatted to Lesson Plan Template: Use the standard format for the lesson plan which includes grade level, name of selected book, specific learning outcome, procedures (teacher and student roles in detailed form) and assessment with differentiated instruction for the three areas (remediation, enrichment and accommodations). See Appendix B and template in CANVAS. • Implemented in Field Experience: Incorporate these lessons into your field experience (10 hours total). • Each lesson plan should include one manipulative or hands-on activity for each mini-lesson. Folder games and skill sheets are not acceptable. Do not just take a picture of a product you intend to buy and use as a manipulative. Embed a photo of your manipulative in the lesson plan. See Appendix C.
Mini-Lesson Plan Presentations	Lessons 1 and 2 Lesson 3	60 points (20 points each)	Present each lesson plan in class along with your manipulative and discuss how it will be used to enhance your lesson.
Trade Book Unit (TK20 Assignment)	present in class Due on canvas/TK20	120 points	<ul style="list-style-type: none"> • Create an original language arts unit with either a thematic or literature focus for students in grades K-6. For example: chapter book, author study, etc. • Instruction should be planned for 10 days/30-60 minute lessons (6 new lessons to be added to the previously developed 4 mini-lessons). • Trade-Book Focus: Use a trade book(s) as the theme or literature focus for extending language arts across the curriculum. Ex: <i>Who was or What Was Series</i> • Language Arts Standards-Based: References to Mississippi College- and Career- Readiness Standards ELA are mandatory for all lessons. Lessons must include the use of the language arts skills of listening, talking, reading, writing, viewing or visually representing. • Interdisciplinary: Handwriting, spelling, and grammar should be included as the unit extends across the curriculum to include subject areas such as science, social studies, math, and the arts. • Assessment: The lessons will include performance assessments that correlate with state frameworks for a specified grade level (i.e. rubric, checklist). • Original: The unit must be original. Any lesson plans or materials used within the last five (5) years cannot be reused. • Submit the Trade Book Unit in CANVAS and TK20 on or before the due date. This should be submitted as ONE document – not separate lesson plans. • Be prepared to present an overview of the 10 day plan in class.

Field Experience		100 points	Complete ten (10) hours of field experience that are required for this course. Two (2) of these hours must be observation, and the remaining hours must be dedicated to working with students including reading the selected exemplar text to set the tone for teaching the mini-lessons. These sessions will be supervised by a classroom teacher. Your classroom teacher will evaluate your field experience performance. Dress professionally, attend all sessions, and be on time. You are responsible for submitting hours via TK20.
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Evaluation:

As a college student and future educator, all written assignments will be assessed on the basis of three major sets of criteria:

1. **MECHANICS:** This includes such writing abilities as appropriate verb usage, appropriate use of subject-verb agreement, comma usage, use of punctuation, spelling, sentence structure, quotes, and use of APA format.
2. **CONTENT:** This involves such areas as following directions for written assignment, addressing the actual question (correct information), use of correct terminology, and adequate documentation.
3. **EXPRESSION:** This involves such writing aspects as the clarity of material, the style and format of writing, and the appropriate introduction and summary information.

Assignments are to be typed, unless otherwise indicated.

Without a documented reason, assignments will not be accepted after one week past the due date.

Assignments are due completely submitted in Canvas prior to 11:59 p.m. on the date due. If assignments are submitted incomplete prior to the deadline and submitted again completed after the deadline, points will still be deducted. Late assignments will be graded using the following scale:

1 Day Late (any time after 11:59 p.m. as per Canvas time): 10% of Points Deducted

2-3 Days Late: 25% of Points Deducted

4-7 Days Late: 50% of Points Deducted

More Than Seven Days Late: 0 Points

GRADING SCALE

A = 700-630

B = 629-560

C = 559-490

D = <489

ASSIGNMENTS	POINTS
Chapter Quizzes	200
Discussion Board Participation	120
Mini-Lesson Plans	100
Lesson Plan Presentations	60
Trade Book Unit	120
Field Experience	100
TOTAL	700

	Online SEPTEMBER 18	Online: Week 3 <ul style="list-style-type: none"> •Read Chapter 4, review power point, take quiz and complete week three Discussion Board •Mini-lesson 2 DUE 	
	CLASS MEETS ON CAMPUS SEPTEMBER 25	In Class: <ul style="list-style-type: none"> • Discuss Chapter 5 • Create Mini-Lesson Plan #3 “Writing” using instructions and template provided. • Create reading manipulative to accompany lesson plan • Present mini-lesson #1 & 2 to class (include manipulative) Online: Week 4 <ul style="list-style-type: none"> •Read Chapter 5, review power point, take quiz and complete week four Discussion Board •Mini-lesson 3 DUE 	
	Online		

5	CLASS MEETS ON CAMPUS OCTOBER 2	In Class <ul style="list-style-type: none"> • Discuss Chapter 6 • Create Mini-Lesson Plan #4 “Visualizing” using instructions and template provided. • Create reading manipulative to accompany lesson plan. • Present mini-lesson #3 in class – include manipulative Online: Week 5 <ul style="list-style-type: none"> •Read Chapter 6, review power point, take quiz and complete week five Discussion Board •Mini-lesson 4 DUE 	
	Online		

6	ONLINE OCTOBER 9	Online: Week 6 <ul style="list-style-type: none"> •READ Chapter 7 •Review and create remaining six days Trade Book Unit •Read Chapter 7, review power point, take quiz and complete week six Discussion Board 	
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7	Online OCTOBER 16	Online <ul style="list-style-type: none"> • Read Chapter 8, review power point, take quiz and complete week seven Discussion Board • Continue working on Trade Book Unit 	
8	Online OCTOBER 23	Online <ul style="list-style-type: none"> • Read Chapter 11, review power point, take quiz and complete week eight Discussion Board • Continue working on Trade Book Unit 	
9	CLASS MEETS OCTOBER 30 Online	IN CLASS <ul style="list-style-type: none"> • Present an overview of your Trade Book Unit with manipulatives in class Online <ul style="list-style-type: none"> • Read Chapter 12, review power point and take quiz • Trade Book Unit due in CANVAS and TK20 This should be submitted as ONE document – not separate lesson plans. 	
10	NOV 1	All assignments and hours should be completed	

CLASSROOM MANAGEMENT

While completing the field experience requirement for this course, it is the expectation that WCU students will create and maintain a safe, supportive, and challenging learning environment (M-STAR IV.15, TIAI 22). Suggestions for managing classroom behavior during the field experience include:

- Follow the classroom discipline plan.
- Seek to prevent classroom problems before they happen.
- Use classroom time wisely.
- Motivate students to behave by using positive reinforcement.

To assist you in classroom management, the following resources may be useful:

1. Bailey, B. (2001). *Conscious Discipline: 7 basic steps for brain smart classroom management*. Oviedo, FL: Loving Guidance, Inc.
2. Canter, L. (2009). *Assertive discipline: Positive behavior management for today's classroom*. (4th Ed.). Bloomington, IN: Solution Tree.
3. Storey, K. & Post, M. (2012). *Positive behavior supports in classrooms and schools: Effective and practical strategies for teachers and other service providers*.
4. Wong, H.K. & Wong, R.T. (2009). *The first days of school: How to be an effective teacher*. (4th Ed.). Sunnyvale, CA: Harry K. Wong Publications.
5. www.disciplinehelp.com

ATTENDANCE

Students are expected to participate in class weekly via online assignments. Failure to submit a weekly assignment on the due date will be counted as an absence. The William Carey Catalog states that no one may receive credit for a course in which 25% of the classes are missed including online classes. Remember, there is no differentiation between excused and unexcused absences at the college level. It is the student's responsibility to provide documentation and notification of university activity absences.

STATEMENT OF ACADEMIC INTEGRITY

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University's academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean's office, and each campus dean's office.

DISASTER PLAN STATEMENT

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website <http://wmcarey.edu>, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university's course management system at <https://wmcarey.instructure.com>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through SaderWatch, the WCU emergency message service. Sign up instructions can be found at <http://wmcarey.edu/saderwatch>.

SEXUAL MISCONDUCT STATEMENT

It is the policy of William Carey University to comply with all federal and state laws governing sexual misconduct. Further, William Carey University reaffirms its principle, as well as Title IX of the Education Amendments Act of 1972, that all students have a right to be free from sexual discrimination in the form of sexual harassment and sexual violence. Students are referred to the Student Handbook, The Translation (The Red Book), for policy statements regarding sexual harassment and sexual assault and for procedures for reporting and responding to sexual offenses. The policies and procedures may also be found on the university's website under Campus Life – Security. <http://wmcarey.edu/sexual-misconduct>

AMERICANS WITH DISABILITIES ACT

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact Ms. Valerie Bridgeforth, 601-318-6188, Student Services Office in Lawrence Hall.

TOBACCO-FREE CAMPUS: William Carey University is a tobacco-free campus. All WCU students are asked to respect this policy by refraining from smoking or other tobacco use while on campus.

INCOMPLETES: All of the following criteria must be met in order for a student to receive an incomplete:

- Class (and university) attendance requirements must have been met;
- 80% of the required work for the class must have been done;
- The student must be passing the class at the time the incomplete is granted;
- The student must request the incomplete on the WCU incomplete request form prior to the time at which faculty must submit grades;
- The student must have provided appropriate documentation regarding the reason for requesting the incomplete (e. g., accident reports, medical records, etc.)
- The Academic Dean must have determined that unavoidable circumstances have prevented the student from completing the course on schedule.

If any one of the above conditions is not met, a student cannot receive an incomplete for the course.

NOTE: This syllabus is subject to revision due to student needs, time constraints, or other unforeseen circumstances that may arise.

PROFESSIONAL JOURNALS AND MAGAZINES

Language Arts

Reading Improvement

Phi Delta Kappan

The Journal of Special Education

Journal The Reading Teacher (International Reading Association)

Journal of Reading (International Reading Association)

Educational Leadership

Mississippi Reading Journal

TESOL Quarterly

School Library

**William Carey University
School of Education
Assessment System Foundation**

The School of Education’s Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission, School of Education’s Conceptual Framework (CF) and Outcomes, School of Education’s Education Goals (EG), Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

Mission	Outcome
William Carey University Expanded Statement of Mission	WCU 1- Provide academic programs to promote student learning. WCU 2-Promote Christian development and social responsibility. WCU 3-Strengthen ties with Baptist churches, associations, and conventions. WCU 4-Provide an environment that supports student learning. WCU 5-Strengthen organizational and operational effectiveness. WCU 6-Strengthen financial resources.
School of Education Conceptual Framework and Outcomes	CF-Confident, Caring, and Reflective Professional Educators CF 1-An innovative thinker CF 2-An effective communicator CF 3-An advocate for diverse learners CF 4-An integrator of technology CF 5-A life-long learner CF 6-A steward of the profession
School of Education Goals	EG 1-Apply current research and technology related to the teaching-learning-assessment process. EG 2-Respond sensitively to individual differences and diversity. EG 3-Understand and anticipate the needs of a global society. EG 4-Plan and implement learning experiences that support the highest level of student potential. EG 5-Continue to reflect, refine, and revise professional practices. EG 6-Collaborate with others to promote learning.
Interstate Teacher Assessment and Support Consortium (InTASC) Standards	1-Learner Development 2-Learner Differences 3-Learning Environment 4-Content Knowledge 5-Application of Content 6-Assessment 7-Planning for Instruction 8-Instructional Strategies 9-Professional Learning and Ethical Practice 10-Leadership and Collaboration
Learned Societies (SPA)	Association of Childhood Education International (ACEI) Council for Exceptional Children (CEC) Educational Leadership Constituency Council (ELCC) National Association for Sport and Physical Education (NASPE) National Association for the Gifted Child (NAGC) National Council for Social Studies (NCSS) National Council for Teachers of English (NCTE) National Council for Teachers of Mathematics (NCTM) National Science Teachers Association (NSTA)
Professional dispositions	All WCU candidates will: <ol style="list-style-type: none"> 1. Exhibit professional behaviors that indicate all students can learn and are a vital part of the learning environment; 2. Collaborate and seek to create positive relationships with all stakeholders to improve the learning environment; 3. Exhibit an awareness of all students’ needs; 4. Exhibit poise, mature reflection, and sound judgment; 5. Engage in ongoing reflection, self-evaluation, and improvement in the profession; and 6. Act as a steward of the profession.

APPENDIX A

William Carey University - APA Ledger Comments

Directions: Use this table to identify and interpret common spelling, grammatical, and APA formatting errors.		
Spelling /Formatting Errors		
S1	Spelling Error	Use spell check function of word processing program. Remember that misused words that are spelled correctly or words written in ALL CAPS will not be caught.
F1	Formatting Error	Assignments should be typed, double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides. You should use a clear font that is highly readable. APA recommends using 12 pt. Times New Roman font.
Common Grammatical Errors		
G1	Subject/Verb Agreement Singular/Plural Agreement	Verbs must agree in terms of plurality with their subjects. Example: He argues... they argue. Remember: The word <i>data</i> is plural (singular form <i>datum</i>), so use a plural verb i.e. The data indicate....
G2	Noun/Pronoun Agreement	Pronouns must agree with the nouns they replace. Use singular pronouns (I, he, she, it) to replace singular nouns and plural pronouns (we, they, them) to replace plural nouns. Example: The client... he or she; Clients... they.
G3	Who, Whom, Which, & That	<i>Who</i> is the subject of a verb; <i>whom</i> is the object of a verb. Example: Who will be representing whom? <i>Who</i> is used to refer to people; <i>that</i> or <i>which</i> are used for animals and inanimate objects. Consistent use of that for restrictive clauses (essential to the meaning of the sentence) and which for nonrestrictive clauses (merely adding further information and set off with commas) will help make your writing clear and precise.
G4	Prepositions	Never conclude a sentence with a preposition.
G5	Proper Nouns	Capitalize specific names and titles; Do not capitalize generic or non-specific titles. Examples: principal of school, Dr. Jones, Principal of West Middle School
G6	Key Terms	Use italics rather than quotation marks to identify key terms and/or idiomatic expressions.
G7	Sentence Structure	Awkward sentence structure/use of colloquial (slang terms); meaning of the sentence is unclear. Reword this sentence. Remember: State ideas simply and clearly.
G8	Sentence Structure	Sentence fragment
G9	Sentence Structure	Run-on sentence
G10	First Person	When writing in APA Style, you rarely use the first person point of view ("I studied ..."). First person is not often found in APA publications unless the writer is a senior scholar who has earned some credibility to speak as an expert in the field. You should use the third person point of view ("The study showed ..."). First person is acceptable in this course when submitting a reflection or evaluation of a topic, study, or text.
G11	Titles	Capitalize the major words in the titles of books, articles, and songs (but not short prepositions or the articles "the," "a," or "an," if they are not the first word of the title). Underline the titles of books, magazines, newspapers, academic journals, films, television shows, long poems, plays, operas, musical albums, works of art, and websites when writing them by hand. When typing, put those titles in

G11	Titles (continued)	<i>italics</i> . Use quotations marks for titles of short or minor works, songs, short stories, essays, short poems, one act plays, chapters in books, articles in newspapers/magazines/journals, and episodes of a television or radio series.
Common Punctuation Errors		
P1	Comma: Series	Use a comma to separate words in a series including the word before the conjunction. Example: ...friends, Romans, and countrymen.
P2	Comma: Compound Sentences	Use a comma to separate two sentences joined by a conjunction. Example: The school is an elementary school, but it also serves as the site for the adult education program.
P3	Comma: Introductory Clauses, phrases, words	Use commas after introductory a) clauses, b) phrases, or c) words that come before the main clause.
P4	Comma Splice	A comma splice occurs when two independent clauses are connected with only a comma. Example: My family and I bake together almost every night, we then get to enjoy everything we make together.
P5	Semi-colon	Use a semi-colon to separate two complete but related sentences. Conjunctions such as <i>however</i> and <i>therefore</i> should be followed by a comma. Example: Resuscitation was implemented promptly; however, the patient did not survive. Use a semi-colon to separate elements or phrases in a series that contain commas. Example: ...teachers, students, and guests; and administrators, evaluators, and others....
P6	Colon	Used to join an independent clause (complete sentence) and a dependent clause (incomplete sentence).
P7	Quotation Marks	Used to introduce slang, invented, or coined expressions. Technical or <i>key terms</i> are denoted with italics rather than quotation marks. Used to identify short (< 40 words) quotations within a paragraph.
P8	Seriation	Seriation helps readers understand the organization of key points within sections, paragraphs, and sentences. The most common error: writer does not identify elements in a series by lowercase letters in parentheses.
P9	Ampersand &	Used between authors in parentheses and in the reference list; use the word 'and' when citing reference authors in the body of the text.
Common Reference Citation Errors		
R1	Authors	List references alphabetically by authors' last names. Give last name, first & middle initials only (space between initials). No titles or abbreviations (Dr., RN, PhD, etc.)
R2	Capitalization	Capitalize proper nouns and all major words in titles of books or journals. Example: <i>Educational Leadership</i>
R3	Capitalization of Journal Articles	When referring to books, chapters, articles, or Web pages, capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns. Do not capitalize the first letter of the second word in a hyphenated compound word. Example: Are we motivating students with data? <i>Educational Leadership, 41, 213-214</i>
R4	Volume & Issue Numbers	Always give the volume number of a journal, magazine, or newsletter. Example: <i>Educational Leadership, 41,</i>
R5	Page Numbers	Give the page number or range of pages used in the reference. Do not use p. or pp.
R6	Publisher and Location	Always include the publisher and location of books. Example: Upper Saddle Ridge, NJ: Pearson.
R7	Electronic Source and Locator Info	Use digital object identifier (DOI). Look on the first page of the printed article close to the copyright information for the unique DOI. However, not all journals have begun to use the DOI.
R8	Hanging Indention	All lines after the first line of each entry in your reference list should be indented one-half inch from the left margin. This is called hanging indentation.

APPENDIX B Mini-Lesson Plan Instructions

DO NOT USE THIS AS YOUR TEMPLATE - USE THE TEMPLATE IN CANVAS!

Title of Trade Book:	Grade: Circle One: Reading Writing Listening/Talking Viewing or Visually Representing
Components	
Mississippi College- and Career- Readiness Standards	The Standard is the national or state standard which is the broad curricular purpose or goal of the lesson. The Mississippi College- and Career- Readiness Standards for English Language Arts (ELA) will be used in this course. 2016 Mississippi College- and Career- Readiness Standards for English Language Arts https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/ELA/2016-MS-CCRS-ELA.pdf
Specific Learning Outcomes (SLO) Focus Statement/ I Can Statement Academic Vocabulary	The Specific Learning Outcome is the more specific objective related to the broad curriculum standard. This part of the lesson specifies what the students should be able to do, understand, and care about as a result of the teaching. The I Can Statements are clear statements that identify each goal that is necessary in order to master the objective. The statements are brief and only contain the goal for one standard or a component of one standard. The statements are written in student talk rather than educational jargon.
Procedure	Getting Ready to Learn <ul style="list-style-type: none"> Anticipatory Set/Hook: Grab the students' attention or relate the experiences of the students to the objectives of the lesson. Set Purpose: Describe the reason for this lesson and make the learning relevant. Pre-Test: Administer a pre-test to determine a starting point for your lesson. Instruction <ul style="list-style-type: none"> Information: Provide the information needed for students to gain the knowledge or skill through lecture, discussion, books, pictures, etc. Modeling: Use the teaching materials to show students examples of what is expected as an end product of their work. Manipulative: Include a learning tool to provide a "hands-on" learning experience for the student. Guided Practice <ul style="list-style-type: none"> Guided Practice: Check for understanding and provide feedback without grading it. Students should practice information just taught. You are guiding their learning. This could be whole-class, small-group activity with teacher supervision, or a partner activity with teacher supervision. The learning is active (not silent reading without specific goals or mindless completion of a worksheet). Guided Independent Practice <ul style="list-style-type: none"> This part of the lesson allows students an opportunity to demonstrate their understanding of the lesson by working through an activity or exercise under the teacher's supervision. This is the time for the teacher to move around the room and determine the level of mastery and to provide individual remediation, if necessary. This should mirror the guided practice. Closure <ul style="list-style-type: none"> Close the lesson with a short review or clarification of the key points of a lesson. Summarize the learning of the day and discuss how it fits into the big vision for learning. Students can demonstrate what they know and can do by completing an exit ticket.
Materials	List ALL materials needed for this lesson.
Assessment	This part of the lesson plan is where the teacher assesses the final outcome of the lesson to determine the extent that the learning objectives were achieved. It can be a post-test, but it does not have to be. Teacher observation and rubrics are types of assessment. ALL lessons should involve some type of assessment.
Differentiated Instruction: <ul style="list-style-type: none"> Enrichment Accommodations Remediation/ Reteach 	Enrichment: A higher quality of work or more rigorous work than would be expected of the norm for the age group. This work should not be just more of the same. Accommodations: Students with special needs and students with limited English proficiency may need the lesson modified to accommodate their disabilities or needs. We will discuss accommodations and modifications in class. Remediation/Reteach: Remediation activities are ways you can reteach the learning to students who require additional instruction or practice. Select additional strategies for individual students or small groups of students who still do not "get it." Remediation is usually done after the assessment.
Writing	Provide a short follow-up to the lesson that encourages students to apply what they learned by writing.

Appendix C
Manipulative for Mini-Lesson Plan Rubric

Manipulative for Mini-Lesson: Create one manipulative (hands-on activity) for each for each mini-lesson:

1) Reading, 2) Listening or Talking, 3) Writing, and 4) Viewing or Visually Representing.

Folder games and activity sheets are not acceptable. Submit a photo of your manipulative in CANVAS. One way to do this is to create a word document and insert your picture.

Content	Minimal Effort	Met Expectations	Above Expectations	Possible Points = 80
Manipulative for Reading (R) Mini-Lesson Plan	Incomplete -Poor quality -Little relevance to reading instruction (0-5 Points)	Moderate quality -Mostly relevant to reading instruction (6-14 points)	-High quality/ original -Relevant to reading instruction (15-20 points)	20
Manipulative for Writing (W) Mini-Lesson	-Incomplete -Poor quality -Little relevance to writing instruction (0-5 Points)	-Moderate quality -Mostly relevant to writing instruction (6-14 points)	-High quality/ original -Relevant to writing instruction (15-20 points)	20
Manipulative for Listening or Talking (L/T) Mini-Lesson Plan	-Incomplete -Poor quality -Little relevance to listening or talking instruction (0-5 Points)	-Moderate quality -Mostly relevant to listening or talking instruction (6-14 points)	-High quality/ Original -Relevant to listening or talking instruction (15-20 points)	20
Manipulative for Viewing/Visually Representing (V/VR) Mini-Lesson	-Incomplete -Poor quality -Little relevance to viewing/visually representing instruction (0-5 Points)	-Moderate quality -Mostly relevant to viewing/visually representing instruction (6-14 points)	-High quality/ original -Relevant to viewing/visually representing instruction (15-20 points)	20
Total				

Appendix D Trade Book Unit Instructions

Create an original language arts unit with either a thematic or literature focus for students in grades 1-6. For example: chapter book, author study, theme (weather, fall, spiders), etc. Instruction should be planned for 10 school days.

The novel/topic/theme will need to be approved by the instructor prior to beginning the unit.

Specifications:

- **Trade-Book Focus:** Use a trade book(s) as the theme or focus for extending language arts across the curriculum. Each unit should contain 3 texts (exemplar text -poetry-non-fiction).
- **Language Arts Standards-Based:** Language arts plans must be submitted. References to Mississippi College- and Career- Readiness Standards ELA are mandatory for all lessons. Lessons must include the use of the language arts skills **of listening, talking, reading, writing, viewing or visually representing**.
- **Interdisciplinary: Handwriting, spelling, and grammar** should be included as the unit extends across the curriculum to include subject areas such as **science, social studies, math, and the arts**.
- **Technology Focus:** At least one lesson must include technology such as white board use, chrome books for research...
- **Assessment:** The lessons will include performance assessments that correlate with state frameworks for a specified grade level (i.e. rubric, checklist).
- **Original:** The unit must be original. **Any lesson plans or materials used within the last five (5) years cannot be reused.**

Submit the Trade Book Unit in CANVAS and TK20 on or before the due date and time.

This should be submitted as ONE document – not separate lesson plans.

You will use the Trade Book Unit Template provided in Canvas, which has been designed to meet the TK20 Integrated Evaluation Rubric requirements. (See next page for required format and point value for each component.)

EDR 407 Trade Book Unit
120 points

Part I: Cover Sheet - (Course Number, Course Name, University, Trimester Information –Winter 2018, Student Name)

This should be the first page of your document. 5 points

Part II: Book List - This should include the title and author of the texts you use in your unit. 5 points

Part III: Lesson plans for 10 days of instruction. Use the template below for each day. Each day's lesson plan will be worth 10 points.

Part IV: Reflection - Reflection identifies successful and unsuccessful procedures and states reasons for each. Gives ideas for future planning. This should be placed after Day 10 of your unit. 5 points

Subject: Language Arts Grade: Trade Book/Theme:	Day: 1 Circle One: Reading Writing Listening/Talking Viewing/Visually Representing Handwriting Spelling Grammar
Lesson Plan Components	
Common Core State Standards (MS College and Career Readiness Standards:	
Specific Learning Outcomes	
Focus Statement or "I Can Statement"	
Academic Vocabulary	
Procedure	<p>Get Ready to Learn: (Anticipatory Set/Hook, Pre-Test)</p> <ul style="list-style-type: none"> • TTW • TSW <p>Instruction (Information, Modeling, Manipulative)</p> <ul style="list-style-type: none"> • TTW • TSW <p>Guided Practice (Check for understanding/Provide feedback)</p> <ul style="list-style-type: none"> • TTW • TSW <p>Guided Independent Practice (This should mirror Guided Practice in Procedures.)</p> <ul style="list-style-type: none"> • TSW • TTW observe students as they work, clear up misconceptions, and provide remediation as needed. <p>Closure (Review/Clarify Key Points)</p> <ul style="list-style-type: none"> • TTW • TSW
Materials	
Assessment	<ul style="list-style-type: none"> • TTW • TSW
Differentiated Instruction	<p>Enrichment (Higher quality/level work – not more of the same)</p> <ul style="list-style-type: none"> • TTW • TSW <p>Accommodations (Special Needs/ESL)</p> <ul style="list-style-type: none"> • TTW • TSW <p>Remediation/Reteach (Extra practice or instruction to reteach)</p> <ul style="list-style-type: none"> • TTW • TSW
Writing	<ul style="list-style-type: none"> • TTW • TSW

TK20 Integrated Evaluation Rubric

	Unacceptable 1	Emerging 2	Acceptable 3	Target 4
Cover Page	Information Required is Missing		All information for the page is complete.	
Bulletin Board Pic	Board plans are missing.		Board plans can somewhat teach a skill.	
Book List with author name(s)	The book list for the unit is missing.		The book list is included, titles match and # is correct.	
College- and Career-Readiness Standards	Standards are missing or not listed by content area.	Standards are used but no integration is evident.	Standards are used and listed by content area. Most activities in procedure match the standards.	Standards are used and two content areas are listed. All activities match the standards.
Objectives/Specific Learning Outcomes	Objectives are not written in DOK terms and/or do not relate to standards.	Objectives are listed and may relate to standards.	Objectives are listed and mostly relate to standards.	Objectives are listed and written in DOK/cognitive taxonomy terms, and clearly relate to the specific standards. Additionally, they are written in measurable terms.
Procedure with Materials, Technology, and Supplies	Activities are listed but they are difficult to follow and do not relate well to objectives. No materials list & no technology.	Not easy to follow, few relate to objectives. Activities do provide learning opportunities (not enough teaching to cover the objectives). Limited materials listed & limited technology used.	Somewhat clear & with a few exceptions relate to objectives. Somewhat easy to follow (needs more teaching). Materials listed & some technology evident.	Clearly stated and relates to objectives. Clear evidence of introduction, development, and closing. Easy to follow and logically sequenced. Both teacher and student centered. Materials, supplies, & technology clearly listed.
Assessment	No procedure for evaluation listed.	Procedures for evaluation are listed but do not match objectives.	Evaluation procedures are listed & are somewhat appropriate to the objectives. Uses observation only.	Procedures for evaluation are listed & are appropriate to the objectives. Documentation is used & referred to in the lesson plan.
Differentiated Instruction	No differentiated activities are listed.	Differentiated instruction activities are listed, but they do not relate to an objective.	Differentiated instruction activities are listed but are not clearly related to an objective.	Differentiated instruction activities listed and clearly relate to at least one objective. (Enrichment, remediation, & accommodation)
Reflection	Reflection is not included.	No ideas given for why procedures & activities were successfully or unsuccessful.	Reflection identifies successful & unsuccessful procedures. No ideas for future lessons.	Reflection identifies successful and unsuccessful procedures and states reasons for each. Gives ideas for future planning.

EDR 441: 10H and 11H
Diagnosis and Correction of Reading Disability
William Carey University
School of Education
Course Syllabus

Instructor: Dr. Katie Tonore

Office Hours: M 11-5, T 12-3, W 8-1, TH 8-12 and by Appt.

In case of Emergency: 601-941-7576

Meeting Dates Hburg: Room 101 Fairchild W 1-3 (Aug 28/Sept 4 webex, Sept 11 & 18/Oct 23 & 30)

Meeting Dates PRCC: Orange room Tues 4-6 (Aug 28/Sept 3 webex, 10 & 18/Oct 22 & 29)

Meeting Dates TA's: Webex TBA

E- Mail: ktonore@wmcarey.edu

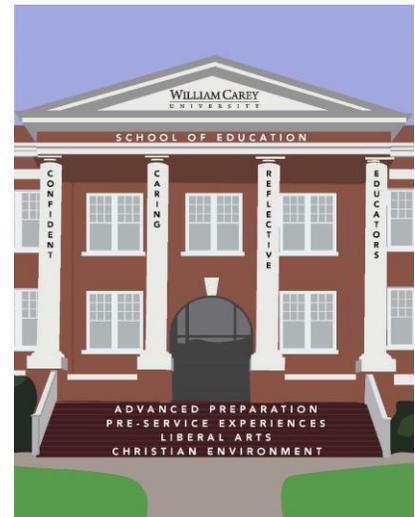
Phone: 601-318-6142

WCU Theme: *Desiderium Sciendi* – “Longing to Know”

Philippians 3:10

Vision: “Confident, Caring, and Reflective Professional Educators”

The School of Education serves to prepare **confident, caring, and reflective** educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for in-service educators.



TK20: One or more assignments in this course require submission to two links in CANVAS. Failure to do so will result in a grade of “I” (incomplete) in this course. If you receive an “I”, you will then have one term to complete the upload to receive a reduced grade, preventing the “I” from converting to an “F” automatically. If you have questions or need help with your upload to the link that has TK20 in the title, contact your TK20 Administrator at tk20@wmcarey.edu.

Catalog Description: A study of the diagnosis and remediation of reading disabilities. Students diagnosis and evaluate the skills of an individual child in a clinical setting and develop and carry out a plan of remediation based on the diagnosis. (28 hours of field experience – minimum 2 days a week at the same time each week).

Prerequisite: Admission to teacher education; EDU 308; EDU 311 (30+ hours of field experience)

Required Textbooks:

Bear, D.R., Invernizzi, M., Templeton, S & Johnston, F. (2015). *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction* (6th Ed.). Boston, MA: Pearson Education

Supplemental Materials:

Multi-sensory Intervention Materials and non-fiction text
2 " binder

During the course of this trimester, you will be expected to analyze, evaluate, synthesize critique, create, and (above all) think.

VIDEO-CONFERENCING AT WCU: Due to a move toward online and hybrid classes, the School of Education is serious about providing students with engaging and interactive options to meet with their instructors and to collaborate with fellow students in their classes. Instructors will be offering video conferencing through the Webex platform. We encourage you to perform a test conference before class begins by clicking on this link <https://www.webex.com/test-meeting.html#>. This will test your readiness to connect to Webex. If a plug in is required, it will prompt you to download. This only has to happen once and then the browser is ready. If you use a different browser then you will have to run the test again. The chrome browser is recommended browser.

You may access WebEx by downloading the app, go to <https://www.webex.com/downloads.html> for PC or Mac. For a mobile device go to the app store and search for Webex and download the free app for you mobile device. Watch a video about Webex <https://www.youtube.com/watch?v=DFznJoUjW5g>

I will send a link inviting you to join the class or group. You can access Webex via CANVAS by clicking on the Cisco Webex link on the left side of your canvas course.

Learning Outcomes (Students will develop the following)

Each Teacher candidate will meet the following learning outcomes established by William Carey University Expanded Statement of Mission (WCU), School of Education Conceptual Framework and Outcomes (CF), School of Education Goals (EG), The Interstate Teacher Assessment and Support Consortium (InTASC), Association of Childhood Education International (ACEI), and International Reading Association (IRA).

1. Determine the nature and causes of reading disability, including the physical, psychological, socioeconomic, and educational factors involved in reading disability or dyslexia; (WCU: 1, 2, 4; Confident CF 1, 2, 3; EG: 1, 2, 4, 5, 6; InTASC: #1a, 1d, 1e; IRA: #1.1, #1.2, #1.3, #1.4; ACEI: #2.1; M-Star Standard 10; IDA: Section II;)
 - a. Demonstrate proficiency to instruct individuals with a documented reading disability or dyslexia

2. Administer appropriate evaluation instruments, including but not limited to the Basic Reading Inventory for the Classroom, interest and attitude surveys, informal phonics inventory, performance based-assessments, and other evaluative instruments to foster supportive evaluation and interaction in the teacher-student learning environment; (WCU 1, 2, 4; Confident CF, 1, 2, 3; EG: 1, 2, 5; InTASC #6; IRA: #8.5, #10.1, #10.2; ACEI: #3b, #3d, #4; M-Star Standard II.6)

3. Interpret test results and prepare an overall plan of remediation and enrichment through development of lesson plans based on diagnostic data and current research (including but not limited to NRP's Report and Findings, College and Career Readiness Standards, and other important research) while using techniques of diagnostic and prescriptive teaching; (WCU 2, 4; Confident CF: 1, 2, 3, 6; EG: 2, 4, 5, 6; InTASC: #1, #2, #3, #4, #6, #7; IRA: #10.1, #10.2; ACEI: #3b, #3d, #4; M-Star Standard I.1,2,3)

4. Develop instructional goals and learning outcomes focusing on a variety of strategies which encourage students' development of critical thinking, problem solving, performance skills, and a positive teacher-student learning environment for active engagement in teaching and learning; (WCU 1, 2, 4; Confident, Caring, Reflective CF: 1, 2, 4, 6; EG: 1, 2, 3, 4, 5; InTASC: #2, #4, #5, #7, #8; IRA: #1.1, #1.4, #2.2, #2.3; ACEI: #3a, #3c, #3d; M-Star Standard I. 1,2,3; M-Star Standard III.7,8,9, 10; M-Star Standard IV.12,13,14)

5. Develop instructional lesson plans demonstrating how goals, instruction, research, and assessment are aligned to meet the student's needs; (WCU 1, 2, 4; Confident, Caring, Reflective CF 1, 2, 3, 4; EG: 1, 2, 3, 4, 5; InTASC: #2, #4, #7, #8; IRA: #2.14, #12.2, #12.7; ACEI: #2b, #3a, #3b, #4; M-Star Standards, Domain II.5)

a. implement an appropriate program with fidelity; and formulate and implement an appropriate lesson plan (IDA: Section II)

6. Tutor an individual student using best-practice instruction while developing positive self-concept in the student, adjusting teaching to the student's needs, cooperating with the other teachers and students in the course, and adjusting to the student's cultural, linguistic, and personal differences, if found; (WCU 1, 2, 4; Confident, Caring, Reflective CF: 1, 2, 3, 6; EG: 1, 2, 4, 5; InTASC: #2, #3; IRA: #1.3, #2.2, #2.3, #3.3, #5.3, #5.4; ACEI: #1, #3.1, #3.2, #3.3, #3.4, #3.5; M-Star Standard: Domain I.1, 2, 3; M-Star Standard III.7,8,9, 10; M-Star Standard IV.12,13,14; IDA: Section II)

7. Understand reading as an interactive process while defining and teaching sight and concept vocabulary; utilizing the cueing systems of graphophonics, syntax, semantics, and schematics; defining and teaching literal, inferential, evaluative, and appreciative comprehension; and utilizing a variety of strategies for instruction in all of these aspects; (WCU: 1, 4; Confident CF: 1, 5, 6; EG: 3, 5; InTASC: #4, #9; IRA: 1.1., #1.4, #2.2, #2.3; ACEI: #2.1, #3.1, #3.2, #3.3, #3.4;)

8. Develop proficiency in the use of various methods, materials, approaches, strategies, techniques, and discussions of the teaching of reading to foster learning and instruction; methods, materials, approaches, and discussions include the DRTA/DRA, the reconciled reading lesson, the LEA, literature-based instruction, various media and technology; (WCU: 1, 5; Confident CF: 1, 2, 3; EG: 1, 2, 4, 5, 6; InTASC: #9, #10; IRA: 1.1., #1.4, #2.2, #2.3; #16.2; ACEI: #3e, #5a, #5b; ISTE NETS-T: #1a, #1b,#2d, #5a, #5b, #5c, #5d, #6a, #6b, #6c;)

9. Develop a case study of a student with data from the diagnostic tests and develop a student portfolio; (WCU: 1, 2, 4; Confident, Caring, Reflective CF: 1, 2, 3, 5, 6; EG: 1, 5; InTASC: #8, #10; IRA: #1.1, #1.2, #3.1, #3.3, #3.4, #5.3; ACEI: #1, #2.1, #3, #5.2; M-Star Standard II.5; IDA: Section II)

10. Foster relationships and communicate knowledge with members of the community, including parents, caregivers, paraprofessionals, professionals, allied professionals, and others; this learning outcome is completed (in part) through a parent conference; (WCU: 2, 5; Caring, Reflective CF: 3, 6; EG: 5, 6; InTASC: #3, #9; #10; IRA: #5.8, #11.2, #11.3, #11.4, #11.5, #13.1, #15.1, #15.4, #16.1, #16.3, #16.6; ACEI: #3a, #3b, #5a, #5b, #5c, #5d; ISTE NETS-T: #5a, #5b, #5c, #5d, #6b,#6c, #6d, #6e; M-Star Standard V.19, 20).

Information on the Program Standards, as identified by an abbreviation and item number, may be found <http://www.ncate.org/institutions/programStandards.asp?ch=4>.

CLASS ATTENDANCE/ABSENCES:

Each WCU teacher candidate is a vital part of this class. All teacher candidates are expected to attend every class on the designated day and time registered, as well as every tutoring session, arriving on time and leaving only after the class has been dismissed. Students receiving interventions depend on the WCU teacher candidate assigned to be present for each session. If a session is missed by the tutor there will be no make-up day and points will be taken off for the missed day.

Every absence will cause the deduction of **TEN (10)** points. If an absence occurs it must be for a dire emergency. The WCU teacher candidate is responsible for getting all notes and materials from a classmate. Absences impact the student in a negative way.

Absence One: minus 10 points

Absence Two: minus 10 points (Final Grade automatically becomes ONE GRADE BELOW current grade)

More than two absences the teacher candidate will FAIL the course.

CELL PHONES: Turn off all cell phones. DO NOT use TEXT MESSAGING at any time during your time in the school. It is rude and disrespectful. Anyone who is working with a student must give the student his/her full attention and this is not possible if texting or having a conversation with someone else. The teacher candidate will be asked to leave if texting during tutoring or in lecture class. Five points will be deducted from your daily grade.

CLASS ASSIGNMENTS: All work must be placed in Canvas at designated date and time unless otherwise noted. PLEASE REMEMBER: ANY WORK THAT IS LATE WILL HAVE TEN POINTS DEDUCTED for each day it is late. DO NOT wait until the last minute to do your work. Chronic late work will reflect on the final course grade.

COURSE REQUIREMENTS AND ASSIGNMENTS:

Grades for the course will be assigned on the basis of the degree and the quality of completion of the assignments and requirements listed on the rubric. Teacher candidates are required to complete the following:

1. Complete all assigned readings before each class meeting and be prepared to write and discuss reflectively the text readings and/or supplemental readings.
2. Actively participate in all class discussions, demonstrations, group activities, and intervention sessions with the child.
3. Submit **two** reflections (as assigned) to Canvas. A reflection will be dropped into Canvas before or on the designated day and time stated by the professor.

4. Administer and score appropriate evaluation instruments, including but not limited to the Basic Reading Inventory, interest and attitude surveys, informal phonics inventory, performance based-assessments, and other evaluative instruments. More specific guidelines will be given during class.
5. Write a Case Study on the student based on all evaluation instruments. More specific guidelines will be given during class. At the end of the trimester a hard copy will be placed in the assessment notebook. Create a power point of the Case Study to be presented during the last class.
6. Prepare lesson plans based on criteria given by the instructor, College and Career Readiness Standards, research, and diagnostic assessments. More specific guidelines will be given during class.
7. Time is to be logged in via TK20 time log section. Teacher candidates must arrive at the site on time. Teacher candidates are NOT PERMITTED to teach without all lesson plans for that day nor without all materials for that day. If anyone arrives at the session unprepared, he/she will be required to leave. The student will receive a zero for the session. More specific guidelines will be given during class.
8. Accrue 28 hours total time in designated school; minimum of 6 weeks of interventions (two days a week), to include 2 hours of observation with an interventionist/dyslexia therapist. The 2 hours of observation has to be approved by the instructor. Submit observation form to canvas.
9. Create an Rtl notebook. More specific guidelines will be given during class.
10. Supply all materials for the sessions including but not limited to the following: children's books (non-fiction texts), manipulatives and multi-sensory materials. More specific guidelines will be given during class.
11. Dress in a professional and appropriate manner fitting that of a teacher candidate representing a Christian university. More specific guidelines will be given during class. No jeans (jackets also) or mock jean clothing, leggings with short tunics, and sloppy or revealing clothing will be acceptable. Follow the public school guidelines.

Written Assignments:

1. **MECHANICS:** This includes but is not limited to such areas as appropriate subject-verb agreement, comma usage, and punctuation usage, correct spelling, correct sentence structure, correct quotes and citations, free from typing errors, and correct use of APA format.
2. **CONTENT:** This includes the quality of information, use of correct terminology, documentation, addressing the topic, writing clearly and concisely about the topic, and following all oral and written directions.

COURSE REQUIREMENTS AND POINTS

Assignment	Points
Article Review	10
Lesson Plans (6 weeks/12 sessions X 10 points)	120
Lesson Plans (week 6 & 8 X 50 points each)	100
Reflections (week 6 & 8 X 20 points each)	40
Intervention Observation	15
Case Study	100
Case Study Presentation	15
Rtl Notebook and Manipulatives	25
TOTAL POINTS	425

GRADE SCALE

425-383	A
382-340	B
339-297	C
296>	D

EDR 441 Tentative Course Schedule

Module/ Date of Class	In Cass Topic Field Experience
Week 1 Aug 26-Sept 1	IN CLASS: Prepare for interventions: <ul style="list-style-type: none"> • Signature Forms Signed and review of syllabus • Begin assessment administration • Weekly Intervention forms – Reflections and Intervention Materials • Review data analysis and scoring sheets • Prepare for interventions – Student Selection, Lesson Plans & Texts Article Review “Identifying and Intervening with Beginning Readers who are at Risk for Dyslexia” Review Assessment Administration <ul style="list-style-type: none"> • Read article and answer questions on canvas
Week 2 Sept 2-8	MEET CLASS VIA WEBEX: Week 1 in schools <ul style="list-style-type: none"> • Observe in classroom • Identify student and gather data from NWEA MAP..... • Select non-fiction text (2 copies) • Schedule intervention sessions (same time 2 days a week) Observation hours (3): dyslexia therapist, interventionist (must be approved by instructor)
Week 3 Sept 9-15	IN CLASS: Read and discuss WTW Chapters TBA Analyze data collected from pre-tests and review assessments Administer the following pre-test assessments to selected student 2nd – 6th grades: <ul style="list-style-type: none"> • Interest Inventory • DIBELS Benchmark ORF • NEUHAUS Oral Language and World Knowledge Screener • NEUHAUS Comprehension Screener • Elementary Spelling Inventory (Words Their Way) Observation hours (3): dyslexia therapist, interventionist (must be approved by instructor)
Week 4 Sept 16-22	IN CLASS: Develop Lesson Plans based on assessment data Begin Case Study using pre-test data Read and discuss article on Five Days of Word Sorts and watch videos Complete 3 hours of intervention/dyslexia therapist observation – submit form to canvas Begin interventions – Sessions 1 & 2

Week 5 Sept 23-29	Work on Lesson Plan Review and hand out post-tests Intervention Sessions 3 & 4
Week 6 Sept 30-Oct 6	Lesson Plan and reflection due for grading Intervention Sessions 5 & 6
Week 7 Oct 7-13	Work on Lesson Plan Intervention Sessions 7 & 8
Week 8 Oct 14-20	Lesson Plan and reflection due for grading on canvas Intervention Sessions 9 & 10 Administer post-tests
Week 9 Oct 21-27	IN CLASS: Work on Case Study and Data Analysis of post-tests RTI Notebook check for grade Intervention Sessions 11 & 12
Week 10 Oct 28-Nov 3	IN CLASS: Present Case Study Power Point in class Last week to get 28 hours of field experience

STATEMENT ON ACADEMIC INTEGRITY

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University's academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean's office, and each campus dean's office. *The Redbook* (pages 9-11)

ADA STATEMENT

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact, Ms Valerie Bridgeforth, 601-318-6188, Student Services Office in Lawrence Hall.

CATASTROPHIC EVENT PLAN

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website <http://wmcarey.edu>, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university's course management system at <https://elearning.wmcarey.edu>. For up-to-the-

minute alerts regarding emergency situations, sign up to receive notifications through *SaderWatch*, the WCU emergency message service. Sign up instructions can be found at <http://wmcarey.edu/saderwatch>.

Sexual Misconduct Statement

It is the policy of William Carey University to comply with all federal and state laws governing sexual misconduct. Further, William Carey University reaffirms its principle, as well as Title IX of the Education Amendments Act of 1972, that all students have a right to be free from sexual discrimination in the form of sexual harassment and sexual violence. Students are referred to the Student Handbook, *The Translation (The Red Book)*, for policy statements regarding sexual harassment and sexual assault and for procedures for reporting and responding to sexual offenses. The policies and procedures may also be found on the university's website under Campus Life – Security. <http://wmcarey.edu/sexual-miscon>

**William Carey University School of Education
Assessment System Foundation**

The School of Education’s Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission, School of Education’s Conceptual Framework (CF) and Outcomes, School of Education’s Education Goals (EG), Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

Mission	Outcome
William Carey University Expanded Statement of Mission	WCU 1- Provide academic programs to promote student learning. WCU 2-Promote Christian development and social responsibility. WCU 3-Strengthen ties with Baptist churches, associations, and conventions. WCU 4-Provide an environment that supports student learning. WCU 5-Strengthen organizational and operational effectiveness. WCU 6-Strengthen financial resources.
School of Education Conceptual Framework and Outcomes	CF-Confident, Caring, and Reflective Professional Educators CF 1-An innovative thinker CF 2-An effective communicator CF 3-An advocate for diverse learners CF 4-An integrator of technology CF 5-A life-long learner CF 6-A steward of the profession
School of Education Goals	EG 1-Apply current research and technology related to the teaching-learning-assessment process. EG 2-Respond sensitively to individual differences and diversity. EG 3-Understand and anticipate the needs of a global society. EG 4-Plan and implement learning experiences that support the highest level of student potential. EG 5-Continue to reflect, refine, and revise professional practices. EG 6-Collaborate with others to promote learning.
Interstate Teacher Assessment and Support Consortium (InTASC) Standards	1-Learner Development 2-Learner Differences 3-Learning Environment 4-Content Knowledge 5-Application of Content 6-Assessment 7-Planning for Instruction 8-Instructional Strategies 9-Professional Learning and Ethical Practice 10-Leadership and Collaboration
Learned Societies (SPA)	Association of Childhood Education International (ACEI) Council for Exceptional Children (CEC)

	<p>Educational Leadership Constituency Council (ELCC) National Association for Sport and Physical Education (NASPE) National Association for the Gifted Child (NAGC) National Council for Social Studies (NCSS) National Council for Teachers of English (NCTE) National Council for Teachers of Mathematics (NCTM) National Science Teachers Association (NSTA)</p>
<p>Professional dispositions</p>	<p>All WCU candidates will:</p> <ol style="list-style-type: none"> 1. Exhibit professional behaviors that indicate all students can learn and are a vital part of the learning environment; 2. Collaborate and seek to create positive relationships with all stakeholders to improve the learning environment; 3. Exhibit an awareness of all students' needs; 4. Exhibit poise, mature reflection, and sound judgment; 5. Engage in ongoing reflection, self-evaluation, and improvement in the profession; and 6. Act as a steward of the profession.

RUBRIC: TEACHER CANDIDATE MATERIALS

Teacher Candidate: Directions:

Supplemental instructional materials will include your materials and supplies. The teacher candidate will bring supplemental literacy materials to each tutoring session. In addition, lesson plans will include hands-on activities that utilize supplemental materials to directly support literacy learning. Teacher candidates will supply actual materials, pictures taken of the materials, or a video of the materials used.

Rating	Criteria
4	Exceptional and effective teacher materials are appropriately organized and available by the due date
3	All required materials are appropriately organized and available by the due date
2	Almost all (missing 1-2 items) of the required materials are appropriately organized and available by the due date
1	Only 50% of the required materials are available by the due date

EDR 441: Teacher Candidate's Notebook Rubric

Directions: Review the checklist attached. Organize your Teacher Candidate Notebook according to the outline.

Criteria	1	2	3	4	Description
Organization Skills					Materials are organized, easy to locate, and filed per instructions.
Completeness					All materials cited on the checklist are present.
Synthesis of Assessment Data and Planning					Notebook provides evidence of accurate assessment and appropriate instruction and intervention.
Meets Deadline					Notebook is presented on the date due and no later.
Professional Presentation					All labels and written materials are legible, papers are neat, and attention to detail is evident.
Follows Directions					Materials reflect that the teacher candidate has followed directions and acted upon the instructor's suggestions.

CHECKLIST FOR RTI NOTEBOOK

Directions: Include the following sections:

- I Cover page and Table of Contents
- II Lesson Materials and Standards
 Pictures of reading materials (texts)
 Pictures of hands on materials used during lessons
 ELA MS CCR Standards for specific grade level taught
- III Assessments
 Student Protocols for Assessment Sessions (pre and post)
- IV Weekly Lesson Plans and Reflections
 (12 lesson plans and 6 weekly reflections)
 (Original copies of all lesson plans, rubrics, reflections, student writing samples, etc.)
- V Case Study (must include all pre-test data)

LESSON PLAN RUBRIC

Tutoring Session Date: _____ Session # _____

The teacher candidate's lesson plans will be evaluated using the following criteria:

Criteria	IRA/ACEI	0	1	2	3	4	Description
Use of proper format							Follows the format handed out in class; uses APA style to cite references.
Objectives build on reading strengths and address reading needs	IRA 2.2, 2.3, 3.3, 4.1; INTASC 4.7, 8; ACEI 2.1, 3.1, 3.2, 3.3						Objectives use the student's literacy strengths to build success experiences and focuses on improving reading skills in word recognition, vocabulary, fluency, and comprehension based on individual needs as assessed by the informal reading inventory and the teacher candidate's authentic assessment of student work during the tutoring sessions. Objectives are stated precisely and linked to the assessment data.
Lessons use research-based pedagogy grounded in the principles of excellence in reading instruction	IRA 1.1, 1.2, 1.3; INTASC 1; ACEI 1.						The lesson is built upon an integrated language arts approach and incorporates all language arts components (reading, writing, listening, speaking) to support literacy development. The lesson thematically links an approved tradebook and informational text to help the student learn to read varied text structures. It is grounded in the principles of excellence in reading instruction as outlined by the International Reading Association and cites the IRA and state CCSS addressed in the lesson.
Diversity consciousness is present throughout the lesson	IRA 1.1, 1.2, 1.3, 3.2; 4; INTASC 2; ACEI 3.2						The teacher candidate's lesson incorporates various high interest reading books, materials, and research-based strategic interventions designed to validate and/or meet the diverse cultural backgrounds, multiple literacies (home, school, personal), learning styles, reading levels, abilities, and individual motivations of the student.
Lessons are motivational and creative and make use of varied resources including technology to support literacy learning	IRA 5.2; INTASC 5; ACEI 1						The teacher candidate's lesson incorporates motivational and creative ideas, an interactive reading board, literacy props, high interest reading materials, chances for success, challenging, interesting literacy activities designed to engage the student in the lesson. Technology is used to support the development of lessons and literacy events. (i.e. recommended web sites for teachers and children that support literacy learning, children's literature databases, and content area related websites that provide expository
Plan is coherent and includes all of the elements described	IRA 2.1, 2.2, 2.3; INTASC 9; ACEI 5.2						Lesson plans are organized in detail and include explanatory, metacognitive, and interactive talk that reflects goal setting, narrative competence, and reflective thinking. The lesson plan will typically be about 5-8 pages in length (typed and double-spaced).
Lesson fosters student-generated strategic reading	IRA 2.1; INTASC 4, ACEI 3						The lesson teaches students how to become strategic readers. The teacher models how to use appropriate strategies, guides the student through the use of the strategy, gives the student time to practice using the strategy, talks about the advantages of using the strategy, and encourages the student to try to use the strategy outside of the tutoring sessions to see if it helps him or her become an even better reader.
Lesson fosters student-generated reflective thinking	IRA 2.1; INTASC 9; ACEI 5.2						The teacher candidate gives the student opportunities to practice metacognitive thinking and to reflect upon his/her own progress and what strategies seem to work for him/her.
Discourse, Diction, Grammar, and Spelling							Use of academic language and terms, good communication, proper word choice to convey the thought(s), correct grammar and spelling

COMMENTS:

EDR 441 RUBRIC FOR THE CASE STUDY: ____/100

Criteria	1-2	3	4
Organization: The case study is organized according to directions given in class and the format on the electronic file labeled "CASE STUDY TEMPLATE."	The case study is not organized or is not neat; content included does not follow the outline and/or directions given in class.	Organization meets the criteria at a satisfactory level; only one or two minor organizational problems present.	Organization meets the criteria at an exemplary level.
Completeness: The case study is complete and includes results for each of the assessments administered; the overall summary, and recommendations. Note: depending on the individual needs of each elementary school student tutored, additional assessment or alternate assessments may be recommended.	An assessment or more than one assessment that should have been administered is missing from the case study, or summaries, or overall recommendations are incomplete, or not thorough.	All assessments have been administered and write-ups are satisfactory, but may not be thorough.	All assessments have been administered and write-ups and feedback on scored assessments are thorough.
Interpretations and Analyses are accurate and reflect critical thinking.	One or more of the assessments is interpreted incorrectly, or interpretations do not reflect critical thinking.	Most of the results of the assessments are interpreted correctly and analyzed thoughtfully; however, a few minor mistakes are present	All assessments are interpreted correctly and analyses reflect critical thinking.
Reflects attention to Instructor's and/or peer recommendations and suggestions	Student did not follow up on the recommendations	Student responded to feedback at a satisfactory level.	Student responded to feedback at an exemplary level.
College-Level writing, spelling, grammar, usage, and word choice	Work contains many errors and/or unclear sentences	Work contains, few errors or unclear sentences	Exemplary college level writing, spelling, grammar, usage and word choice

EDU 436.18E CLASSROOM MANAGEMENT
William Carey University
School of Education
Course Syllabus Fall 2019

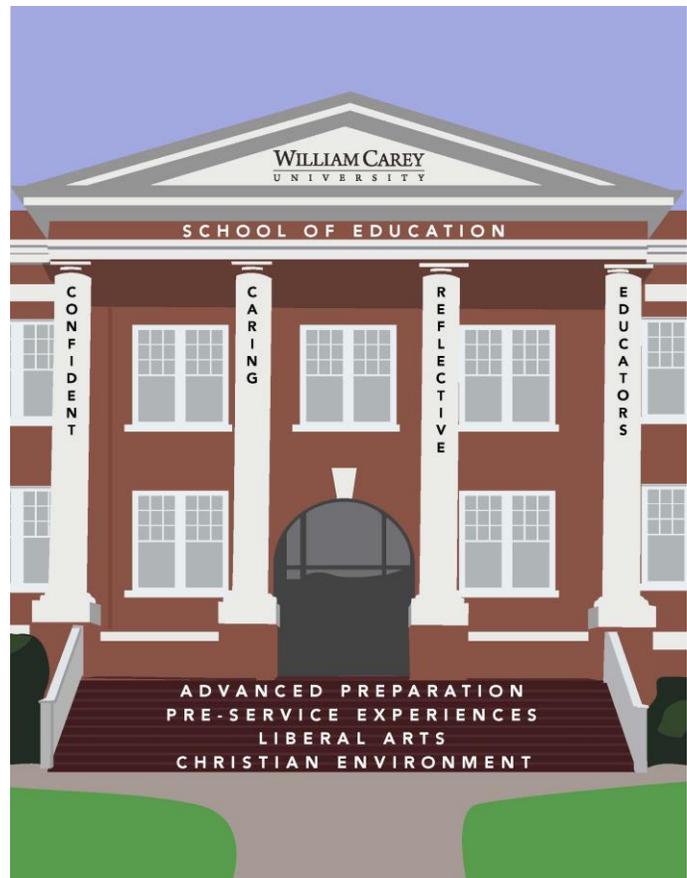
Instructor:

Dahlia Lee Landers, adjunct
601-318-6600 (Education Office)
dlanders@wmcarey.edu
601-549-3901 (cell)
Office Hours: by appointment

WCU Theme: Desiderium Sciendi – “Longing to Know”
Phillipians 3:10

Vision: “Confident, Caring, and Reflective Professional Educators”

The School of Education serves to prepare *confident, caring, and reflective* educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for inservice educators.



There is no TK20 required submission for this course.

Description: This course provides information to help students develop pro-active strategies to manage the classroom environment and student behavior. Emphasis is placed on the students' development of a personal and unique classroom management plan.

Required Textbook:

Evertson, Carolyn M, & Emmer, Edmund T. (2017). *Classroom Management for Elementary Teachers* 10th edition. Pearson

Plagiarism Tutorial (Either below)

<http://www.acts.twu.ca/Library/plagiarism.swf>

<http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php>

TECHNOLOGY:

Technology will be an important and vital part of the instruction delivery of this class. You will utilize CANVAS. Dropbox assignments are due in MICROSOFT WORD '97 OR NEWER. If an assignment is not in submitted in the correct CANVAS assignment link in Microsoft WORD '97 version or newer, it will NOT be graded.

Learning Outcomes After completing the course requirements, the student will be able to:	INTASC	ISTE NETS-T
1. Discuss the societal, school, and student factors that affect classroom management.	1	1a, 2a, 2e, 3a, 4a
2. Describe the roles of the effective teacher.	9	1b, 5a, 5b, 6a, 6d
3. Discuss how the learning environment affects behavior and learning.	5	2e, 3d
4. Describe the development of a class as a functioning group.	2	3b
5. Discuss the concept of management style and its relationship to management functions.	3	2a, 3b, 6b, 6c
6. Explain the use of classroom rules and their effect on minimizing disruptive behavior in the classroom.	4	2a, 3c
7. Develop an eclectic approach to effective classroom management.		
8. Identify the problem of the dysfunctional student and determine strategies to deal with the problem.	6	5d, 6e
9. Identify and discuss the use of positive reinforcement as motivation.	2, 5, 10	
10. Describe how to effectively use encouragement/praise and goal setting as classroom management strategies.	10	
11. Explain the legal aspects of the teacher-student relationship.	7	4a, 4b, 4c
12. Identify current issues that affect school safety, functioning, and discipline.	10	4a, 4b, 4c
13. Describe the aspects of effective parent-teacher communication.	4, 9	2a, 2b, 3b, 4b, 4d, 6b, 6d
14. Define special needs and identify how inclusion and least restrictive environments affect classroom management.	3	
15. Explain how co-teaching wherein general education teachers and special education teachers collaborate to ensure needs are met for all students while maintaining classroom management.	3	

**William Carey University
School of Education**

Assessment System Foundation

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TENTATIVE SCHEDULE OF TOPICS AND ASSIGNMENTS

Week 1 8/26		Information about yourself and your journey
Week 2 9/2	Read Chapters 1 & 2	Writing #2
Week 3 9/9	Read Chapter	writing #3
Week 4 9/16	Read Chapters 6 & 7	writing #4
Week 5 9/23	Read Chapters 8 & 9	writing #5
Week 6 9/30	Read Chapters 10 & 11	writing #6
Week 7 10/7	No Chapters	writing #7 Annotated Bib due in CANVAS NLT 11pm Sunday
Week 8 10/14	Read Chapters 12 & 13	Writing #8 Classroom Management Plan due in CANVAS NLT 11 pm Sunday!
Week 9 10/21	Read Chapter 14	
Week 10 10/28	Final	

Read Chapter **COURSE REQUIREMENTS**

Students are expected to:

1. Participate in all online assignments and activities.
2. Read the text, assigned readings, and assigned projects.
3. Annotated bibliography of five (5) peer reviewed journal articles (no websites). All must be related to classroom management. Template and directions in CANVAS. It is imperative you use the provided template. Referring to the rubric prior to beginning with assure you meet all requirements.
6. Complete weekly writing assignments within CANVAS. Writings should model the CCSS writing skills being taught in the classroom (W.4.2, W.4.4).
7. Create a classroom management plan that you may use in your own classroom. Template and rubric in CANVAS. Using these resources as you begin the assignment will improve your submission.
8. Final examination. The final will consist of multiple choice questions from textbook.

If assigned work is not submitted within one week past the original due date, it will NOT be accepted!!!

EVALUATION CRITERIA:

*Attendance	5%
Writing Assignments	25%
Annotated bibliography	20%
Classroom Management Plan	35%
Final Exam	15%

Grading Scale: A = 90-100% B = 80-89% C = 70-79% F = below 70

Attendance will be measured by assignments received on time.

It is YOUR responsibility to have assignments in the appropriate format and turned in on time. Late work will have points deducted. Do NOT send assignments via email

Plagiarism:

Read the section on plagiarism in the APA Manual on pages 15-16, 170. Read the addendum to the student handbook. Assignments uploaded in CANVAS are run through the program, Turnitin. Appropriate action will be taken toward individuals participating in plagiarism. All work must be unique to this course and may not be used for any other courses.

Statement on Academic Integrity

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University's academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean's office, and each campus dean's office.

ADA Statement

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact (here give the name and contact information for the appropriate campus).

The contact information:

Online Campus: Dr. Allen Bonner, (601) 318-6211, Hattiesburg Campus, Lawrence Hall 124.

Disaster Plan Statement

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website <http://wmcarey.edu>, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university's learning management system (LMS), which is called Canvas, at <https://wmcarey.instructure.com>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through SaderWatch, the WCU emergency message service. Sign up instructions can be found at <http://wmcarey.edu/saderwatch>.

Sexual Misconduct Statement

It is the policy of William Carey University to comply with all federal and state laws governing sexual misconduct. Further, William Carey University reaffirms its

principle, as well as Title IX of the Education Amendments Act of 1972, that all students have a right to be free from sexual discrimination in the form of sexual harassment and sexual violence. Students are referred to the Student Handbook, The Translation (The Red Book), for policy statements regarding sexual harassment and sexual assault and for procedures for reporting and responding to sexual offenses. The policies and procedures may also be found on the university's website under Campus Life – Security. <http://wmcarey.edu/sexual-misconduct>

Bibliography

- Herrell, A.L., & Jordan, M. (2007). *Thirty-five classroom management strategies: Promoting learning and building community*. Upper Saddle River, NJ: Pearson & Merrill Prentice Hall.
- Manning, M.L., & Bucher, K.T. (2007). *Classroom management: Models, applications, and cases* (2nd ed.). Upper Saddle River, NJ: Pearson & Merrill Prentice Hall.
- Marzano, R.J., Marzano, J.S., & Pickering, D.J. (2009). *Classroom management that works: Research-based strategies for every teacher*. Upper Saddle River, NJ: Pearson Education, Inc.
- Ryan, K., & Cooper, J.M. (2007). *Those who can, teach* (11th ed.). Boston, MA: Houghton Mifflin.
- Sprick, R.S. (2006). *Discipline in the secondary classroom: A positive approach to behavior management* (2nd ed.). San Francisco, CA: John Wiley & Sons, Inc.
- Wong, H. K., Wong, R. T., Jondahl, S. F., & Ferguson, O. F. (2014). *The classroom management book*. Mountainview, CA: Harry K. Wong Publications.

Web Sites: This is a list of educational and informational web sites.

www.education-world.com

www.ala.org

www.infoplease.com

www.funbrain.com

www.teachercreated.com

www.ed.gov

discoveryschool.com

<http://teachers.net>

www.mde.k12.ms.us

<https://owl.english.purdue.edu/owl/resource/560/01/>

<http://rubistar.4teachers.org>

<http://www.rtinetwork.org/>

EDU 4780.10 The Teaching Residency I
William Carey University, Hattiesburg Campus
School of Education
Course Handbook/Syllabus – Fall 2019

Instructor: Rachel Pitts
E-Mail: rpitts@wmcarey.edu
Phone: 601-318-6557
Office Hours: Monday 8-9:30am;
3-5pm, Tuesday & Thursday by
appointment, Friday 8-3
Meeting Time and Place:
Seminar I: August 27th at 4 pm
Seminar II: October 1st at 4pm

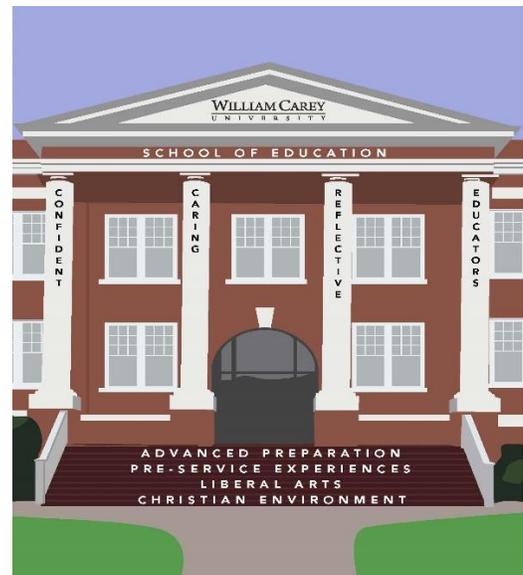
Instructor: Debbie Bender
E-Mail: dbender@wmcarey.edu
Phone: 601-433-1016
Meeting Time and Place:
Seminar I: August 27th at 4 pm
Seminar II: October 1st at 4pm

Instructor: Jackie Cuevas
E-Mail: jcuevas@wmcarey.edu
Phone: 601-408-7570
Meeting Time and Place:
Seminar I: August 27th at 4 pm
Seminar II: October 1st at 4pm

WCU Theme: “*Longing To Know*”
Philippians 3:10

Vision: “Confident, Caring, and Reflective Professional Educators”

The School of Education serves to prepare *confident, caring, and reflective* educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for Inservice Educators.



TK20: ** One or more assignments in this course may require submission to two links in CANVAS. Failure to do so will result in a grade of “I” (incomplete) in this course. If you receive an “I,” you will then have one term to complete the upload to receive a reduced grade, preventing the “I” from converting to an “F” automatically. If you have questions or need help with your upload to the link that has TK20 in the title, contact your TK20 Administrator at tk20@wmcarey.edu.

CATALOG DESCRIPTION This course is designed to implement theory, develop a philosophy of education, and foster professional growth and development through creation of a teacher candidate performance assessment. Classroom research gives support for the diagnosing and teaching of diverse learners during a directed field experience. This residency will be approximately **192 hours** (3 days per week) of supervised teaching experience in a qualified school. General topics include discipline, management, organization, teacher behaviors, individual differences, legal issues, student learning, and evaluation. Emphasis is placed on the importance of informed decision-making and

reflection in relation to classroom management, evaluation, student learning, pedagogical skills, content knowledge, and planning.

Course Topics:

1. Planning

- a. Contextual factors affecting learners
- b. Standards and assessment
- c. Learner objectives
- d. Content, materials, and media
- e. Assessing learner progress
- f. Levels and styles of cognitive planning

2. Classroom Procedures

- a. Cognitive interaction with learners (student-centered vs teacher-centered instruction)
- b. Skill in organizing and presenting instruction
- c. Skill in classroom management

3. Interpersonal Skills (Dispositional abilities)

- a. Enthusiasm for teaching and learning
- b. Development of positive self-concepts (student and teacher)
- c. Managing classroom interactions
- d. Development of reflective teaching practices
- e. Understanding of collaborative process within the classroom and school
- f. Development of critical thinking skills

4. Professional Standards

- a. Meeting professional responsibilities
- b. Professional self-development
- c. Self-directed in planning and problem solving
- d. Acknowledge the value of human diversity

COURSE REQUIREMENTS:

Requirement(s)	Due/Submit Date(s)	Points/Grading	Specifics
Residency I Classroom and Seminar Attendance	Complete between August 26-October 27	1000	Attend Residency I seminars. (2 dates). Dates are listed on the first page of the Syllabus. (37.5 points each) Complete 30 days in an assigned classroom- 3 days per week. These days should be prearranged with your host teacher and documented on the monthly calendars provided. Two instances of tardiness will be viewed as an absence and will have to be made up. Host teachers may be required to record attendance in TK20 this term.

Weekly Reflections	Due: Submit in Canvas before 11:59 pm on Sundays.	150 points total Reflections 1-8 (15 pts. each) Reflection 9 (30 points)	Reflect daily on your time spent in the classroom. Use the reflection template provided in Canvas. Your reflections should be thoughtful and not just a bullet list of what happened when you were in the classroom. Please see directions for Reflections in Residency Handbook. Reflections 1-8 (15 points each.) Reflection 9 (30 points.) Information on Page 15
TIAI Prezi Professional Dispositions PREZI	Due: September 1	50 pts 50 pts	Upload completion certificates into Canvas.
Host Teacher TIAI Prezi Host Teacher Professional Dispositions PREZI	Due: September 29		Host teacher should upload their completion certificates into Canvas.
Assignment #1a Parent/Student Contact	Due: September 15	25 points	Create a parent and student informational communication piece for your assigned classroom. This should be approved by your host teacher before sending home to students. A sample has been provided in Canvas. You will need to create your own. Information on Page 15
Assignment #1b Interest Inventory	Due: September 15	15 points	Administer an interest inventory to your students in your assigned classroom by September 13. Upload form used to Canvas by deadline. Bring completed class inventories to Seminar II. We will discuss how to incorporate information gained through the interest inventory into your unit. Information on Page 15
Assignment #2 School Information	Due: September 22	25 points	Compile information about your assigned school. Include the following: <ul style="list-style-type: none"> • School layout (Submit to Canvas.) • Emergency procedures for class and school (Submit to Canvas.)

			<ul style="list-style-type: none"> • Faculty Handbook (Place in binder) • Student Handbook (Place in binder) <p>Information on Page 15 & 25</p>
<p>Assignment #3</p> <p>Unit Plan for Performance Assessment</p>	<p>Due: Classroom Context for Learning and Unit Planning Commentary due in Canvas and TK20 by September 29 Week 5.</p> <p>Unit due in Canvas and TK20 by October 6 Week 6.</p> <p>Pre-Test and post-test due in Canvas by TK20 by October 20 Week 8</p> <p>Assessment of Student Learning Description and Assessment Commentary due in Canvas and TK20 by October 27 Week 10.</p> <p>Use the templates in Canvas for all these assignments.</p>	<p>Total Points 200</p>	<p>Develop a unit plan for performance assessment. Your unit should be focused on a theme or concept and consist of 5 daily lesson plans created for the duration of one instructional period (45-60 minutes). <i>You will teach all five days of the unit. During the unit, you will teach one of those days for your summative evaluation.</i></p> <p>Task 1: TIAI Domain I Planning and Preparation</p> <ul style="list-style-type: none"> • Classroom Context for Learning Assignment. (See Handbook pages 10-11 for specific guidelines.) Select one class as a focus for this class. 15 points. Information on p.16 • Unit Planning Commentary Assignment Provide relevant context of learning information. 20 points. Information on p.18 • Unit Plan (See Handbook pages 25-26 for specific guidelines.) Develop 5 days of lesson plans to teach a topic/concept and analyze student learning. Each day’s lesson plan should be designed for one instructional period (45-60 minutes.) Use the unit lesson plan template provided in Canvas. 90 points. Information on p.20 • Teacher Authenticity Sign-Off Form 5 points. Page 49 <p>Task 2: TIAI Domain II Assessment</p> <ul style="list-style-type: none"> • Prepare and Administer pre- and post- assessments for your unit. 20 points total (Pre- 10 points Post- 10 points). Page 21 Cont...

Evaluation:

As a college student and future educator, all written assignments will be assessed on the basis of three major sets of criteria:

1. **MECHANICS:** This includes such writing abilities as appropriate verb usage, appropriate use of subject-verb agreement, comma usage, use of punctuation, spelling, sentence structure, quotes, and use of APA format.
2. **CONTENT:** This involves such areas as following directions for written assignment, addressing the actual question (correct information), use of correct terminology, and adequate documentation.
3. **EXPRESSION:** This involves such writing aspects as the clarity of material, the style and format of writing, and the appropriate introduction and summary information.

Assignments are to be typed unless otherwise indicated.

Without a documented reason, assignments will not be accepted after one week past the due date.

Assignments are due submitted in Canvas/TK20 prior to 11:59 p.m. on the date due. If assignments are submitted incomplete prior to the deadline and submitted again completed after the deadline, points will be deducted. Late assignments will be graded using the following scale:

1 Day Late (any time after 11:59 p.m. as per Canvas/TK20 time): 10% of Points Deducted

2-4 Days Late: 25% of Points Deducted

5-7 Days Late: 50% of Points Deducted

More Than Seven Days Late: 0 Points

GRADING SCALE

A = 930-1000

B = 850-929

C = 750-849

D = 700-749

F = Below 700

ASSIGNMENTS	POINTS
Seminar Attendance	75
Weekly Reflections	150
Professional Dispositions Prezi	50
Parent/Student Contact	25
Student Interest Inventory	15
School Information	25
TIAI Prezi	50
Unit Plan	200
Other Observations	40
Teacher Candidate Assessments	370
TOTAL	1,000

NOTE: This syllabus is subject to revision due to student needs, time constraints, or other unforeseen circumstances that may arise.

Date		
August 26-30		Week 1 in Classroom <ul style="list-style-type: none"> • Begin Hello Visits during host teacher's planning period
August 26		Residency II Applications Open in TK20 at 5:00 a.m.
August 27		Seminar I- 4 p.m. in Room F101
August 30		Host teacher should approve Week 1 attendance in TK20
September 1		Week 1 Reflection due in Canvas TIAI Prezi Completion Certificate Due Professional Disposition Prezi Due
September 2		Labor Day Holiday 
September 2-6		Week 2 in Classroom <ul style="list-style-type: none"> • Finish Hello Visits during host teacher's planning period
September 6		Host teacher should approve Week 2 attendance in TK20
September 8		Week 2 Reflection due in Canvas
September 9-13		Week 3 in Classroom <ul style="list-style-type: none"> • Administer Student Interest Inventories
September 13		Host teacher should approve Week 3 attendance in TK20
September 15	•	<ul style="list-style-type: none"> • Parent Communication document due in Canvas • Week 3 Reflection due in Canvas
September 16		Residency II Applications due in Tk20 by 11:55 p.m.
September 16-20		Week 4 in Classroom <ul style="list-style-type: none"> • Begin Formative Evaluations • Start Classroom Context for Learning and Unit Planning Commentary
September 20		Host teacher should approve Week 4 attendance in TK20
September 22		Week 4 Reflection due in Canvas <ul style="list-style-type: none"> • School Information Due in Canvas
September 23-27		Week 5 in Classroom <ul style="list-style-type: none"> • Finish Formative Evaluations • Continue Classroom Context for Learning and Unit Planning Commentary
September 27		Host teacher should approve Week 5 attendance in TK20
September 29		Week 5 Reflection due in Canvas

		<ul style="list-style-type: none"> Classroom Context for Learning and Unit Planning Commentary and due in Canvas and TK20
September 30-October 4		Week 6 in Classroom
October 1		Seminar II 4:00 pm, Room F102. Bring paper copy of unit
October 4		Host teacher should approve Week 6 attendance in TK20
October 6		Week 6 Reflection due in Canvas <ul style="list-style-type: none"> Unit due in Canvas and TK20
October 7-11		Week 7 in Classroom <ul style="list-style-type: none"> Advisement and registration for Winter trimester
October 11		Host teacher should approve Week 7 attendance in TK20
October 13		Week 7 Reflection due in Canvas
October 14-18		Week 8 in Classroom <ul style="list-style-type: none"> Summative Evaluations
October 18		Host teacher should approve Week 8 attendance in TK20
October 20		Week 8 Reflection due in Canvas <ul style="list-style-type: none"> Pre-test and post-test due in Canvas and TK20
October 21-25		Week 9 in classroom <ul style="list-style-type: none"> Complete Observations 1 and 2 Outside assigned Classroom
October 25		Host teacher should approve Week 9 attendance in TK20 and complete evaluation in TK20
October 27		Week 9 Reflection due in Canvas SEE SPECIAL INSTRUCTIONS ON THIS LAST REFLECTION! <ul style="list-style-type: none"> Assessment for Student Learning and Assessment Commentary due in Canvas and TK20 Observations 1 and 2 due in Canvas Calendar due in Canvas
November 1		Host teacher should approve Week 10 attendance in TK20
November 3		Week 10 <ul style="list-style-type: none"> All make up days should be complete by October 25th due to Residency II beginning November 4
November 4		If approved and registered, you can begin your 60 days of Residency II

ATTENDANCE: Students are expected to attend class on the days agreed upon with the host teacher. Students are also expected to participate in class by **attending scheduled seminars and via online assignments.** Failure to submit weekly assignments on the due date will be counted as an absence. The William Carey Catalog states that no undergraduate student may receive credit for a course in which 25% of the classes are missed, including online classes. Remember, there is no differentiation between excused and unexcused absences at the college level. It is the student's responsibility to provide documentation and notification of any university activity absences.

CLASSROOM MANAGEMENT

While completing the field experience requirement for this course, it is the expectation that WCU students will create and maintain a safe, supportive, and challenging learning environment (M-STAR IV.15, TIAI 22). Suggestions for managing classroom behavior during the field experience include:

- Follow the classroom discipline plan.
- Seek to prevent classroom problems before they happen.
- Use classroom time wisely.
- Motivate students to behave by using positive reinforcement.

To assist you in classroom management, the following resources may be useful:

1. Bailey, B. (2001). *Conscious Discipline: 7 basic steps for brain smart classroom management.* Oviedo, FL: Loving Guidance, Inc.
2. Canter, L. (2009). *Assertive discipline: Positive behavior management for today's classroom.* (4th Ed.). Bloomington, IN Solution Tree.
3. Storey, K. & Post, M. (2012). *Positive behavior supports in classrooms and schools: Effective and practical strategies for teachers and other service providers.*
4. Wong, H.K. & Wong, R.T. (2009). *The first days of school: How to be an effective teacher.* (4th Ed.). Sunnyvale, CA: Harry K. Wong Publications.
5. www.disciplinehelp.com

Statement on Academic Integrity

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DISASTER PLAN STATEMENT

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website <http://wmcarey.edu>, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university's course management system at <https://wmcarey.instructure.com>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through SaderWatch, the WCU emergency message service. Sign up instructions can be found at <http://wmcarey.edu/saderwatch>.

PLAGIARISM

Plagiarism is scholarly theft, and it is defined as the unacknowledged use of secondary sources. More specifically, any written or oral presentation in which the writer or speaker does not distinguish clearly between original and borrowed material constitutes plagiarism. Because students, as scholars, must make frequent use of the concepts and the facts developed by other scholars, plagiarism is not the mere use of another's facts and ideas. However, it is plagiarism when students present the work of other scholars as if it were their own work. Plagiarism is a serious offense. Any act of plagiarism may lead to a failing grade on the paper and in the course, as well as sanctions that may be imposed by the student/college judicial system.

If you do not understand the concept of plagiarism, you need to read the section on plagiarism in the APA Manual on pages 15-16, 170. If you have any questions about plagiarism after reading this section, you need to talk with me. If you do not talk with me, it will be assumed you understand the definition of plagiarism. Assignments that are plagiarized CANNOT be redone for a better grade on the assignment.

ADA Statement

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact (contact person) at (phone number). (contact person) is located in (office of contact person). The contact information:
Hattiesburg campus: Ms. Valerie Bridgeforth, 601-318-6188, Student Services Office in Lawrence Hall.
Tradition campus: Dr. Alesia Haynes-McCook, 228-702-1783.
Keesler Center: Ms. Amanda Knesal, 228-376-8480.
Baton Rouge: Dr. Catherine Belden,

Sexual Misconduct Statement

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TOBACCO-FREE CAMPUS: William Carey University is a tobacco-free campus. All WCU students are asked to respect this policy by refraining from smoking or other tobacco use while on campus.

INCOMPLETES: All of the following criteria must be met in order for a student to receive an incomplete:

- Class (and university) attendance requirements must have been met;
- 80% of the required work for the class must have been done;
- The student must be passing the class at the time the incomplete is granted;
- The student must request the incomplete on the WCU incomplete request form prior to the time at which faculty must submit grades;
- The student must have provided appropriate documentation regarding the reason for requesting the incomplete (e. g., accident reports, medical records, etc.)
- The Academic Dean must have determined that unavoidable circumstances have prevented the student from completing the course on schedule.

If any one of the above conditions is not met, a student cannot receive an incomplete for the course.

William Carey University Mission Statement:

The mission of William Carey University is to provide quality liberal arts and professional education programs within a caring Christian academic community. The individual student is encouraged to develop his or her highest potential in scholarship, leadership, and service. The university collaborates with churches, organizations, and individuals to affirm its Baptist heritage and namesake, William Carey. The mission of William Carey University is addressed in this course through the high-level of scholarship that is required and the emphasis on the communication, planning, and management skills that are acquired in the college core.

School of Education Mission Statement and Belief Statements:

The mission of the School of Education at William Carey University is to provide professional training and study within a Christian environment in order to prepare professional educators to pursue a career in diverse fields of education. Candidates are encouraged to reach their highest potential as a confident, caring, and reflective professional educator nurtured through a strong liberal arts curriculum, pre-service experiences, and advanced preparation for an increasingly diverse and technological world. The candidates are innovative thinkers, effective communicators, advocates for diverse learners, integrators of technology, and life-long learners.

Belief Statements:

The philosophical rationale for teacher education at William Carey University is characterized by intellectual freedom anchored in a caring Christian environment. Faculty provides instruction to motivate, interest, and challenge diverse learners to become lifelong reflective decision makers within a changing global society. This rationale provides an approach to teacher education that has a strong general liberal arts base and an in-depth preparation in one's chosen teaching field.

Therefore, we believe:

- education is a lifelong process.
- equal educational opportunity should be provided for all persons to attain a higher status of education and fulfillment in life.
- students are unique individuals with differing needs and aspirations.
- teacher preparation changes to reflect the needs of a diverse, technological, and global society.
- teacher education emphasizes effective instruction based on best practice and current research.
- preservice teacher programs prepare educational leaders who facilitate change.
- teacher education faculty model ethical, professional practice.
- teacher education faculty seek involvement in scholarly activities.
- teacher education faculty systematically evaluate student growth, programs, and graduates.
- teacher education consists of a broad liberal arts education, academic subject preparation, general and content-specific preparation in teaching methodology, and implementation of developmentally appropriate practices.

COURSE GOALS & OBJECTIVES

The students will	WCU	SOE	InTASC	CAEP
1. Implement theory through studying the pragmatic value of theory and checking the understanding of theory in practice.	1	1	6	1.2
2. Improve personal academic background through independent study that is needed in teaching.	1	2	9	1.2

3. Adapt methods of instruction to the task at hand.	1	3	10	
4. Diagnose and provide for individual differences in the teaching situation.	1	5	10	
5. Diagnose and provide direction for personal and social adjustment of individual students.	1	6	9	1.5
6. Evaluate student progress and the results of teaching in terms of objectives.	4	4	1	
7. Demonstrate personal characteristics required for effective relationships with students, professional staff, and the citizens of the community.	4	5	1	
8. Demonstrate professional interest, attitudes, and ideals.	4	3	2	1.6
9. Exhibit competence as a classroom instructor to a sufficient extent to qualify as a beginning teacher at the completion of the professional program of teacher education.	1	2	6	1.2
10. Provide evidence of competence in the effective selection, utilization, and display of materials, and delivery of accurate subject matter content.	4	4	2	1.5

**William Carey University School of Education
Assessment System Foundation**

The School of Education's Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission, School of Education's Conceptual Framework (CF) and Outcomes, School of Education's Education Goals (EG), Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

Mission	Outcome
William Carey University Expanded Statement of Mission	WCU 1- Provide academic programs to promote student learning. WCU 2-Promote Christian development and social responsibility. WCU 3-Strengthen ties with Baptist churches, associations, and conventions. WCU 4-Provide an environment that supports student learning. WCU 5-Strengthen organizational and operational effectiveness. WCU 6-Strengthen financial resources.
School of Education Conceptual Framework and Outcomes	CF-Confident, Caring, and Reflective Professional Educators CF 1-An innovative thinker CF 2-An effective communicator CF 3-An advocate for diverse learners CF 4-An integrator of technology CF 5-A life-long learner CF 6-A steward of the profession
School of Education Goals	EG 1-Apply current research and technology related to the teaching-learning-assessment process. EG 2-Respond sensitively to individual differences and diversity. EG 3-Understand and anticipate the needs of a global society. EG 4-Plan and implement learning experiences that support the highest level of student potential. EG 5-Continue to reflect, refine, and revise professional practices. EG 6-Collaborate with others to promote learning.
Interstate Teacher Assessment and Support Consortium (InTASC) Standards	1-Learner Development 2-Learner Differences 3-Learning Environment 4-Content Knowledge 5-Application of Content 6-Assessment 7-Planning for Instruction 8-Instructional Strategies 9-Professional Learning and Ethical Practice 10-Leadership and Collaboration
Learned Societies (SPA)	Association of Childhood Education International (ACEI) Council for Exceptional Children (CEC) Educational Leadership Constituency Council (ELCC) National Association for Sport and Physical Education (NASPE) National Association for the Gifted Child (NAGC) National Council for Social Studies (NCSS) National Council for Teachers of English (NCTE) National Council for Teachers of Mathematics (NCTM) National Science Teachers Association (NSTA)
Professional dispositions	All WCU candidates will do the following: 1. Protect confidential information concerning students and/or colleagues unless the law requires disclosure. 2. Demonstrate maturity and sound judgment in all interactions with peers, university and P-12 personnel, and parents. 3. Follow all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use. 4. Exemplify honesty and integrity (honesty, tact, and fairness) with all stakeholders during his/her time in the program. 5. Accept constructive criticism in a positive manner. 6. Provide fair and equitable opportunities for all P-12 students in a non-discriminatory manner. 7. Maintain a professional relationship with all students, both inside and outside professional settings.



Guidelines for Weekly Reflections



Use the document provided in Canvas to reflect on each day you are in the classroom. Your reflections should be thoughtful, complete sentences, and not just a bullet list of what happened when you were in the classroom. You should have a minimum of three visits per week, with the exception of district holidays (fall break). **Each reflection is worth 15 pts. Rubric for this assignment is on page 52.**

Submit to Canvas each Sunday by 11:59 p.m. **Reflection 9:** This reflection should include a reflection of week 9, and a reflection of your ENTIRE RESIDENCY I experience. This assignment is worth 30 pts.

Guidelines for Assignment 1a and 1b

There are two parts to this assignment:

1. Construct a letter to be sent home to parents.
 - a. Introduce yourself
 - b. Explain your intended goals for the tenure of your internship
 - c. **Submit in Canvas only.**

2. Administer an Interest Inventory to Students.
 - a. I will place several in Canvas that you can choose from.
 - b. If you choose not to use one of the ones I have placed in Canvas, you can create your own as long as it has similar components to those provided. Please send to me for approval before you administer to the students.
 - c. **Submit the Interest Inventory you use in Canvas.**
 - d. **Bring your completed Interest Inventories to the Seminar II.** We will discuss how to incorporate information gained through the interest inventory into your unit.



Guidelines for Assignment 2 School Information



For this assignment, teacher interns will develop school site information containing a collection of materials that will serve as documentation of the intern's understanding of school and district policies. The following components should be included in the school site information:

1. Physical layout of the school
2. Emergency procedures for the classroom
3. Emergency procedures for the school
4. Copy of the faculty handbook
5. Copy of the student handbook

Parts 1-3 of this assignment should be submitted in Canvas. The faculty and student handbooks should be placed in your Residency I Binder. Rubric on page 34.



Guidelines for Assignment 3

Learning Knows No Bounds

Task 1: TIAI Domain I – Planning and Preparation

For this task, you will select one class or subject area as your focus.

You will complete the following activities for this task:

- Classroom Context for Learning
- Unit Planning Commentary
- Unit Plan

Expectations for these activities are outlined below.



Activity 1: Classroom Context for Learning



Use the template provided in Canvas. This activity will be submitted to Canvas and in the Field Experience Binder for Residency I in TK20. Rubric on page 53.

School: Provide a description of the school in which you teach. Include information about the grade levels, location (city, suburb, town, rural, etc.), or special features of the school (charter, magnet, bilingual, etc.). Describe any district or school teacher requirements or expectations that may affect your planning or delivery of instruction during your unit, such as required curricula, pacing guide, use of specific strategies, or testing requirements.

Class: Provide a description of the classroom environment in which you are assigned. Identify the grade level and organization (self-contained, departmentalized, team-taught, bilingual, inclusion, classroom with assistant teacher, etc.). Identify the academic areas for which your host teacher plans and instructs. Is there any ability grouping or tracking? If so, describe how it affects your class. What resources are available for your use in your host classroom (electronic whiteboard, document cameras, classroom library, mandated text books or curriculum, etc.)?

Description of the Students (If departmentalized, this should describe the students for the class/subject that the unit is planned.) Provide a description of the demographic make-up of this class. How many students are in the class? How many males and females? How many Caucasian, African-American, Asian, etc.?

Complete the charts below to summarize required or needed supports, accommodations, or modifications for your students that may affect the planning of this unit. As needed, consult with your host teacher to complete the charts. Some rows have been complete in italics as examples. Use as many rows as you need.

Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment. For example, students

- With Individualized Education Programs (IEPs) or 504 plans
- With specific language needs
- Needing greater challenge or support
- Who struggle with reading

- Who are underperforming students or have gaps in academic knowledge

Students with IEPs/504 Plans		
IEPs/504 Plans: Classification/Needs	Number of Students	Supports, Accommodations, Modifications, Pertinent IEP Goals
<i>Example: Visual Processing</i>	2	<i>Close monitoring, large print text, window card to isolate text</i>

Students with Specific Language Needs		
Language Needs	Number of Students	Supports Accommodations, Modifications
<i>Example: English language learners with only a few words of English</i>	2	<i>Pre-teach key words and phrases through examples and graphic organizers (e.g., word cluster, manipulatives, visuals) Have students use pre-taught key words and graphic organizers to complete sentence starters</i>
<i>Example: Students who speak a variety of English other than that used in textbooks</i>	5	<i>Make connections between the language students bring and the language used in the textbook</i>

Students with Other Learning Needs		
Other Learning Needs	Number of Students	Supports, Accommodations, Modifications
<i>Example: Struggling readers</i>	5	<i>Leveled text, targeted guided reading, ongoing reading assessment (e.g., running records, miscue, conferencing)</i>



Activity 2: Unit Planning Commentary



Use the template provided in Canvas. This activity will be submitted to Canvas and in the Field Experience Binder for Residency I in TK20. *Rubric on page 54-55.*

Central Focus: Review the curriculum with your host teacher and select a learning concept to plan, teach, and analyze. Describe what concept you decided to plan, teach, and analyze (subject area, standard, etc.). Identify a central focus for your unit plan and include information in regard to strategies you implemented in the unit to meet this focus. Does this lesson require specific literacy skills? If so, explain. Explain how your plans build on each other to help students make connections between from one day's lesson to the next day's lesson.

Knowledge of Students to Inform Teaching: Using the prompts below, describe what you know about your students with respect to the central focus of your unit.

Consider the variety of learners in your class you may require different strategies/ support (e.g. students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.

Prompt 1: Prior academic learning and prerequisite skills related to the central focus – Cite evidence of what students know, what they can do, and what they are still learning to do.

Prompt 2: Personal, cultural, and community assets related to the central focus – What do you know about your students' everyday experiences, cultural and language backgrounds and practices, and interests? **You can tie in interest inventory results here.**

Supporting Students' Learning: Using the prompts below, justify how your unit supports students' learning. Refer to instructional materials, strategies, and lesson plans you have included in your unit (On Day 1, I did). In addition, use information learned from the Student Interest Inventories you administered and principles from research and/or theory to support your justifications.

Prompt 1: Justify how your understanding of your students' prior academic learning, interests, and personal, cultural, and community assets guided your choice or adaptation of learning tasks and materials.

Prompt 2: Describe and justify why your instructional strategies and planned supports are appropriate for the whole class, individuals, and/or groups of students with specific learning needs.

Consider the variety of learners in your class you may require different strategies/ support (e.g. students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.

Prompt 3: Describe common developmental approximations or common misconceptions within your central focus and how you will address them.

Monitoring Student Learning: Refer to the assessments you have planned in the unit.

Prompt 1: Describe how your planned formal and informal assessments will provide direct evidence that students have met the goals and central focus of the unit. If your unit includes literacy strategies, explain how your planned formal and informal assessments will provide evidence that students can use the essential literacy strategies to comprehend or compose text throughout the learning segment.

Prompt 2: Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.

Consider the variety of learners in your class you may require different strategies/ support (e.g. students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.



Activity 3: Create a Five-Day Lesson Plan Unit

Use the template provided in Canvas. This activity will be submitted to Canvas and in the Field Experience Binder for Residency I in TK20. You may begin teaching your unit only after the it has been approved by the host teacher AND the university supervisor,

Unit Planning Guidelines

- Prepare and administer a pre-test for the unit.
- Develop 5 days of lesson plans designed to teach a topic/concept and analyze student learning.
- Each day's lesson plan should be designed to be taught during one instructional period (45-60 minutes).
- Use Mississippi College- and Career- Readiness Standards for the grade level for which you are assigned. (TIAI Domain I: 1)
- Refer to the appropriate MDE Scaffolding Document to develop meaningful and authentic learning experiences that accommodate developmental and individual needs. (TIAI Domain I: 2)
- Integrate at least one lesson with a content area. (TIAI Domain I: 3)
- Teaching procedures should include innovative introductions and closings. (TIAI Domain I: 4)
- Incorporate different teaching strategies that positively impact student learning and development. (TIAI Domain I: 4; Domain II: 15; Domain IV: 22)
- Plan appropriate assessments that effectively evaluate student learning and development based on lesson objectives. (TIAI Domain I: 5; Domain II: 7, 8)
- Include technology that will engage students in analysis, creativity, and deeper learning experience to improve student growth, development, and understanding. (TIAI Domain I: 6; Domain II: 15)
- Incorporate some type of family and/or community resources in instruction. For example: If your unit is on marine animals, you could pull resources from the Gulf Coast Research Laboratory. (TIAI Domain II: 19)

Preparing for Your Summative Evaluation

- During Weeks 8-, you will teach all of the 5 days of your unit after it has been reviewed and approved.
- You will pick **ONE** of the 5 days for your **summative evaluation**. This should last 45-60 minutes and not be a test day!
- Domains I - V of the TIAI will be used for evaluation of this lesson.
- Following the summative evaluation, we will meet to reflect on your evaluation using the TIAI instrument.
- Your host teacher will complete the TK20 evaluation following this assessment.



Guidelines for Assignment 3

Task 2: TIAI Domain II – Assessment

Use the template provided in Canvas. This activity will be submitted to Canvas and in the Field Experience Binder for Residency I in TK20.

You will complete the following activities for this task:

- Prepare and administer pre- and post-assessments for your unit.
- Assessment of Student Learning
- Assessment Commentary

Expectations for these activities are outlined below.

Activity 1: Pre- and Post-Assessments

In this activity, you will identify the pre- and post-assessments used in the lesson.

- ◆ The pre-assessment should give you an idea of what areas of the standards and/or objectives need to be stressed. **The pretest should be administered BEFORE creating your unit.**
- ◆ Pre-test results will also determine the strategies used for remediation, enrichment, and accommodations/modifications.
- ◆ The post-assessment should give you information that shows the progress (or lack of) toward mastery of the objective(s).
- ◆ Your post-assessment can be an activity with a rubric or culminating project with rubric.
- ◆ **Submit a blank pre- and post-assessment to Canvas and in the Field Experience Binder for Residency I.**
- ◆ **You will choose 3 focus students who completed both assessments to use for your Assessment Commentary (Activity 3).**

Activity 2: Assessment of Student Learning

In this section, you will analyze student learning. You will need to think about the following:

- How will you gather evidence and make sense of what students have learned?
- How will you provide meaningful feedback to your students?
- How will you use evidence of what students know and are able to do to plan the next steps in instruction?
- How will you identify evidence that demonstrates the development of content understanding?

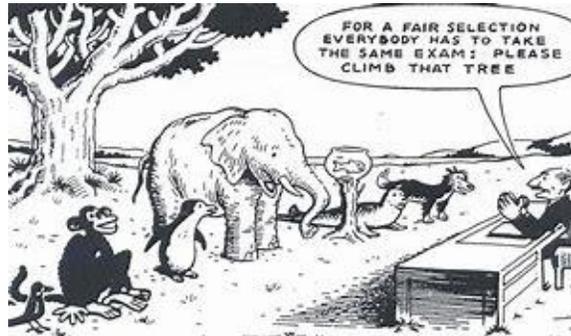
Select one assessment from your unit plan that you will use to evaluate your students' learning.

This assessment should NOT be the pretest or post-test for the unit. It should be an assessment that is completed by the whole class. The assessment should reflect the work of individuals, not groups, but may be individual work from a group task. The assessment you choose should provide opportunities for students to demonstrate learning. Provide a short description of the assessment. Include the instructions that you gave to students prior to completing the assessment.

Explain the evaluation criteria you used for analyzing student learning for this assessment. If you used a rubric, you can insert a picture of it after your explanation.

Collect and analyze student work from the assessment. Analyze student work from the assessment to identify quantitative and qualitative patterns of learning within and across learners in the class. Discuss the patterns of learning that you identified (i.e., what individuals or groups generally understood and what a number of students were still struggling to understand). Did specific strengths or weaknesses emerge? What future instruction might need to be provided based on your analysis of this assessment? This may include remediation or enrichment.

Provide feedback. Describe how you provided specific feedback to students on the assessment you analyzed. Insert a picture of written feedback provided to two different students on the assessment.



Activity 3: Assessment Commentary

In this activity, you will compare your pre-test and post-test results for your unit. You will also choose 3 focus students who completed both assessments to use for this activity.

Analyze Student Learning: Provide a graphic (table or chart) that summarizes student learning for the unit based on pre-test and post-test results. Based on your graphic, describe what students did well and/or where they continued to struggle. What were some common misconceptions, errors, and/or need for greater challenge?

Feedback to Guide Further Learning: Choose 3 focus students who took the pre-test and post-test. Give a brief description of each student (male, female, IEP, enrichment, etc.). How did you provide specific and authentic feedback to these individual students? How did the feedback address their individual needs relative to the learning objectives of the unit? Describe how you will or could in the future use your feedback to support each focus student to further their learning. For each focus student, you will insert a picture of the assessment with feedback, or if feedback was verbal, provide an explanation.

Using Assessment to Inform Instruction: Based on your analysis of the unit pre- and post-test results, what would the next steps for instruction be for the whole class and for the 3 focus students above. Be specific. Consider if you would need to look at previous grade level standards or the standards for the next grade level. Explain how your plans for future instruction are based on your analysis of student learning. Support your explanation with principles from research and/or theory.

Consider the variety of learners in your class you may require different strategies/ support (e.g. students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.



Guidelines for Assignment #4 – Supervisory Visits and Evaluations



Supervisory Assessment Notes and Evaluation Instruments: This will include three evaluations from both the host and master teachers.

Hello Visit

- This visit will be held in **Weeks 2-3** during the host teacher's **planning period**.
- I will meet with you and your host teacher and go over questions about the handbook, expectations, the Professional Dispositions, and the TIAI instrument.
- If possible, we will schedule your formative and summative evaluations during this time.

Formative Evaluation

- This evaluation will be scheduled during **Weeks 4-6**
- After consulting with your host teacher, you will pick a lesson to teach based on his/her lesson plans.
- The lesson should be for **one instructional period** (45-60 minutes).
- A copy of the lesson plan should be available on the day of the formative evaluation.
- The Formative Evaluation will focus on Domains III and IV of the TIAI. (16 indicators x 4 = 64 possible points x 2 evaluators = 128 points)
- Your host teacher will complete the TK20 evaluation based on this assessment.
- Following the formative evaluation and consulting with the host teacher, we will meet to reflect on your formative evaluation using the TIAI instrument.

Summative Evaluation

- This evaluation will be scheduled during **Weeks 7-8**.
- After your unit has been submitted, reviewed, and approved by both the host teacher and the university supervisor, you will teach all five days of your unit.
- You will pick **ONE** of the 5 days for your summative evaluation. This should last 45-60 minutes not be a test day!
- The Summative Evaluation will focus on Domains I-V of the TIAI. (25 indicators x 4 = 100 possible points x 2 evaluators = 200 points)
- Your host teacher will complete the TK20 evaluation based on this assessment.
- Following the summative evaluation, we will meet to reflect on your evaluation using the TIAI instrument.

Professional Dispositions

- At the end Residency I, the host teacher, and the university supervisor will rate your behavior and performance using the Professional Dispositions' Document. (7 items x 3 = 21 possible points x 2 evaluators = 42 points)



Guidelines for Assignment #5 – Teacher Observations

Complete 2 different teacher observations in classrooms other than your host teacher's classroom. Your observations should be done during an instructional period of 45-60 minutes.

Use the template provided in Canvas. Your reflections/ comments on the outside observations should be thoughtful and not just a bullet list of what happened when you were in the classroom.

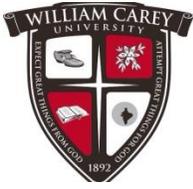
Each observation should provide a summary report using the following questions:

1. How did the teacher begin the class? Evaluate the beginning of the lesson?
2. What was the classroom environment? Describe and evaluate the classroom.
3. What were the instructional strategies used by the teacher? Describe and evaluate the strategies.
4. How did the teacher manage classroom behavior? Describe and evaluate the classroom management strategies used by the teacher.

A template for this assignment can be found on Canvas. **These teacher observations will be submitted to Canvas and in the Field Experience Binder for Residency I in TK20.**



Keep
going.
you've
got
this



William Carey University/School of Education EDU 478 Student Information Form

Student Name: _____

Student ID#: _____

Starting Date of Residency I: August 26, 2019

E-mail address: _____

Mailing Address: _____

Best Number for Contact: _____

Residency I Assignment Information

School: _____ School Phone: _____

School Address: _____

Principal's Name: _____

Grade: _____ Subject Area: _____

Host teacher's Name: _____

Host teacher's School E-mail: _____

Host Teacher's Planning Period: _____

EDU 478
Guidelines for Residency I Interns

- ❖ The conceptual framework, “Confident, Caring, and Reflective Educators,” is developed through coursework and field experiences. William Carey University School of Education seeks to develop in prospective professional educators the skills, essential knowledge, and professional attitude that will enable them to work successfully in a variety of educational settings and roles, thus transforming the educational enterprise to yield an improved society. The University is committed to providing a broad range of programs and services to its partners in diverse Pre-K – 12 settings.
- ❖ This clinical/field experience reflects the belief that education must be linked to social responsibility and that the most effective learning is active and connected to experience in some meaningful way. It reflects the belief that candidates have the capacity to contribute to their communities/schools in a positive manner.
- ❖ This experience allows the candidate to engage in meaningful service to communities/schools while involving themselves in study and reflection related to the service through the academic curriculum.
- ❖ The best experience and learning activities respond to real needs in the community/school/classroom. The success of this experience involves the planning and organization of the candidate, host teacher, and university master teacher. Reflection is critical to the success of any experience. This allows for the candidate to reflect on the success and concerns of the experience.

Residency I Intern Responsibilities

As a new member of a professional community, teacher candidates assume a variety of professional obligations and responsibilities. As teacher candidates look forward to and prepare for their clinical/field experience, they should fulfill the following opportunities:

1. At their first opportunity, the intern should obtain a copy of the Faculty Handbook and acquaint themselves with the procedures, rules, and regulations that apply to the faculty of the school in which they are working.
2. Teacher candidates should also familiarize themselves with other official documents (e.g., district/school calendar, emergency procedures, etc.).
3. It is absolutely imperative that the teacher candidate be acquainted with the procedure that is followed if one must be absent due to illness.
4. It is further expected of teacher interns to do the following:
 - conduct themselves as professionals (i.e., in word, action, dress, appearances, etc....)
 - exhibit promptness and punctuality in meeting one's responsibilities and obligations
 - recognize and act congruent with their new status (i.e., they are not their students' peers)
 - seek advice from their host teacher and university supervisor on a regular and routine basis
5. Students respect teachers who are honest, well-prepared, consistent, fair, and firm.
 - As teacher interns serve as role models for their students, teacher interns will exhibit good manners, habits, and behavior, presenting the best possible image to the youth with whom they are working.
6. The primary purpose of the clinical/field experience is to begin learning how to teach and build professional learning collaboration. Teacher interns focus primarily on instructional matters and appropriate professional relationships. Teacher interns accomplish this as they fulfill their instructional responsibilities. These may include but are not limited to, the following:
 - preparing complete, concise, lesson plans
 - collaborating and partnering with host teacher and host teacher's PLC
 - applying teaching techniques based on sound learning principles
 - collecting and analyzing class contextual factors
 - submitting and discussing lesson plans with host and university master teacher prior to presenting the lesson
 - complying with all reasonable requests made by the host and university master teacher
 - learning about their students
 - maintaining ethical, interpersonal relationships with their students.

By fulfilling these primary responsibilities, teacher candidates become an integral part of the instructional staff at their respective schools contributing to the educational programs in which they participate. In addition, teacher interns also accept any and all responsibilities assigned and commensurate with the teaching role. Typically, these may include, but are not limited to, the following:

- participating in in-service conferences and parent conferences
- attending meetings designated by the host teacher
- assisting with all routine school activities
- attending professional learning community meetings
- assisting with supervisory duties (e.g., cafeteria duty and hall duty)
- participating in extra-curricular activities (e.g., coaching athletic teams, organizing/sponsoring field trips, involvement in plays and/or other shows, clubs, and academic teams)

Absences

One transition confronting teacher interns as they begin their experiences is learning to move beyond excessive preoccupation with oneself and one's needs by becoming aware that, because of one's professional responsibilities and obligations, one must often think of others first ... even when one is sick and in those very few instances where a personal matter may come to the fore front.

To this point in one's education, one has not, for the most part, had to worry about a justifiable absence from class because an absence normally did not negatively impact others in the classroom. But now, in the role of a classroom teacher, others, especially one's students, colleagues, and administrators, are depending on the teacher intern to be present in school each and every day that they are scheduled.

Any absence, whether justifiable or not, negatively impacts others. The hallmark of a professional is remaining vigilant about how one's behavior impacts others, especially when one needs to focus upon oneself and one's needs. Consequently, teacher interns are expected to be present every school day they are scheduled during the clinical/field experience. In the most unlikely of circumstances that a teacher intern is not able to be present in school, that individual must do the following:

1. The teacher intern must **contact and speak directly** with the host teacher and make sure that this individual is able to and prepared to cover for the teacher intern.
2. The teacher intern must **speak with the school administrator** who is responsible for overseeing the faculty. This may be the assistant principal, principal, or headmaster. In no instance should a teacher intern leave a voice mail, text message, or email message for either the host teacher or the administrator responsible for overseeing the faculty.
3. Once the teacher intern has spoken directly with and cleared an absence with the host teacher and administrator responsible for overseeing the faculty, the teacher intern must contact the **WCU university supervisor** either by telephone, voice mail, or email.

Guidelines for Host teachers

Thank you for agreeing to serve as a host teacher for our Residency I student. You are important to our profession and to the growth of our pre-service teachers. The pre-service student who has the opportunity to work with you will benefit from your expertise.

- Help the teacher candidate to learn about the significance of a positive learning environment.
- Assist the teacher candidate to participate in various classroom activities to assist and support the district, school, and teacher's focus to impact the learning of all students.
- Plan for and involve the teacher candidate in working with individual, small, and whole groups of students to foster student-teacher engagement and learning.
- Model, mentor, direct, and give feedback to the teacher candidate throughout the experience.
- Assist in developing a clear understanding of classroom management and how to promote a learning environment that aids in student engagement, motivation, creativity, critical thinking, collaboration, community, and communication.
- Assist in the familiarization of the teacher candidate to the school and classroom community.
- Model professionalism and collaboration.
- Give feedback about the teacher candidate's teaching, learning, professional dispositions, and goals.
- Emphasize the importance of time and attendance. If a student does not attend his/her field placement, **please contact the School of Education**. A master teacher will be visiting during the experience to evaluate the progress of the teacher candidate.
- Sign the attendance calendars for the teacher candidate and/or record attendance in TK20.
- Complete the Professional Dispositions evaluation in TK20.
- Complete a formative lesson observation evaluation to provide feedback to student.
- After observing summative evaluation, complete a summative lesson observation evaluation in TK20.
- Provide name and contact information to receive university incentive.

Appendix

Residency I Calendar

Name _____

District Holidays: _____

Other: _____

Day	Date	Arrival Time	Departure Time	Host Teacher's Signature
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

Day	Date	Arrival Time	Departure Time	Host Teacher's Signature
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				

Record any time you had to make up below.

Day	Date	Arrival Time	Departure Time	Host Teacher's Signature
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

**The Teaching Residency I
Weekly Reflections**

Student:

Host Teacher:

School:

Grade Level:

Date of Day Spent in the Classroom	Reflections: Be specific. What did you observe? How did you participate? What challenges did you face? What did you learn from this day's observations?

Assignment #1a
EDU 478 Rubric for Communication with Home and Student Information

Construct a letter, newsletter, or another type of communication piece to be sent home to parents.

- Introduce yourself.
- Explain your intended goals for the tenure of your internship.
- Submit to Canvas.

	1 Unacceptable	2 Emerging	3 Acceptable	4 Target	Score
Depth of details	Paper does not address the assignment and/or message.	Paper does not address some aspects of the assignment.	Paper fully meets the parameters of the message but does not exceed them.	Paper goes beyond the assignment to explore the implications of the message or gives the message in new contexts or in particularly thoughtful, insightful, and/or original ways. Assignment has multilingual compatibility.	
Representation of intended content (The author is the teacher intern.)	Paper badly misrepresents the author's message.	Paper represents the author's message with minor inaccuracies.	Paper represents the author's message and is accurately stated.	Paper represents the author's message and demonstrates a firm understanding of the assignment.	
Expression	Expression used does not clearly support the main message.	Connection between message and expression is not clearly articulated.	Expression used to support the message is well chosen even though not particularly rich or detailed.	Expression used to support the message is rich, detailed, and well chosen.	
Conclusion With contact information	Is missing or cursory	Restates the same points as the topic paragraph without reframing them.	Synthesizes and brings closure but does not examine new perspectives or questions.	Elegantly synthesizes and reframes key points from the message and includes contact information.	
Organization	Organization of the paper as a whole is not logical or discernable.	Organization of the paper as a whole can only be discerned with effort.	Organization of the paper as a whole is logical and quickly apparent.	Organization of paper as a whole is logical, quickly apparent, grasps the attention of the reader.	
				Total	

Lesson Plan Instructions

Components	
Mississippi College- and Career- Readiness Standards	<p>The Standard is the national or state standard, which is the broad curricular purpose or goal of the lesson. THE MCCRS for all subject areas will be used for this course.</p> <p>https://www.mdek12.org/OAE/college-and-career-readiness-standards</p>
Specific Learning Outcomes (SLO) I Can Statement DOK Level and Key Word	<p>The Specific Learning Outcome is the more specific objective related to the broad curriculum standard. This part of the lesson specifies what the students should be able to do, understand, and care about as a result of the teaching.</p> <p>The I Can Statements are clear statements that identify each goal that is necessary in order to master the objective. The statements are brief and only contain the goal for one standard or a component of one standard. The statements are written in student talk rather than educational jargon.</p> <p>Depth of Knowledge also referred to as DOK, is the complexity or depth of understanding required to complete a task. Webb identified four distinct depth of knowledge levels. The complexity of a task is increasingly more difficult as the level increases.</p>
Procedures	<p>Getting Ready to Learn</p> <ul style="list-style-type: none"> Anticipatory Set/Hook: Grab the students' attention or relate the experiences of the students to the objectives of the lesson. Set Purpose: Describe the reason for this lesson and make the learning relevant. Pre-Test: Administer a pre-test to determine a starting point for your lesson. <p>Instruction</p> <ul style="list-style-type: none"> Information: Provide the information needed for students to gain the knowledge or skill through lecture, discussion, books, pictures, etc. Modeling: Use the teaching materials to show students examples of what is expected as an end product of their work. Manipulative: Include a learning tool to provide a "hands-on" learning experience for the student. <p>Guided Practice</p> <ul style="list-style-type: none"> Guided Practice: Check for understanding and provide feedback without grading it. Students should practice information just taught. You are guiding their learning. This could be whole-class, small-group activity with teacher supervision, or a partner activity with teacher supervision. The learning is active (not silent reading without specific goals or mindless completion of a worksheet). <p>Guided Independent Practice</p> <ul style="list-style-type: none"> This part of the lesson allows students an opportunity to demonstrate their understanding of the lesson by working through an activity or exercise under the teacher's supervision. This is the time for the teacher to move around the room and determine the level of mastery and to provide individual remediation, if necessary. This should mirror the guided practice. <p>Closure</p> <ul style="list-style-type: none"> Close the lesson with a short review or clarification of the key points of a lesson. Summarize the learning of the day and discuss how it fits into the big vision for learning. Students can demonstrate what they know and can do by completing an exit ticket.
Materials	<p>List all the materials needed for this lesson, including selections of literature used.</p>
Assessment	<p>This part of the lesson plan is where the teacher assesses the final outcome of the lesson to determine the extent that the learning objectives were achieved. It can be a post-test, but it does not have to be. Teacher observation is a type of assessment. ALL lessons should involve some type of assessment.</p>
Differentiated Instruction: <ul style="list-style-type: none"> Enrichment Accommodations Remediation/ Reteach 	<p>Enrichment: A higher quality of work or more rigorous work than would be expected of the norm for the age group. This work should not be just more of the same.</p> <p>Accommodations: Students with special needs and students with limited English proficiency may need the lesson modified to accommodate their disabilities or needs. We will discuss accommodations and modifications in class.</p> <p>Remediation/Reteach: Remediation activities are ways you can reteach the learning to students who require additional instruction or practice. Select additional strategies for individual students or small groups of students who still do not "get it." Remediation is usually done after the assessment.</p>
Writing	<p>Provide a short follow-up to the lesson that encourages students to apply what they learned by writing. If the lesson is based on a fiction or nonfiction text, this activity should be a text-connected writing activity.</p>

Lesson Plan Template

Subject:	Grade:
Text or Literature Used:	Lesson Focus:
Lesson Plan Components	
Mississippi College- and Career- Readiness Standard(s)	
Specific Learning Outcome(s)	
Focus Statement or “I Can” Statement	
DOK Level and Key Word	
Procedures	Get Ready to Learn
	<ul style="list-style-type: none"> • TTW • TSW
	Instruction
	<ul style="list-style-type: none"> • TTW • TSW
	Guided Practice
	<ul style="list-style-type: none"> • TTW • TSW
	Guided Independent Practice
	<ul style="list-style-type: none"> • TTW • TSW
	Closure
	<ul style="list-style-type: none"> • TTW • TSW
Materials	Materials needed for the lesson include the following:
Assessment	•
Differentiated Instruction	Enrichment
	<ul style="list-style-type: none"> • TTW • TSW
	Accommodation/Modifications
	<ul style="list-style-type: none"> • TTW • TSW
	Remediation/Reteach
	<ul style="list-style-type: none"> • TTW • TSW
Writing Activity (This should be a part of all subject area lessons.)	

Teacher Intern Observation Form

Description – The teacher candidate will observe a minimum of two teachers during Residency I. Use the form below while observing in the classroom. Each observation should provide a summary report. This assignment will be submitted to Canvas.

Title	School	Teacher Observed	Subject/Grade Level	Date of Observation

- 1. How did the teacher begin the class? Evaluate the results.**

- 2. What was the classroom environment? Describe and evaluate the classroom.**

- 3. What were the instructional strategies used by the teacher? Describe and evaluate the results.**

- 4. How did the teacher manage classroom behavior? Describe and evaluate.**

PROFESSIONAL DISPOSITIONS

Purpose: To ensure the adherence to the Mississippi Educator Code of Ethics (MCoE), university, and district policies which support the habits of professional action and ethical commitments that underlie an educator’s performance (attitude and behavior)

Administration: This instrument is administered at least three times: Domains I and II during pre-candidacy by instructor, and Domains I, II, and III during candidacy by clinical educators (EPP- and/or P-12-school-based one formative and one summative)

Success Indicator: Items rated at the “Meets Standard” level represent successful teaching practice by the candidate. Anything below “Meets Standard” can be seen as an area in need of improvement.

DOMAIN I. PROFESSIONALISM & ACADEMIC INTEGRITY DISPOSITIONS

	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1. The teacher candidate protects confidential information concerning students and/or colleagues unless the law requires disclosure. (MCoE 9)	The teacher candidate reveals confidential information concerning students and/or colleagues.	The teacher candidate unknowingly reveals confidential information concerning students and/or colleagues.	The teacher candidate protects confidential information concerning students and/or colleagues unless the law requires disclosure.	The teacher candidate protects confidential information concerning colleagues and/or students unless the law requires disclosure and encourages others to do the same.
2. The teacher candidate demonstrates maturity and sound judgment in all interactions with peers, university and P-12 personnel, and parents. (MCoE 5)	The teacher candidate exercises unethical conduct with colleague(s). {This could include, but is not limited to revealing confidential information, making false statements about a colleague and/or the school system, discriminating against a colleague, using coercive means, and promising of special treatment in order to influence professional decisions of colleagues.}	The teacher candidate lacks maturity and/or sound judgment that results in one or more interactions with colleagues.	The teacher candidate demonstrates maturity and sound judgment in all interactions with peers, university and P-12 personnel, and parents.	The teacher candidate demonstrates maturity and sound judgment in all interactions with colleagues and works to build consensus in the workplace.
3. The teacher candidate follows all university and P-12 school policies , including but not limited to policies for alcohol, drug, tobacco, and social media use. (MCoE 6)	The teacher candidate fails to follow all university and P-12 school policies. This could include being found possessing or under the influence of alcohol, drugs, and/or tobacco while in any professional setting.	The teacher candidate lacks an understanding of all university and P-12 school policies, including but not limited to policies for alcohol, drug, tobacco, and social media use.	The teacher candidate follows all university and P-12 school policies, including but not limited to policies for alcohol, drug, tobacco, and social media use.	The teacher candidate follows all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use, and uses teachable moments or planned instruction to reinforce school policy.

DOMAIN II. CHARACTER DISPOSITIONS

	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
4. The teacher candidate exemplifies honesty and integrity (honesty, tact, and fairness) with all stakeholders during his/her time in the program. (MCoE 2)	The teacher candidate does not exemplify honesty and integrity with all stakeholders during his/her time in the program and/or knowingly engages in deceptive practices regarding official policies and procedures.	The teacher candidate demonstrates an effort toward honesty and integrity with all stakeholders during his/her time in the program.	The teacher candidate exemplifies honesty and integrity with all stakeholders during his/her time in the program.	The teacher candidate exemplifies honesty and integrity with all stakeholders and encourages students to also act with honesty and integrity.
5. The teacher candidate accepts constructive criticism in a positive manner. (MCoE 1)	The teacher candidate is non-receptive and/or rejects constructive criticism.	The teacher candidate listens to constructive criticism but disagrees with various comments, feedback, suggestions, and recommendations.	The teacher candidate accepts constructive criticism in a positive manner.	The teacher candidate accepts constructive criticism in a positive manner and also self-reflects and participates in professional development activities to promote personal, professional growth.

DOMAIN III. CLINICAL/FIELD EXPERIENCES DISPOSITIONS

	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
6. The teacher candidate provides fair and equitable opportunities for all P-12 students in a non-discriminatory manner . (MCoE 4)	The teacher candidate shows bias against certain students or groups of students based on race, gender, national origin, religion, or disability.	The teacher candidate plans one-size-fits-all instruction and makes little or no attempt to learn about students' prior knowledge, learning preferences, or interests and needs.	The teacher candidate provides fair and equitable opportunities for all P-12 students in a non-discriminatory manner .	The teacher candidate provides fair and equitable opportunities for all P-12 students in a non-discriminatory manner by nurturing the intellectual, physical, emotional, social, and civic potential of all students.
7. The teacher candidate maintains a professional relationship with all students, both inside and outside professional settings. (MCoE 4)	The teacher candidate exercises poor judgment when dealing with student(s). Inappropriate actions and/or body language, speech, and/or electronic communications result in a student being unsafe, endangered, threatened, or harassed.	The teacher candidate exhibits inappropriate speech, electronic communication, and/or actions that result/may result in a student feeling unsafe, endangered, threatened, or harassed.	The teacher candidate maintains a professional relationship with all students, both inside and outside professional settings.	The teacher candidate models professionalism in all interactions with students and encourages students at every opportunity to treat each other with respect.

Teacher Intern Assessment Instrument — Scoring Sheet

Name: _____ Date: _____

Grade Level _____ Subject: _____ School: _____

Evaluator: _____ Check one: Host Teacher _____ University Supervisor _____

DOMAIN I: PLANNING AND PREPARATION (Items 1-6 should be assessed from lesson/unit plans and other artifacts (pretest, inventories, surveys, etc.) **Unacceptable (1); Emerging (2); Acceptable (3); Target (4)**)

Performance Skill	Comments	Score
1. Develops measurable and observable grade and subject area objectives that are aligned with appropriate state curricula frameworks.		
2. Develops meaningful and authentic learning experiences that accommodate developmental and individual needs of each learner in the group. (i.e., students with disabilities or exceptionalities, students who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification, and/or geographic origin).		
3. Integrates core content knowledge across and within subject areas in lessons when appropriate.		
4. Plans appropriate and sequential teaching procedures that include innovative introductions and closures. Teaching procedures incorporate different teaching strategies that positively impact student learning and development. (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.).		
5. Plans indicate use of appropriate assessments that effectively evaluate student learning and development based on lesson objectives (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists). Include example of all assessments used in each lesson.		
6. Plans include technology that will engage students in analysis, creativity, and deeper learning experiences to improve student growth, development, and understanding. (e.g., Digital learning programs using iPad, Chromebooks, Power Points, Smart Board, Promethean Boards, cell phones, etc.)		

DOMAIN II: ASSESSMENT **Unacceptable (1); Emerging (2); Acceptable (3); Target (4)**

Performance Skill	Comments	Score
7. Communicates assessment criteria and performance standards to the students AND provides feedback to students about academic performance.		
8. Uses formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group (ex. – pretest, posttests, quizzes, unit tests, checklists, rating scales, rubrics, and remediation and enrichment activities).		

DOMAIN III: INSTRUCTION Unacceptable (1); Emerging (2); Acceptable (3); Target (4)

Performance Skill	Comments	Score
9. Uses standard written, oral, and nonverbal communication in instruction.		
10. Provides explicit written and oral directions for instructional activities.		
11. Communicates positive expectations for learning for all students.		
12. Conveys enthusiasm for teaching and learning for all students.		
13. Provides opportunities for all students to cooperate, communicate, and interact with each other to enhance learning.		
14. Demonstrates content knowledge and an understanding of how to teach the content.		
15. Uses a variety of appropriate teaching strategies, including technology, to impact student learning and development (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.).		
16. Planned learning experiences are implemented that accommodate differences in developmental and individual needs of each learner in the group. (i.e., students with disabilities or exceptionalities, students who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification, and/or geographic origin).		
17. Engages all students in critical thinking through higher-order questioning. Guiding questions must be listed in the lesson plan.		
18. Adjusts instruction as needed based on student input, cues, and individual/group responses.		
19. Uses family and/or community resources in instruction to impact student learning and development (e.g., special guests, materials, extracurricular activities, etc.).		

DOMAIN IV: LEARNING ENVIRONMENT Unacceptable (1); Emerging (2); Acceptable (3); Target (4)

Performance Skill	Comments	Score
20. Adjusts the classroom environment to enhance positive peer relationships, motivation, and learning.		
21. Attends to and delegates routine tasks.		
22. Uses multiple strategies to foster appropriate student behavior according to individual and situational needs.		
23. Creates a culturally inclusive environment that promotes fairness, safety, respect, and support for all students.		
24. Maximizes instructional time.		

DOMAIN V: PROFESSIONAL RESPONSIBILITIES Unacceptable (1); Emerging (2); Acceptable (3); Target (4)

Performance Skill	Comments	Score
25. Collaborates with professional colleagues to communicate with families about student learning and development (e.g., PLCs, data meetings, newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).		

Teacher Intern: _____

FORMATIVE ASSESSMENT		SUMMATIVE ASSESSMENT	
DATE:	TOTAL SCORE:	DATE:	TOTAL SCORE:

Revised July 2018

Mississippi Educator Professional Growth System

During Residency I, we will focus on Domains I and II.

Teacher Growth Rubric

Domain I: Lesson Design

Evidence may include lesson plans, classroom observations, and pre- and post-observation conferences.

1. LESSONS ARE ALIGNED TO STANDARDS AND REPRESENT A COHERENT SEQUENCE OF LEARNING

Lessons:

- 4** Include student learning outcomes and instructional activities that
- are fully aligned to current Mississippi College and Career Ready Standards or Framework
 - are part of a coherent and focused sequence of learning with meaningful connections made to previous and future learning
 - reflect collaboration with other school staff within and across disciplines to enrich learning
- 3** Include student learning outcomes and instructional activities that
- are fully aligned to current Mississippi College and Career Ready Standards or Framework
 - are part of a coherent and focused sequence of learning with meaningful connections made to previous and future learning
- 2** Include student learning outcomes and instructional activities that
- are partially aligned to current Mississippi College and Career Ready Standards or Framework
 - are part of an ineffective sequence of learning with few connections made to previous and future learning
- 1** Include student learning outcomes and instructional activities that
- are not aligned to current Mississippi College and Career Ready Standards or Framework
 - are not part of a coherent sequence of learning with meaningful connections made to previous and future learning

2. LESSONS HAVE HIGH LEVELS OF LEARNING FOR ALL STUDENTS

Lessons:

- 4** Provide assignments and activities that contain the following components:
- appropriate scaffolding that effectively builds student understanding
 - ample evidence that the teacher knows each student's level and tracks each student's progress toward mastery
 - differentiation based on students' abilities and learning styles
 - student-centered learning whenever appropriate
 - relevant connections to students' prior experiences¹ or learning
 - opportunities for students to choose challenging tasks and instructional materials
- 3** Provide assignments and activities that contain the following components:
- appropriate scaffolding that effectively builds student understanding
 - ample evidence that the teacher knows each student's level and tracks each student's progress toward mastery
 - differentiation based on students' abilities and learning styles
 - student-centered learning whenever appropriate
 - relevant connections to students' prior experiences¹ or learning
- 2** Provide assignments and activities that contain the following components:
- minimal scaffolding that builds student understanding
 - limited evidence that the teacher knows each student's level and/or tracks each student's progress toward mastery
 - some differentiation based on students' abilities and learning styles
 - limited student-centered learning
 - adequate connections to students' prior experiences¹ or learning
- 1** Provide assignments and activities that contain the following components:
- no scaffolding that builds student understanding
 - little or no evidence that the teacher knows each student's level
 - little or no differentiation based on students' abilities and learning styles
 - little or no evidence of student-centered learning
 - few connections to students' prior experiences¹ or learning

¹ Experience refers to students' experiences in and out of school - e.g., family, community, culture, language, etc.

Domain II: Student Understanding

Evidence includes classroom observations.

3. ASSISTS STUDENTS IN TAKING RESPONSIBILITY FOR LEARNING AND MONITORS STUDENT LEARNING

Teacher:

- 4**
 - Communicates the lesson goals and the content in a way that is accessible for every student at his/her level
 - Uses formative assessments to effectively monitor student progress
 - Provides ample and effective opportunities for students to self-assess and correct their own errors
 - Provides students with clear, specific, actionable, and timely feedback
 - Creates opportunities for students to apply teacher and peer feedback to improve performance and accelerate learning
 - Provides opportunities for students to demonstrate connections between what they are learning and how it advances their personal and professional goals/interests
- 3**
 - Communicates the lesson goals and the content in a way that is accessible for every student at his/her level
 - Uses formative assessments to effectively monitor student progress
 - Provides effective opportunities for students to self-assess and correct their own errors
 - Provides students with clear, specific, actionable, and timely feedback
 - Creates opportunities for students to apply teacher and peer feedback to improve performance and accelerate learning
- 2**
 - Communicates the lesson goals and the content in a way that is accessible for most students
 - Uses formative assessments to adequately monitor student progress
 - Provides adequate opportunities for students to self-assess and correct their own errors
 - Provides students with adequate feedback
- 1**
 - Communicates the lesson goals and the content in a way that is not accessible to most students
 - Inadequately monitors student progress
 - Provides inadequate opportunities for students to self-assess and correct their own errors
 - Provides students with little or no feedback

4. PROVIDES MULTIPLE WAYS FOR STUDENTS TO MAKE MEANING OF CONTENT

Teacher:

- 4**

Moves all students to deeper understanding of content through various techniques including

 - a variety of explanations and multiple representations of concepts
 - extended productive discussion
 - effective questioning to support students' attainment of the learning goals
 - making connections to other content across disciplines
 - independently connecting lesson content to real-world application
- 3**

Moves almost all students to deeper understanding of content through various techniques including

 - a variety of explanations and multiple representations of concepts
 - extended productive discussion
 - effective questioning to support students' attainment of the learning goals
 - making connections to other content across disciplines
 - independently connecting lesson content to real-world application
- 2**

Moves most students to deeper understanding of content through various techniques including

 - a variety of explanations and multiple representations of concepts
 - extended productive discussion
 - effective questioning to support students' attainment of the learning goals
 - making connections to other content across disciplines
 - independently connecting lesson content to real-world application
- 1**

Does not move or moves few students to deeper understanding of content through various techniques including

 - a variety of explanations and multiple representations of concepts
 - extended productive discussion
 - effective questioning to support students' attainment of the learning goals
 - making connections to other content across disciplines
 - independently connecting lesson content to real-world application

Transition from Residency I to Residency II

License and exam scores MUST be in your file BEFORE you will be allowed to transition to Residency II.

1. 101 License

- ◆ You have been made aware that you will need to apply to MDE through ELMS for a license to enter the classroom during Residency II. This is called a 101 license. You do not have to pay for it, but you do have to apply for it. Dr. Ward, our license specialist, will make your recommendation for this license. Instructions are included in this Handbook in regard to how to complete the process. **PLEASE** follow through on this process until it has been completed. When it is approved, you should be able to print your license **WITH** an expiration date. For some reason, you can print a certificate before it is complete. That will not suffice. **Let your placement coordinator know when your license process is complete so that she can print a copy for your file.** It takes a few weeks to receive your license after you apply.
- ◆ If you entered the School of Education on ACT scores, those scores will need to be submitted to MDE in order to get the license. We will check your files and forward those scores to MDE if we have them. If we do not, you will need to submit them.

2. Mississippi Foundations of Reading test, PRAXIS II exam, and PLT exam

- ◆ **Mississippi Foundations of Reading:** Passing the Mississippi Foundations of Reading Test is required if you are an Elementary Education major. Hopefully, you took this test soon after you completed Early Literacy I and II. William Carey does not receive the actual scores for this test. When you receive your scores, please **e-mail a color copy to your placement coordinator**. Information for registering for this test can be found in this Handbook. In Canvas, you will find resources to help you review for this test. The scores for this test take approximately one month to be returned after completion of the test. A qualifying score is **229 or above**.
- ◆ **PRAXIS II and PLT:** EVERYONE must take the PRAXIS II and PLT: secondary and elementary education majors. Please register for these exams as soon as possible to allow for a retake if you need one. Based on what you put on your application, the placement coordinator will be checking the ETS website to watch for your PRAXIS II and PLT scores. These scores take between 2-4 weeks to be returned.

To Be Certified in	You Need to Take	Test Code	Qualifying Score
All K-3, K-6 Areas	Principles of Learning and Teaching: Grades K-6	5622	160
Elementary (K-3, K-6)	Elementary Education: Curriculum, Instruction, and Assessment	5017	153

3. Residency II Application

Here are a few things you need to know about your application to Residency II, which is your official student teaching:

- ◆ You **DO NOT** have to have passed all your tests (FOR, PRAXIS II, and PLT) to **apply** to Residency II. The application will ask you **IF** you have passed them or **WHEN** you plan to take them. **PLEASE** submit your application for Residency II before the deadline.
- ◆ Your application will ask if you would like to remain in the same classroom in which you were placed for Residency I, would like to move to another classroom or would like to move to another school. Please be thinking about this **BEFORE** you apply. However, be aware that every stakeholder has input in this decision. Your WCU master teacher, your school principal, and your host teacher may feel that you would benefit from completing your second experience in a different environment for various reasons.

DEADLINES:

- ◆ If you plan to complete Residency II in the fall, your deadline is March 10.
- ◆ If you plan to complete Residency II in the winter, your deadline is September 10.
- ◆ If you plan to complete Residency II in the spring, your deadline is December 10.

If you do not complete Residency II in the term for which you apply, your application **DOES NOT** roll over to the next term. You must apply for the next term by the deadline for that term.

If you have any questions, please feel free to contact one of the following placement coordinators:

- ◆ **Hattiesburg students:** Tina Bond at tbond@wmcarey.edu or 601-318-6091
- ◆ **Tradition students:** Dr. Beverly Clark at bsclark@wmcarey.edu or 228-702-1786

Your TK20 Field Experience Binder

Your Field Experience Binder will be loaded to your TK20 account within the first week of class. Utilize the Field Experience Binder instructions if you need them. Please make note of the following information below:

- ◆ Any coursework for other classes must be uploaded through a link inside your Canvas account. Please do not upload ANY coursework assignments while logged in TK20 to work on your Field Experience Binder.
- ◆ Your host teacher will receive a link toward the end of the term that will take them directly into TK20 to complete their field assessments. This procedure will go more smoothly if you ask them to send Tina Bond a “Hello” e-mail before then from their school e-mail address. Please ask them to do this as soon as possible.

Field Experience Binder

**Field Experience Binders are used in the following courses:
EDU 478 and EDU 483/484/496**

To complete a binder, follow the instructions below.

- ◆ Log into TK20.
- ◆ Click on the FIELD EXPERIENCE tab on the left side menu.
- ◆ Your binder will appear within the appropriate tab, CURRENT or PREVIOUS Field Experience Binders.
- ◆ Click on the binder title, which is a blue hyperlink.
- ◆ Within the Field Experience Binder, you will see tabs. Each tab has assignments within it.
- ◆ Click on a tab, and you will see instructions on the left side (if applicable) and assignments with SELECT buttons on the right side.
- ◆ Click the SELECT button beside the appropriate assignment.
- ◆ Give your upload a title at the top. This is the title your instructor sees. I recommend the name of the assignment and your name (example: Philosophy of Education – Tina Bond)
- ◆ Click the SELECT FILE button at the bottom left.
- ◆ Navigate through your computer and choose the appropriate file to upload.
- ◆ Once the progress bar that appears reaches 100%, use the SELECT FILE button again to bring in additional files that you may have to upload. Some tabs ask for multiple items to be uploaded. Once they are all showing at 100%, click the ADD button at the bottom right.

You CANNOT submit your Field Experience Binder until it is completed.

Your instructor can see your items as you add them.

- ◆ The FIRST link within each tab MUST have something attached. If you choose the SELECT button beside ADDITIONAL ATTACHEMENTS and put nothing in the first link, the system will not let you submit when the time comes for you to submit.
- ◆ The ADDITIONAL ATTACHMENTS select button is to be used for just that - adding something additional after you have already finalized the first upload. If you use this option, the Artifact Type in the second step is "File."

ASSESSMENTS

- ◆ To see your assessments before or after they are completed by your instructor/host teacher/master teacher, click the tab that is titled ASSESSMENT. Your rubrics will show up along with who completes them. Click on a rubric to open it to see how you "will be" graded, or how you "were" graded.

For further assistance, contact your unit administrator at tk20@wmcarey.edu. Include your name, id#, phone number, and course number with section in the email. Happy posting!

Applying for a 101 License

Students Applying to Online Recommendation



Students Applying to Online Recommendation

Once the recommendation has been made to the intern license, students must apply to the online recommendation made. The students will need to go the Mississippi Educator Licensure Management System (ELMS) or Licensure System at the following link:

<https://sso.mde.k12.ms.us/Login/Login.aspx>. Students will click on "Create New User Account".



Teacher Authenticity Sign-Off Form

Submit this form with your completed teacher performance assessment

My teacher interdisciplinary unit has been submitted to canvas and TK20. This attestation is acknowledgement that the ultimate responsibility for compiling the documentation (including writing the commentaries) lies with the credential teacher. However, credential teachers are encouraged to seek assistance, input, and feedback from their peer teachers during the completion of the interdisciplinary unit.

Attestation by Credential Teacher

- I have primary responsibility for teaching the students/class during the learning segment profiled in this interdisciplinary unit.
- The work included in the documentation is that of my students who are profiled in the learning segment documented in this interdisciplinary unit.
- I am the sole author of the teacher commentaries and other written responses to prompts and other requests for information in this interdisciplinary unit.
- Appropriate citations have been made for all materials in the interdisciplinary unit whose sources are from published text, the Internet, or other educators.

Teacher's Signature

Teacher's Name Printed

Date

WCU ID#

DISCUSSION BOARD ASSIGNMENT RUBRIC

Points	Unacceptable (1)	Emerging (2)	Acceptable (3)	Target (4)
Quality of Post	Postings does not reflect the topic focused on the subject assigned. Two paragraphs are included in assignment. No responses.	Postings vaguely reflect the topic focused on the subject assigned. Assignment does not include but one paragraph — one response to a classmate.	Postings consistently reflect the topic focused on the subject assigned. Assignment consist of 2 paragraphs and response to 2 other classmates.	Postings routinely reflect the topic focused on the subject assigned. Assignment consist of 2 paragraphs and response to 2 other classmates. Students provides detailed information from text reading.
Quality of Reply	Response has no content included related to discussion board topic. Two paragraphs are not included related topic.	Response is vaguely relevant to posting and supports position with factual information. Relates vaguely to topic.	Response is somewhat relevant to posting and supports position with factual information. Relates somewhat to topic.	Response relevant to posting and supports position with factual information. Relates to topic.
Responding to other classmates regarding feedback of assignment topic.	There is no feedback shared with discussion board assignment.	Feedback to classmates is vague to posting.	Feedback to classmates is somewhat relevant to posting.	Feedback to classmates is relevant to posting.
Spelling and Mechanics	3- or more errors observed in assignment.	2-3 errors are observed in assignment.	1-2 errors are observed in assignment.	No errors are included in grammar, spelling, etc. (0 errors)

Weekly Reflections Rubric

CATEGORY	Unacceptable (1)	Acceptable (2)	Emerging (3)	Target (4)
Reflective Thinking	The reflection does not address the student's thinking and/or learning.	The reflection attempts to demonstrate thinking about learning but is vague and/or unclear about the personal learning process.	The reflection explains the student's thinking about his/her own learning processes	The reflection explains the student's own thinking and learning processes, as well as implications for future learning.
Analysis	The reflection does not move beyond a description of the learning experience.	The reflection attempts to analyze the learning experience, but the value of the learning to the student or others is vague and/or unclear.	The reflection is an analysis of the learning experience and the value of the derived learning to self or others.	The reflection is an in-depth analysis of the learning experience, the value of the derived learning to self or others, and the enhancement of the student's appreciation for the discipline
Connections	The reflection does not articulate any connection to other learning or experiences.	The reflection attempts to articulate connections between this learning experience and content from other courses, past learning experiences, or personal goals, but the connection is vague and/or unclear.	The reflection articulates connections between this learning experience and content from other courses, past learning experiences, and/or future goals	The reflection articulates multiple connections between this learning experience and content from other courses, past learning, life experiences, and/or future goals.

Context for Learning Rubric

CATEGORY	Unacceptable (1)	Acceptable (2)	Emerging (3)	Target (4)
Description of the school (INTASC 1a)	No school information is given.	School information is given but limited to only the type of school, OR another school/classroom is described only with the layout.	School information is given with school name and grade level.	School information is given with school name, grade level, and subject with details.
Description of the school/classroom setting (INTASC 1a)	No school/classroom description is given.	School/classroom is described only with the layout.	School/classroom's specialized features (e.g., theme, magnet, classroom aide, bilingual, team taught, technology...) are described.	School/classroom specialized features (e.g., theme magnet, classroom aide, bilingual, team taught, technology...) are described. Expectations that might impact planning or deliver of instructions (required curricula, pacing plan,) are given.
Description of the lesson segment (INTASC 1a)	No details are given concerning the lesson segment.	Name of the lesson segment is given. Details are limited.	Name, length, schedule, and groupings involved in the lesson segment are given.	Name, length, schedule, and groupings involved in the lesson segment are given. With textbook or instructional program and /or other resources (e.g., Smart Board maps, on-line resources.)
Description of the students involved with the learning segment (INTASC 1a)	No student information is given.	Student information is given but is limited in detail (e.g., grade level, male/female, number involved, ELL, IEPs, or 504 plans).	Student information is presented in a clear and concise manner that includes grade level and student population descriptions.	Student information is presented in a clear and concise manner that includes grade level and student population descriptions. Includes details on ELL, gifted, IEPs, and/or 504 plans.

Planning Commentary Rubric

CATEGORY	Unacceptable (1)	Acceptable (2)	Emerging (3)	Target (4)
<p>PLANNING FOCUSED INSTRUCTION How do the plans support student learning of how to use facts, concepts, and interpretations to make and explain judgments about significant events or content phenomenon? ACEI 3.3 ☐NA</p>	<p>1. Standards/objectives learning tasks, and assessments are loosely aligned to a big idea or essential question. 2. Candidate plans a focus solely on facts or a singular interpretation of an historical event or social science phenomenon, with no connection among facts, concepts, interpretations, and judgments about an historical event or social science phenomenon. OR 3. There are significant content.</p>	<p>1. Standards/objectives learning tasks, and assessments are clearly aligned to a big idea or essential question. 2. Planned connections among facts, concepts, interpretations, and judgements about an historical event or social science phenomenon are vague. 3. Learning tasks build on each other to promote an understanding of the designated facts and concepts. Learning tasks (or their adaptations) are justified by explaining their appropriateness for the students.</p>	<p>1. Standards/objectives, learning tasks, and assessments are clearly aligned to a big idea or essential question. The learning tasks and assessments represent differing depths of understanding. Candidate plans how to make clear connections among facts, concepts, interpretations, and judgments about an historical event or social science phenomenon. 3. Learning tasks build on each other to promote an understanding designated facts, concepts, and interpretive skills. Learning tasks (or their adaptation) are justified by explaining their appropriateness for students with references to relevant research and/or theory.</p>	<p>1. Standards/objectives learning tasks, and materials, and assessments are clearly aligned to a big idea or essential question and with each other. The learning tasks and the assessments represent similar levels of some depth of understanding. 2. Candidate plans how to lead students to make clear connections among facts, concepts, interpretations, and judgments about content phenomenon. 3. Learning tasks build on each other to promote an understanding of the designated facts, concepts, and interpretive skills. Learning tasks (or their adaptations) are justified by explaining the appropriateness for students for students with references to anticipated effects on student learning based on relevant research and/or theory.</p>
<p>USING KNOWLEDGE OF STUDENTS TO INFORM TEACHING How does the candidate use knowledge of his/her students to target support for student learning of how to use facts, concepts, and interpretations to make and explain judgments about a significant events or content phenomenon? ACEI 3.1</p>	<p>1. Learning tasks and materials reflect characteristics of student academic development, experiential backgrounds, prior learning, and/or interests that are not closely related to learning objectives OR that reflect only deficits and ignore strengths of struggling students. 2. Little support for students who might struggle or opportunities for students needing</p>	<p>1. Learning tasks and materials draw upon students' academic development AND social/emotional development, or experiences, or interests to help students reach the learning objective. 2. Planned support consists of general strategies and modifications, which are not closely tied to learning objectives.</p>	<p>1. Learning tasks and materials draw upon students' academic and social/emotional development, including strengths, as well as experiences and interest to help students reach the learning objectives. 2. Planned support consists of strategically selected or modified tasks/materials and/or scaffolding of instruction that is closely tied to specific learning objectives. It is appropriate for</p>	<p>1. Learning tasks and materials draw upon students' academic and social/emotional development, including strengths, as well as experiences and interests to help students reach the learning objectives. 2. Planned support consists of multiple ways of engaging with content that are integrated to support students to meet or exceed the standards/objectives. These are appropriately designed to address a variety of student learning needs tied to specific learning objectives.</p>

<input type="checkbox"/> NA	greater challenge are planned.		specific individuals or subgroups.	
PLANNING ASSESSMENTS TO MONITOR AND SUPPORT STUDENT LEARNING How do the informal and formal assessments provide information to understand student progress toward the standards/objective ACEI 4.0 <input type="checkbox"/> NA	1. The set of assessments will provide little evidence to allow the candidate to monitor student learning relative to standards/objectives for each lesson.	1. The set of assessments will provide evidence to allow the candidate to monitor student learning relative to standards/objectives for each lesson.2. Assessments are focused on what students do and do not understand relative to each lesson’s objectives.	1. The set of assessments will provide evidence to allow the candidate to monitor student learning relative to standards/objectives for each lesson. At least one lesson’s assessments provide evidence of student learning that extends beyond the memorization of content related facts and interpretations. 2. Assessments are aligned to clearly defined benchmarks or criteria for student performance. 3. Assessments are modified or adapted to be appropriate for students having difficulty demonstrating their learning.	1. The set of assessments will provide evidence to allow the candidate to monitor student learning relative to standards/objectives for each lesson. Each lesson’s assessments provide evidence of student learning that extends beyond the memorization of content related facts and interpretations. 2. Assessments are aligned to clearly defined benchmarks or criteria for student performance. 3. Assessments are modified, adapted, and/or designed in light of the standards/objectives to allow students with special needs opportunities to demonstrate their full progress toward meeting or exceeding the standards/objectives.

EDU 4500.18E Tests, Measurements, and Evaluation
William Carey University
School of Education
Course Syllabus – Fall 2019

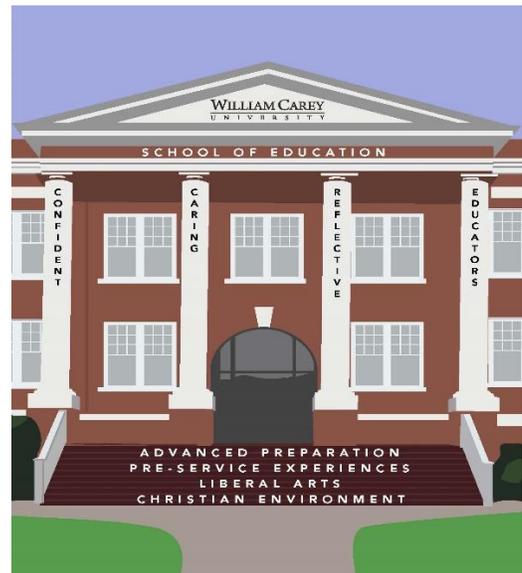
Instructor: Ginnie L. Curtis, Ed.D.
Phone: (601) 744-6009 (cell)
Meeting Time and Place: Online

Mail: gcurtis@wmcarey.edu
Office Hours: Monday/Thursday
3:30-8:30 pm

WCU Theme: *Desiderium Sciendi – “Longing to Know”*
Philippians 3:10

Vision: “Confident, Caring, and Reflective Professional Educators”

The School of Education serves to prepare **confident, caring, and reflective** educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for in-service educators.



TK20: ** One or more assignments in this course **may** require submission to two links in CANVAS. Failure to do so will result in a grade of “I” (incomplete) in this course. If you receive an “I”, you will then have one term to complete the upload to receive a reduced grade, preventing the “I” from converting to an “F” automatically. If you have questions or need help with your upload to the link that has TK20 in the title, contact your TK20 Administrator at tk20@wmcarey.edu.

CATALOG DESCRIPTION: (3 hours) The study of testing, measuring and evaluating student learning with both criterion-referenced and norm-referenced assessments. **Prerequisite: Admission to teacher education**

REQUIRED COURSE TEXT:

Kubiszyn, T., & Borich, G. D. (2016). *Educational testing and measurement: Classroom application and practice*. (11th ed.). Hoboken, NJ: John Wiley & Sons.

VIDEO-CONFERENCING: Due to a move toward online and hybrid classes, the School of Education is serious about providing students with engaging and interactive options to meet with their instructors and to collaborate with fellow students in their classes. Instructors will be offering video conferencing through the Webex platform. We encourage you to perform a test conference before class begins by clicking on this link <https://www.webex.com/test-meeting.html#>. This will test your readiness to connect to Webex. If a plug in is

required, it will prompt you to download. This only has to happen once and then the browser is ready. If you use a different browser then you will have to run the test again. The chrome browser is recommended browser.

You may access WebEx by downloading the app, go to <https://www.webex.com/downloads.html> for PC or Mac. For a mobile device go to the app store and search for Webex and download the free app on your mobile device. Watch a video about Webex <https://www.youtube.com/watch?v=DFznJoUbW5g>.

Your instructor will send a link inviting you to join the class or group. You can access Webex via CANVAS by clicking on the Cisco Webex link on the left side of your canvas course.

COURSE GOALS/RATIONALE:

This course is designed to help you become familiar with a variety of tests and measurements utilized within the K-6 classroom and to help you create, analyze, and evaluate certain assessments in order to gauge student learning and mastery of content as an elementary teacher. We will focus on different types of tests and test items, determining the appropriate measurement for the intended purpose. You will be required to read and reflect on a variety of assessments within your Residency I assignment.

Remember as we begin our journey together that tests are TOOLS. When designed and utilized correctly, intentionally, and appropriately, they can provide teachers with valuable information about students and their learning.

William G. Spady stated, “All students can learn and succeed, but not in the same way and not in the same day.” I might add to this quote, not on the same test either.

STUDENT LEARNING OUTCOMES:

The students will	WCU CF	INTA SC	ACEI	ISTE NETS -T	IRA
Describe &/or identify major aspects of measurement in education including trends in testing, the accountability movement, purposes of testing, different types of tests, and formal and informal assessments	2, 3, 4	1	4		1.2
Discriminate &/or identify between norm-referenced tests and criterion-referenced tests, and identify the advantages and disadvantages of both with regards to how children learn and develop and how students will differ in their approaches to learning	2, 3, 4	2, 3	2a	4b	
Develop &/or instructional goals and objectives focusing on a variety of strategies which encourage students’ development of critical thinking and problem-solving performance skills, and a positive classroom environment for active engagement in learning	2, 3, 4, 5	4, 5	3, 3b, 3c		
Describe &/or identify the process by which broad goals become measurable, specific objectives and discriminate between learning outcomes and learning objectives with the goal of planning instruction for different and diverse students of all learning an ability levels, demonstrate how goals, instruction, and assessment are aligned	2, 3, 4, 5	7	2b, 3a, 3b, 4	2a, 2b, 2c, 2d, 2e, 3a, 3b, 3d, 4a, 4b, 4c	2.14, 12.2, 12.7
Write &/or identify objective test items, essay test items, other forms of test and measurements, while utilizing, recognizing and developing test-taking skills	2, 3, 4, 5			4a, 4b, 4c	8.5, 10.1, 10.2
Describe &/or identify pertinent information for performance-based assessment, attitude assessments, and other assessments to foster inquiry, collaboration, and other forms of supportive interaction in the classroom	4, 5	6, 8	3b, 3d, 4	4a, 4b, 4c	10.1, 10.2
State, explain &/or identify the purpose of standardized tests, their uses and misuses, and discriminate among the various types of standardized tests	3, 4			4b	

COURSE REQUIREMENTS:

Requirements	Date Assigned/ Date Due	Points/ Grading	Specifics
Attendance/ Participation	Online	points	This is an online class. Checking to make sure that assignments are submitted by the due date/time is the method of documenting attendance each week. Assignments are due by 11:59 p.m. each Sunday. If an assignment was not submitted by that time, you will be counted absent for that week's class. Points will be deducted from the assignment as per the late work policy.
Weekly Discussion Boards	Assigned: each Monday weekly Due: each Sunday	180 points	Respond to the Discussion Board prompt each week. Do this as early in the week as possible so that others have a chance to reply. In addition to your response, you will reply to at least two classmates' responses. <ul style="list-style-type: none"> • 1 point- a complete response to the prompt • 1 point- replies to two classmates' responses (.5 point each)
Syllabus Quiz	Assigned: August 26 Due: September 1	40 points	Review syllabus and course requirements carefully. Complete Syllabus Quiz in Canvas by September 1.
Educational Testing & Measurement Quizzes	Chapters 1-6 Assigned: Sept. 2 Due: Sept. 8 Chapters 7-10 Assigned: Sept. 16 Due: Sept. 22 Chapters 11-15 Assigned: Sept. 30 Due: Oct. 6 Chapters 16-20 Assigned: Oct. 14 Due: Oct. 20	200 points	Read each assigned chapter(s). Review chapter Power Points and any other supplemental materials provided in CANVAS. Complete the online quiz for each chapter(s) by the due date. Questions will include multiple choice and/or essay type answers. Pay careful attention to grammar and mechanics when responding to essay questions (See Appendix A).
Assessment Reviews Appendices D & E	September 15 September 22 October 13	150 Points	Submit a review and evaluation of three classroom assessments from your Seminar I placement. (See Appendices D and E for more information.)
MDE Scavenger Hunt	October 6	50 points	After searching the website thoroughly, compose a minimum one-page review of the website. (See Appendix F for more information.)
Digital Vocabulary Flashcards	October 27	100 points	Create a minimum of 20 digital flashcards for unfamiliar vocabulary words from the textbook.
Article Critiques Appendices B & C	September 8 September 29	100 points	Submit a synopsis and critique of a professional journal article concerning the assigned topics below. September 8- Formative Assessment September 29- Criterion-Referenced Tests (See Appendices B and C for more information.)
Final Exam	Assigned: October 21 Due: October 27	150 points	Complete Final Exam in Canvas. Exam will be summative and cover all chapters discussed as well as any supplemental resources used in the class.

EVALUATION:

As an educator, your writing will often be the first view of you by supervisors, colleagues, parents, and students. You will be expected to present yourself professionally in reports, newsletters, notes to parents, written instructions, etc.

As a college student and future educator, all written assignments, discussion board responses, responses to open-ended questions, etc. will be assessed on the basis of three major sets of criteria:

1. **MECHANICS:** This includes such writing abilities as appropriate verb usage, appropriate use of subject-verb agreement, appropriate use of plural/possessive forms, appropriate use of commas and colons, appropriate use of other punctuation, spelling, sentence structure, quotes, and use of APA format. Run-on sentences and fragments are unacceptable.
2. **CONTENT:** This involves such areas as following directions for written assignment, addressing the actual question (correct information), use of correct terminology, and adequate documentation.
3. **EXPRESSION:** This involves such writing aspects as the clarity of material, the style and format of writing, and the appropriate introduction and summary information.

All assignments are to be typed unless otherwise indicated.

Without a documented reason, assignments will not be accepted after one week past the due date.

Assignments should be submitted in Canvas prior to 11:59 p.m. on the date due. If assignments are submitted incomplete prior to the deadline and submitted again completed after the deadline, points will be deducted. Late assignments will be graded using the following scale:

- 1 Day Late (any time after 11:59 p.m. as per Canvas time): 10% of Points Deducted
- 2-4 Days Late: 25% of Points Deducted
- 5-7 Days Late: 50% of Points Deducted
- More Than Seven Days Late: 0 Points

GRADING SCALE

- A = 900-1000
- B = 800-899
- C = 700-799
- D = 600-699
- F = 599 and below

ASSIGNMENTS	POINTS
Syllabus Quiz	40
Vocabulary Pre-test (completion only)	30
Weekly Discussion Board Activities (9 @ 20 pts.)	180
Chapter Quizzes (4 @ 50 points)	200
MDE Scavenger Hunt	50
Assessment Reviews (3 @ 50 pts.)	150
Article Critiques (2 @ 50 pts.)	100
Digital Vocabulary Flashcards (20 @ 5 pts)	100
Final Exam	150
TOTAL	1000

TENTATIVE CLASS SCHEDULE:

WEEK	DATES	ACTIVITIES	HOMEWORK/TO DO
1	August 26 – September 1	<ul style="list-style-type: none"> Review syllabus and assignment requirements. Complete Syllabus Quiz in Canvas. E-mail any questions regarding syllabus to gcurtis@wmcarey.edu. Prior to reading the text assignments, complete Vocabulary Pretest in Canvas. This grade does not count against you. Points are awarded for completion only. <p><u>Text Assignment</u></p>	<ul style="list-style-type: none"> Complete Syllabus Quiz in Canvas by September 1. Complete Vocabulary Pretest in Canvas by September 1. Respond to Week 1 Discussion Board Activity and reply to two classmates' responses by September 1.

		<ul style="list-style-type: none"> Read text Chapter 1 “An Introduction to Contemporary Educational Testing and Measurement,” Chapter 2 “National Developments: Impact on Classroom Testing and Measurement,” and Chapter 3 “Response to Intervention (RTI) and the Regular Classroom Teacher.” Review Chapters 1-3 Power Points and any supplemental documents provided in Canvas. <p><u>Discussion Board Assignment</u></p> <ul style="list-style-type: none"> Complete Week 1 Discussion Board Activity. <p><u>Vocabulary Flashcards Assignment</u></p> <ul style="list-style-type: none"> Use an online flashcard site to create digital flashcards for unfamiliar vocabulary words in the assigned reading in the textbook. This assignment is ongoing and will be due October 27 in CANVAS. A minimum of 20 flashcards is required. Some recommended sites are Quizlet or Brainscape. Make sure you can share your flashcards with me. 	<ul style="list-style-type: none"> Begin vocabulary flashcards (due October 27 in CANVAS).
2	September 2 – September 8	<p><u>Text Assignment</u></p> <ul style="list-style-type: none"> Read text Chapter 4 “Testing and Educational Decision Making,” Chapter 5 “Norm-Referenced and Criterion-Referenced Tests and Content Validity Evidence,” and Chapter 6 “Measuring Learning Outcomes.” Review Chapters 4-6 Power Points and any supplemental documents provided in Canvas. <p><u>Discussion Board Assignment</u></p> <ul style="list-style-type: none"> Complete Week 2 Discussion Board Activity. <p><u>Article Critique Assignment</u></p> <ul style="list-style-type: none"> Locate and read a scholarly journal article on Formative Assessments. Write a synopsis/summary and opinion/evaluation of the article. Follow directions in Appendix B and use template in Appendix C. <p><u>Vocabulary Flashcards Assignment</u></p> <ul style="list-style-type: none"> Add words to the online flashcard site to create digital flashcards for unfamiliar vocabulary words in the assigned reading in the textbook. This assignment is ongoing and will be due October 27 in CANVAS. A minimum of 20 flashcards is required. 	<ul style="list-style-type: none"> Complete quiz on Chapters 1 -6 in Canvas by September 8. Respond to Week 2 Discussion Board Activity and reply to two classmates’ responses by September 8. Complete Article Critique on Formative Assessments and submit to Canvas by September 8. Be sure to follow format in Appendix C. Begin to gather assessments (3) from mentor teacher for future assessment reviews. Add vocabulary words to flashcards (due October 27 in CANVAS).
3	September 9 – September 15	<p><u>Text Assignment</u></p> <ul style="list-style-type: none"> Read text Chapter 7 “Writing Objective Test Items” and Chapter 8 “Writing Essay Test Items.” Review Chapters 7-8 Power Points and any supplemental documents provided in Canvas. <p><u>Discussion Board Assignment</u></p> <ul style="list-style-type: none"> Complete Week 3 Discussion Board Activity. <p><u>Assessment Review #1</u></p> <ul style="list-style-type: none"> Obtain assessment from Seminar I placement and review according to directions in Appendix D and use template in Appendix E. 	<ul style="list-style-type: none"> Respond to Week 3 Discussion Board Activity and reply to two classmates’ responses by September 15. Complete Assessment Review #1 and submit to CANVAS by September 15. Add vocabulary words to flashcards (due October 27 in CANVAS).

		<p><u>Vocabulary Flashcards Assignment</u></p> <ul style="list-style-type: none"> • Add words to the online flashcard site to create digital flashcards for unfamiliar vocabulary words in the assigned reading in the textbook. • This assignment is ongoing and will be due October 27 in CANVAS. A minimum of 20 flashcards is required. 	
4	September 16 – September 22	<p><u>Text Assignment</u></p> <ul style="list-style-type: none"> • Read text Chapter 9 “Performance-Based Assessment” and Chapter 10 “Portfolio Assessment.” • Review Chapters 9-10 Power Points and any supplemental documents provided in Canvas. <p><u>Discussion Board Assignment</u></p> <ul style="list-style-type: none"> • Complete Week 4 Discussion Board Activity. <p><u>Assessment Review #2</u></p> <p>Obtain assessment from Seminar I placement and review according to directions in Appendix D and use template in Appendix E.</p> <p><u>Vocabulary Flashcards Assignment</u></p> <ul style="list-style-type: none"> • Add words to the online flashcard site to create digital flashcards for unfamiliar vocabulary words in the assigned reading in the textbook. • This assignment is ongoing and will be due October 27 in CANVAS. A minimum of 20 flashcards is required. 	<ul style="list-style-type: none"> • Complete quiz on Chapters 7-10 in Canvas by September 22. • Respond to Week 4 Discussion Board Activity and reply to two classmates’ responses by September 22. • Complete Assessment Review #2 and submit to CANVAS by September 22. • Add vocabulary words to flashcards (due October 27 in CANVAS).
5	September 23 – September 29	<p><u>Text Assignment</u></p> <ul style="list-style-type: none"> • Read text Chapter 11 “Administering, Analyzing, and Improving the Test or Assessment” and Chapter 12 “Marks and Marking Systems.” • Review Chapters 11-12 Power Points and any supplemental documents provided in Canvas. <p><u>Discussion Board Assignment</u></p> <ul style="list-style-type: none"> • Complete Week 5 Discussion Board Activity. <p><u>Article Critique Assignment</u></p> <ul style="list-style-type: none"> • Locate and read a scholarly journal article on Criterion-Referenced Tests. • Write a synopsis/summary and opinion/evaluation of the article. • Follow directions in Appendix B and use template in Appendix C. <p><u>Vocabulary Flashcards Assignment</u></p> <ul style="list-style-type: none"> • Add words to the online flashcard site to create digital flashcards for unfamiliar vocabulary words in the assigned reading in the textbook. • This assignment is ongoing and will be due October 27 in CANVAS. A minimum of 20 flashcards is required. 	<ul style="list-style-type: none"> • Respond to Week 5 Discussion Board Activity and reply to two classmates’ responses by September 29. • Complete Article Critique on Criterion-Referenced Tests and submit to Canvas by September 29. Be sure to follow format in Appendix C. • Add vocabulary words to flashcards (due October 27 in CANVAS).
6	September 30 – October 6	<p><u>Text Assignment</u></p> <ul style="list-style-type: none"> • Read text Chapter 13 “Summarizing Data and Measures of Central Tendency,” Chapter 14 “Variability, the Normal Distribution, and the Converted Scores,” and Chapter 15 “Correlation.” • Review Chapters 13-15 Power Points and any supplemental documents provided in Canvas. 	<ul style="list-style-type: none"> • Complete quiz on Chapters 11-15 in Canvas by October 6. • Respond to Week 6 Discussion Board Activity and reply to two classmates’ responses by October 6.

		<p><u>Discussion Board Assignment</u></p> <ul style="list-style-type: none"> Complete Week 6 Discussion Board Activity. <p><u>MDE Scavenger Hunt</u></p> <ul style="list-style-type: none"> Write a one-page review of the MDE Student Assessment website. <p><u>Vocabulary Flashcards Assignment</u></p> <ul style="list-style-type: none"> Add words to the online flashcard site to create digital flashcards for unfamiliar vocabulary words in the assigned reading in the textbook. This assignment is ongoing and will be due October 27 in CANVAS. A minimum of 20 flashcards is required. 	<ul style="list-style-type: none"> Add vocabulary words to flashcards (due October 27 in CANVAS).
7	October 7 – October 13	<p><u>Text Assignment</u></p> <ul style="list-style-type: none"> Read text Chapter 16 “Validity Evidence,” Chapter 17 “Reliability,” and Chapter 18 “Accuracy and Error.” Review Chapters 16-18 Power Points and any supplemental documents provided in Canvas. <p><u>Discussion Board Assignment</u></p> <ul style="list-style-type: none"> Complete Week 7 Discussion Board Activity. <p><u>Assessment Review #3</u></p> <ul style="list-style-type: none"> Obtain assessment from Seminar I placement and review according to directions in Appendix D and use template in Appendix E. <p><u>Vocabulary Flashcards Assignment</u></p> <ul style="list-style-type: none"> Add words to the online flashcard site to create digital flashcards for unfamiliar vocabulary words in the assigned reading in the textbook. This assignment is ongoing and will be due October 27 in CANVAS. A minimum of 20 flashcards is required. 	<ul style="list-style-type: none"> Respond to Week 7 Discussion Board Activity and reply to two classmates’ responses by October 13. Complete Assessment Review #3 and submit to CANVAS by September October 13. Add vocabulary words to flashcards (due October 27 in CANVAS).
8	October 14 – October 20	<p><u>Text Assignment</u></p> <ul style="list-style-type: none"> Read text Chapter 19 “Standardized Tests” and Chapter 20 “Types of Standardized Tests.” Review Chapters 19-20 Power Points and any supplemental documents provided in Canvas. <p><u>Discussion Board Assignment</u></p> <ul style="list-style-type: none"> Complete Week 8 Discussion Board Activity. <p><u>Vocabulary Flashcards Assignment</u></p> <ul style="list-style-type: none"> Add words to the online flashcard site to create digital flashcards for unfamiliar vocabulary words in the assigned reading in the textbook. This assignment is ongoing and will be due October 27 in CANVAS. A minimum of 20 flashcards is required. 	<ul style="list-style-type: none"> Complete quiz on Chapters 16-20 in Canvas by September 8. Respond to Week 8 Discussion Board Activity and reply to two classmates’ responses by October 20. Add vocabulary words to flashcards (due October 27 in CANVAS).
9	October 21 – October 27	<p><u>Discussion Board Assignment</u></p> <ul style="list-style-type: none"> Complete Week 9 Discussion Board Activity. <p><u>Digital Vocabulary Flashcards Assignment</u></p> <ul style="list-style-type: none"> Submit flashcards in Canvas. <p><u>Final Exam</u></p> <ul style="list-style-type: none"> Complete Final Exam in Canvas. 	<ul style="list-style-type: none"> Complete Final Exam in Canvas by October 27. Respond to Week 9 Discussion Board Activity and reply to two classmates’ responses by October 27. Submit vocabulary flashcards in Canvas by October 27.

10	October 28 – November 3	No Activities as Residency II Assignment begins this week.	None
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ACADEMIC INTEGRITY: William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, including personal honesty and mutual trust. The university places high value on academic integrity and regards any act of academic dishonesty, including plagiarism, as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean’s office, and each campus dean’s office.

Having academic integrity means that all work for this class should be your original work created for this class this trimester. Please refer to the Student Handbook pages 80-82 for information regarding academic integrity guidelines, forms of academic dishonesty, and penalties for instances of academic dishonesty. The Student Handbook can be found at the following link: <https://wmcarey.edu/assets/Publications/Translation/The-Translation-2018-2019.pdf>

ADA STATEMENT: Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact the appropriate contact person for your campus.

Hattiesburg campus: Dr. Allen Bonner, 601-318-6211, Lawrence Hall 124
 Tradition campus: Dr. Alesia Haynes-McCook at 228-702-1783, Administration Building of William Carey University
 Keesler Center: Ms. Amanda Knesal, 228-376-8480
 Slidell site: Dr. Karen Sicard, 601-318-6475
 Online: Dr. Allen Bonner, 601-318-6211, Lawrence Hall 124

ATTENDANCE: Students are expected to participate in class via online assignments. **Failure to submit weekly assignments on the due date will be counted as an absence.** The William Carey Catalog states that no undergraduate student may receive credit for a course in which 25% of the classes are missed including online classes. Remember, there is no differentiation between excused and unexcused absences at the college level. It is the student’s responsibility to provide documentation and notification of any university activity absences.

CLASSROOM MANAGEMENT: While completing the field experience requirement for this course, it is the expectation that WCU students will create and maintain a safe, supportive, and challenging learning environment. Suggestions for managing classroom behavior during the field experience include:

- Follow the classroom discipline plan.
- Seek to prevent classroom problems before they happen.
- Use classroom time wisely.
- Motivate students to behave by using positive reinforcement.

To assist you in classroom management, the following resources may be useful:

1. Bailey, B. (2001). *Conscious Discipline: 7 basic steps for brain smart classroom management*. Oviedo, FL: Loving Guidance, Inc.
2. Canter, L. (2009). *Assertive discipline: Positive behavior management for today’s classroom*. (4th Ed.). Bloomington, IN: Solution Tree.
3. Storey, K. & Post, M. (2012). *Positive behavior supports in classrooms and schools: Effective and practical strategies for teachers and other service providers*.
4. Wong, H.K. & Wong, R.T. (2009). *The first days of school: How to be an effective teacher*. (4th Ed.). Sunnyvale, CA: Harry K. Wong Publications.
5. www.disciplinehelp.com

DISASTER PLAN STATEMENT: In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website <http://wmcarey.edu>, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university’s course management system at <https://wmcarey.instructure.com>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through *SaderWatch*, the WCU emergency message service. Sign up instructions can be found at <http://wmcarey.edu/saderwatch>.

INCOMPLETES: All of the following criteria must be met in order for a student to receive an incomplete:

- Class (and university) attendance requirements must have been met;
- 80% of the required work for the class must have been done;
- The student must be passing the class at the time the incomplete is granted;
- The student must request the incomplete on the WCU incomplete request form prior to the time at which faculty must submit grades;
- The student must have provided appropriate documentation regarding the reason for requesting the incomplete (e. g., accident reports, medical records, etc.)
- The Academic Dean must have determined that unavoidable circumstances have prevented the student from completing the course on schedule.

If any one of the above conditions is not met, a student cannot receive an incomplete for the course.

PLAGIARISM: Plagiarism is submitting an assignment as one's own original work when all or part was done by another individual or knowingly representing the ideas of another person as one's own in any academic exercise.

If you do not understand the concept of plagiarism you need to read the section on plagiarism in the APA Manual on pages 15-16, 170. If you have any questions about plagiarism after reading this section you need to talk with me. If you do not talk with me, it will be assumed you understand the definition of plagiarism. Assignments that are plagiarized CANNOT be redone for a better grade on the assignment. Plagiarism will not be tolerated and will result in the student receiving a final grade of F. **NOTE: All required assignments in this course may be checked for plagiarism using Turnitin.com.**

SEXUAL MISCONDUCT STATEMENT: It is the policy of William Carey University to comply with all federal and state laws governing sexual misconduct. Further, William Carey University reaffirms its principle, as well as Title IX of the Education Amendments Act of 1972, that all students have a right to be free from sexual discrimination in the form of sexual harassment and sexual violence. Students are referred to the Student Handbook, *The Translation (The Red Book)*, for policy statements regarding sexual harassment and sexual assault and for procedures for reporting and responding to sexual offenses. The policies and procedures may also be found on the university's website under Campus Life – Security. <http://wmcarey.edu/sexual-misconduct>

TOBACCO-FREE CAMPUS: William Carey University is a tobacco-free campus. All WCU students are asked to respect this policy by refraining from smoking or other tobacco use while on campus.

NOTE: This syllabus is subject to revision due to student needs, time constraints, or other unforeseen circumstances that may arise.

William Carey University School of Education Assessment System Foundation

The School of Education's Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission, School of Education's Conceptual Framework (CF) and Outcomes, School of Education's Education Goals (EG), Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

Mission	Outcome
William Carey University Expanded Statement of Mission	WCU 1- Provide academic programs to promote student learning. WCU 2-Promote Christian development and social responsibility. WCU 3-Strengthen ties with Baptist churches, associations, and conventions. WCU 4-Provide an environment that supports student learning. WCU 5-Strengthen organizational and operational effectiveness. WCU 6-Strengthen financial resources.
School of Education Conceptual Framework and Outcomes	CF-Confident, Caring, and Reflective Professional Educators CF 1-An innovative thinker CF 2-An effective communicator CF 3-An advocate for diverse learners CF 4-An integrator of technology CF 5-A life-long learner CF 6-A steward of the profession
School of Education Goals	EG 1-Apply current research and technology related to the teaching-learning-assessment process. EG 2-Respond sensitively to individual differences and diversity. EG 3-Understand and anticipate the needs of a global society. EG 4-Plan and implement learning experiences that support the highest level of student potential. EG 5-Continue to reflect, refine, and revise professional practices. EG 6-Collaborate with others to promote learning.
Interstate Teacher Assessment and Support Consortium (InTASC) Standards	1-Learner Development 2-Learner Differences 3-Learning Environment 4-Content Knowledge 5-Application of Content 6-Assessment 7-Planning for Instruction 8-Instructional Strategies 9-Professional Learning and Ethical Practice 10-Leadership and Collaboration

Learned Societies (SPA)	Association of Childhood Education International (ACEI) Council for Exceptional Children (CEC) Educational Leadership Constituency Council (ELCC) National Association for Sport and Physical Education (NASPE) National Association for the Gifted Child (NAGC) National Council for Social Studies (NCSS) National Council for Teachers of English (NCTE) National Council for Teachers of Mathematics (NCTM) National Science Teachers Association (NSTA)
Professional dispositions	All WCU candidates will do the following: <ol style="list-style-type: none"> 1. Protect confidential information concerning students and/or colleagues unless the law requires disclosure. 2. Demonstrate maturity and sound judgment in all interactions with peers, university and P-12 personnel, and parents. 3. Follow all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use. 4. Exemplify honesty and integrity (honesty, tact, and fairness) with all stakeholders during his/her time in the program. 5. Accept constructive criticism in a positive manner. 6. Provide fair and equitable opportunities for all P-12 students in a non-discriminatory manner. 7. Maintain a professional relationship with all students both inside and outside professional settings.

Appendix A William Carey University - APA Ledger Comments

As an educator, your writing will often be the first view of you by supervisors, colleagues, parents, and students. You will be expected to present yourself professionally in reports, newsletters, notes to parents, written instructions, etc.

Use this table to identify and interpret common spelling, grammatical, and APA formatting errors.		
Spelling /Formatting Errors		
S1	Spelling Error	Use spell check function of word processing program. Remember that misused words that are spelled correctly or words written in ALL CAPS will not be caught.
F1	Formatting Error	Assignments should be typed, double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides. You should use a clear font that is highly readable. APA recommends using 12 pt. Times New Roman font.
Common Grammatical Errors		
G1	Subject/Verb Agreement Singular/Plural Agreement	Verbs must agree in terms of plurality with their subjects. Example: He argues... they argue. Remember: The word <i>data</i> is plural (singular form <i>datum</i>), so use a plural verb i.e. The data indicate....
G2	Noun/Pronoun Agreement	Pronouns must agree with the nouns they replace. Use singular pronouns (I, he, she, it) to replace singular nouns and plural pronouns (we, they, them) to replace plural nouns. Example: The client... he or she; Clients... they.
G3	Who, Whom, Which, & That	<i>Who</i> is the subject of a verb; <i>whom</i> is the object of a verb. Example: Who will be representing whom? <i>Who</i> is used to refer to people; <i>that</i> or <i>which</i> are used for animals and inanimate objects. Consistent use of that for restrictive clauses (essential to the meaning of the sentence) and which for nonrestrictive causes (merely adding further information and set off with commas) will help make your writing clear and precise.
G4	Prepositions	Never conclude a sentence with a preposition.
G5	Proper Nouns	Capitalize specific names and titles; Do not capitalize generic or non-specific titles. Examples: principal of school, Dr. Jones, Principal of West Middle School

G6	Key Terms	Use italics rather than quotation marks to identify key terms and/or idiomatic expressions.
G7	Sentence Structure	Awkward sentence structure/use of colloquial (slang terms); meaning of the sentence is unclear. Reword this sentence. Remember: State ideas simply and clearly.
G8	Sentence Structure	Sentence fragment
G9	Sentence Structure	Run-on sentence
G10	First Person	When writing in APA Style, you rarely use the first-person point of view ("I studied ..."). First person is not often found in APA publications unless the writer is a senior scholar who has earned some credibility to speak as an expert in the field. You should use the third person point of view ("The study showed ..."). First person is acceptable in this course when submitting a reflection or evaluation of a topic, study, or text.
G11	Titles	Capitalize the major words in the titles of books, articles, and songs (but not short prepositions or the articles "the," "a," or "an," if they are not the first word of the title). Underline the titles of books, magazines, newspapers, academic journals, films, television shows, long poems, plays, operas, musical albums, works of art, and websites when writing them by hand. When typing, put those titles in <i>italics</i> . Use quotation marks for titles of short or minor works, songs, short stories, essays, short poems, one act plays, chapters in books, articles in newspapers/magazines/journals, and episodes of a television or radio series.
Common Punctuation Errors		
P1	Comma: Series	Use a comma to separate words in a series including the word before the conjunction. Example: ...friends, Romans, and countrymen.
P2	Comma: Compound Sentences	Use a comma to separate two sentences joined by a conjunction. Example: The school is an elementary school, but it also serves as the site for the adult education program.
P3	Comma: Introductory Clauses, phrases, words	Use commas after introductory a) clauses, b) phrases, or c) words that come before the main clause.
P4	Comma Splice	A comma splice occurs when two independent clauses are connected with only a comma. Example: My family and I bake together almost every night, we then get to enjoy everything we make together.
P5	Semi-colon	Use a semi-colon to separate two complete but related sentences. Conjunctions such as <i>however</i> and <i>therefore</i> should be followed by a comma. Example: Resuscitation was implemented promptly; however, the patient did not survive. Use a semi-colon to separate elements or phrases in a series that contain commas. Example: ...teachers, students, and guests; and administrators, evaluators, and others....
P6	Colon	Used to join an independent clause (complete sentence) and a dependent clause (incomplete sentence).
P7	Quotation Marks	Used to introduce slang, invented, or coined expressions. Technical or <i>key terms</i> are denoted with italics rather than quotation marks. Used to identify short (< 40 words) quotations within a paragraph.
P8	Seriation	Seriation helps readers understand the organization of key points within sections, paragraphs, and sentences. The most common error: writer does not identify elements in a series by lowercase letters in parentheses.
P9	Ampersand &	Used between authors in parentheses and in the reference list; use the word 'and' when citing reference authors in the body of the text.
Common Reference Citation Errors		
R1	Authors	List references alphabetically by authors' last names. Give last name, first & middle initials only (space between initials). No titles or abbreviations (Dr., RN, PhD, etc.)
R2	Capitalization	Capitalize proper nouns and all major words in titles of books or journals. Example: <i>Educational Leadership</i>
R3	Capitalization of Journal Articles	When referring to books, chapters, articles, or Web pages, capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns. Do not capitalize the first letter of the second word in a hyphenated compound word. Example: Are we motivating students with data? <i>Educational Leadership</i> , 41, 213-214

R4	Volume & Issue Numbers	Always give the volume number of a journal, magazine, or newsletter. Example: <i>Educational Leadership</i> , 41,
R5	Page Numbers	Give the page number or range of pages used in the reference. Do not use p. or pp.
R6	Publisher and Location	Always include the publisher and location of books. Example: Upper Saddle Ridge, NJ: Pearson.
R7	Electronic Source and Locator Info	Use digital object identifier (DOI). Look on the first page of the printed article close to the copyright information for the unique DOI. However, not all journals have begun to use the DOI.
R8	Hanging Indention	All lines after the first line of each entry in your reference list should be indented one-half inch from the left margin. This is called hanging indentation.

Helpful Sites:

APA https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Apostrophe Usage <https://www.grammarbook.com/punctuation/apostro.asp>

Capitalization Rules <https://www.grammarbook.com/punctuation/capital.asp>

Colon Usage <https://www.grammarbook.com/punctuation/colons.asp>

Comma Usage <https://www.grammarbook.com/punctuation/commas.asp>

Grammar Rules https://www.grammarbook.com/grammar/cnt_gram.asp

Semicolon Usage <https://www.grammarbook.com/punctuation/semicolons.asp>

Appendix B

EDU 450 Article Critiques

Submit a synopsis and critique of two professional journal articles concerning the topics assigned for each. Summaries must utilize current research and be a minimum of one typed page. Review should include: 1) APA citation, 2) a synopsis or summary of the reading which is no longer than 5 sentences, and 3) opinion/evaluation of the usefulness of the content. A template that must be downloaded and used is attached (Appendix C) and can also be found under the course resources module on Canvas.

50 points per article x 2 articles = 100 possible total points

Criteria	Does Not Meet	Points	Meets or Exceeds Expectations	Points
APA Citation	The bibliographical entry does not adhere to APA style; many exceptions noted	0	The bibliographical entry adheres to APA style.	5
Synopsis or Summary of Article	Synopsis demonstrates little understanding of the article with few or no key	10	Synopsis demonstrates a thorough understanding of the article by listing key	20

	findings reported and/or is more than 5 sentences		findings and reflecting upon their implications and is no more than 5 sentences.	
Opinion or Evaluation of Usefulness of Content	There is no opinion or evaluation of the content.	10	The opinion or evaluation of the article is given and supported with details	20
Template used	No	0	Yes	5

Appendix C

Template to Use for Article Critiques

All you will need to use on your critiques are the section headers that are in bold. The other information is just explaining each section. Critiques must be completed in 12-point Arial or Times New Roman and double spaced throughout.

APA Citation:

Barth, R. S. (1990). A personal vision of a good school. *Phi Delta Kappan*, 71, 512-516.
 (This is an example of how an APA citation looks.)

Synopsis:

Summarize the article in no more than 5 sentences.

Evaluation:

Give your opinion of the article in at least one page.

Appendix D

EDU 450 Assessment Reviews

Submit a review and evaluation of three classroom assessments from your Seminar I placement. Reviews must utilize content from current readings in the textbook/discussions and be a minimum of one typed page. Review should include: 1) title of assessment, 2) type of assessment, 3) type of test items, 4) instructional objectives, and 5) opinion/evaluation of the assessment. A template that must be downloaded and used is attached (Appendix E) and can also be found under the course resources module on Canvas. **At least the first page of the assessment must be scanned and attached with the assignment in Canvas.**

50 points per review x 3 reviews = 150 possible total points

Criteria	Does Not Meet	Points	Meets or Exceeds Expectations	Points
Title of Assessment	Title lacks subject and/or grade information.	0	Title includes subject and grade information.	5
Type of Assessment	Description lacks details about the assessment, demonstrating a lack of understanding.	5	Description demonstrates a thorough understanding of the assessment by listing information relevant to the assessment.	10

Type of Test Items	Description lacks details about the type of test items in the assessment.	5	Description demonstrates a thorough understanding of the different types of test items on the assessment.	10
Instructional Objectives Measured	Description lacks instructional objectives and/or information as to whether objectives were assessed.	5	Description demonstrates understanding of instructional objectives on assessment and includes information about the effectiveness of the assessment in measuring the objectives.	10
Evaluation of Assessment	There is no opinion or evaluation of the assessment.	5	The opinion or evaluation of the assessment is given and supported with details.	10
Template used & first page of assessment included	No	0	Yes	5

Appendix E

Template to Use for Assessment Reviews

All you will need to use on your reviews are the section headers that are in bold. The other information is just explaining each section. Reviews must be completed in 12-point Arial or Times New Roman and double spaced throughout.

Title of Assessment:

Give information about the assessment including subject and grade.

Type of Assessment:

Describe the assessment based on what you have learned so far in the course. Is it a formative, interim, or summative assessment? Was a pre-test given prior to the new learning? Is it a norm-referenced or criterion-reference test? Include any other information pertinent to this test.

Types of Test Items:

Describe the test items (multiple choice, true/false, matching, completion or short answer, essay, objective or subjective, etc.). Use what you have learned in the course so far.

Instructional Objectives Measured:

Detail what instructional objectives are measured on this assessment. Based on the assessment, is there a fair representation for each objective to determine mastery? Does the assessment adequately assess the objectives for mastery?

Evaluation:

Give your opinion of the assessment based on your understanding of what we have studied thus far. Look at the assessment items, answer choices, patterns, objectives, Bloom's taxonomy, etc. Use your critical eye as you will be creating assessments for your students in the near future.

Additional Notes:

*At least the first page of the assessment must be uploaded to the assignment in Canvas.

**For each assessment review, you should have a greater understanding of assessments and this should be reflected in your review.

Appendix F**MDE Scavenger Hunt Assignment**

<https://www.mdek12.org/OSA>

The Mississippi Department of Education website includes assessment information that is valuable to new teachers as school accountability has increased over the last two decades. As a K-6 teacher, your students will be heavily tested. The purpose of this assignment is to peruse the website, paying close attention to the Student Assessment page and the Resources and Links on the right side of the SA page. This assignment is somewhat open-ended. It is intended to familiarize you with the website so that you can find what you need in the classroom. Use the following questions to help guide the scavenger hunt:

- What information can be obtained through this page?
- How can it benefit a first-year teacher? A veteran teacher?
- What are my responsibilities as a teacher in testing?
- What types of assessments are required for K-6 grades?
- What are the purposes for each of the tests?
- What subject areas are tested at each grade?
- Are there different tests for English Learners?
- How often are students tested?

After searching the website thoroughly, compose a minimum one-page review of the website. Reviews must be completed in 12-point Arial or Times New Roman and double spaced throughout. Full points will be awarded for completion and appropriate length of review.

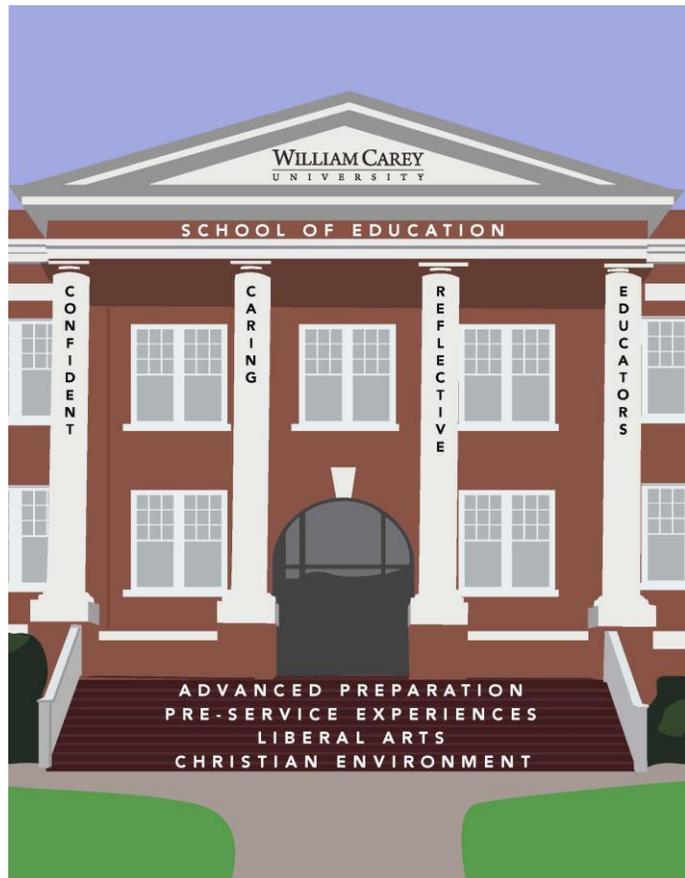
EDU 536.41H CLASSROOM MANAGEMENT
William Carey University
School of Education
Course Syllabus – Fall 2019

Instructor: Dr. Candice Aycock, caycock@wmcarey.edu (best way to contact)

WCU Theme: “Longing to Know”
Philippians 3:10

Vision: “Confident, Caring, and Reflective Professional Educators”

The School of Education serves to prepare *confident, caring, and reflective* educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for in-service educators.



Description: This course provides information to help students develop pro-active strategies to manage the classroom environment and student behavior. Emphasis is placed on the students' development of a personal and unique classroom management plan.

Required Textbook:

Emmer, E. T., & Evertson, C.M., (2017). *Classroom management for middle and high school Teachers*, 10th edition. Boston, MA: Pearson Education, Inc.

Additional information:

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.

Plagiarism Tutorial (Either below)

<http://www.acts.twu.ca/Library/plagiarism.swf>

<http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php>

TECHNOLOGY:

Technology will be an important and vital part of the instruction delivery of this class. You will utilize CANVAS. Assignments must be submitted in MICROSOFT WORD '97 OR NEWER. If an assignment is not in submitted in the correct CANVAS assignment link in Microsoft WORD '97 version or newer, it will NOT be graded.

NOTE: NO CELL PHONES OR PERSONAL COMPUTERS should be out during presentations. If you use an e-textbook, let me know the first day!

TENTATIVE SCHEDULE OF TOPICS AND ASSIGNMENTS

<p>Week 1 (8/26/19)</p>	<p>Topic: Welcome to Classroom Management Review/Explanation of MAT Program Introductions Review of course syllabus/CANVAS Think-Pair-Share activity Assign groups for chapter presentation Sign-up for classroom management model research Distribute/discuss teacher interview assignment</p>	<p>Homework: Due in CANVAS by 11:59 p.m., Saturday, August 31.</p> <ul style="list-style-type: none"> • Read Chapters 1, 4, and 6 – <i>Introduction to Classroom Management, Classroom Rules and Procedures, and Getting Off to a Good Start.</i> • Chapters 1, 4, and 6 Quizzes • Writing Assignment 1 – Scenario • First Teacher Interview
<p>Week 2 (9/2/19)</p>	<p>Topic: Getting Started Chapter 6 – <i>Getting Off to a Good Start</i> Chapter 4 – <i>Classroom Rules and Procedures</i> Jigsaw activity using chapter 3 content (<i>Organizing Your Classroom and Materials</i>) Clock/partner activity (successful/not successful procedures from first teacher interview)</p>	<p>Homework: Due in CANVAS by 11:59 p.m., Saturday, September 7.</p> <ul style="list-style-type: none"> • Read Chapters 3, 5, 7, and 8 – <i>Organizing Your Classroom and Materials, Managing Student Work, Planning and Conducting Instruction, Managing Cooperative Learning Groups</i> • Chapters 7 and 8 Quizzes • Writing Assignment 2 – Scenario • Second Teacher Interview
<p>Week 3 (9/9/19)</p>	<p>Topic: Planning/Grouping Chapter 7 – <i>Planning and Conducting Instruction</i> (Discussion of lesson plans, standards, etc.) Chapter 8 – <i>Managing Cooperative Learning Groups</i> Cooperative group roles activity Gallery Walk activity using Chapter 5 material (<i>Managing Student Work</i>) Feedback from second teacher interview re: planning/grouping</p>	<p>Homework: Due in CANVAS by 11:59 p.m., Saturday, September 14.</p> <ul style="list-style-type: none"> • Read Chapters 9 and 11 – <i>Maintaining Appropriate Student Behavior, Managing Problem Behaviors</i> • Chapter 9 and 11 quizzes • Writing Assignment 3 – Scenario • Third Teacher Interview • Classroom Management Model Handout in CANVAS. Bring copies to next class.

<p>Week 4 (9/16/19)</p>	<p>Topic: Behavior Chapter 9 – <i>Maintaining Appropriate Student Behavior</i> Chapter 11 – <i>Managing Problem Behavior</i> Share research of Classroom Management Models (Students will identify strategies that they will/will not use in their classrooms.) Share strategies from teacher interview</p>	<p>Homework: Due in CANVAS by 11:59 p.m., Saturday, September 21.</p> <ul style="list-style-type: none"> • Read Chapters 2, 10, and 12 – <i>Building Supportive and Healthy Classroom Relationships, Communication Skills for Teaching, Managing Special Groups</i> • Chapter 2, 10, and 12 quizzes • Writing Assignment 4 – Scenario • Fourth Teacher Interview
<p>Week 5 (9/23/19)</p>	<p>Topic: Relationships Chapter 2 – <i>Building Supportive and Healthy Classroom Relationships</i> Discuss importance of establishing relationships with students Chapter 10 – <i>Communication Skills for Teachers</i> Discuss strategies for communicating successfully with parents Chapter 12 – <i>Managing Special Groups</i> Discuss special education (IEPs), gifted, ELL, etc. Licensure Paperwork</p>	<p>Classroom Management Plan due in CANVAS BY 11:59, WEDNESDAY, SEPTEMBER 25, 2019.</p>

COURSE REQUIREMENTS

Students are expected to:

1. Attend and participate in all class sessions and discussions/activities. See additional important information regarding attendance on page 5 of syllabus.
2. Read the text, assigned readings, and handouts (students are expected to keep up with text reading assignments as indicated in the schedule)
3. Participate in group presentation of selected chapter from text. See rubric in CANVAS. Include technology, discussion of important concepts presented in chapter, a creative class participatory activity that will allow classmates to understand the important points in the chapter, and a handout summarizing chapter content. Presentations should model the CCSS for language and speaking/listening skills being taught in the classroom (SL.4.3, SL.4.4, SL.4.5, L.4.1, L.4.2, L.4.4).
4. Interview four teachers with at least five years of full-time experience. Choose teachers from a variety of grade levels, subject areas, etc. The teacher interview questionnaire can be found in CANVAS. Summarize each interview in paragraph form, include the teacher's name, school, and teaching situation. Submit in CANVAS, once weekly as directed.
6. Complete weekly writing assignments within CANVAS. All writings must thoroughly address the scenario in question (at least one page, double-spaced) and should demonstrate graduate level writing. Points will be deducted for incorrect spelling, punctuation, and grammar. (W.4.2, W.4.4).
7. Complete weekly quizzes in CANVAS.
8. Research an assigned Classroom Management Model. Create a handout about the model including the name and developer(s) of the model, a brief summary (overview), practical classroom applications, and pros/cons. Information should come from at least two articles about the model and how the strategies can be applied in the classroom. References should be listed at the end of the paper following the latest APA style. This handout will be submitted to CANVAS as directed and enough copies for each classmate will be brought to class and distributed on the specified date.
9. Create a classroom management plan that you could actually use in your own classroom. Template in CANVAS.

NOTE: Class sessions are planned based on the number of presentations and amount of information to be covered. Therefore, in order for class time to be used adequately, it is imperative that students be prepared to present according to the instructor's schedule. This course has been identified as a writing intensive course in the Education Department. Formal writing will be expected from all students throughout the course.

****Since this course is highly interactive and only meets five times, missing a class or part of a class for any reason will result in points being deducted. Arriving late or leaving early twice will equal an absence. Absences are neither excused nor unexcused. If you miss more than 1 (ONE) class meeting for any reason you will not receive credit for the course.** The absent student is also responsible for all the work missed. *Points will be deducted for each day an assignment is late. If assigned work is not submitted within five days past the original due date, it will NOT be accepted!!!*

EVALUATION CRITERIA:

*Class participation and attendance	100 (20 each)
Writing assignments	80 (20 each)
Chapter presentation	100
Teacher interviews	80 (20 each)
Weekly quizzes	100 (10 each)
CM Model handout	40
Classroom Management Plan	100

Total Possible Points
600
A = 558-600
B = 510-557
C = 450-509
F = Below 509

Please take note that the last day to drop with a “W” is August 3.

It is YOUR responsibility to have assignments in the appropriate format and turned in on time. Late work will have points deducted.

If you miss your scheduled presentation date, you will lose those points. The course schedule does not allow for presentations to be rescheduled.

Plagiarism:

Read the section on plagiarism in the APA Manual on pages 15-16, 170. Read the addendum to the student handbook. Assignments uploaded in CANVAS are run through the program, Turnitin. Appropriate action will be taken toward individuals participating in plagiarism. All work must be unique to this course and may not be used for any other courses.

Statement on Academic Integrity

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University's academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean's office, and each campus dean's office.

Americans with Disabilities Act

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact Dr. Allen Bonner at 601-318-6211. Dr. Bonner's office is located in Student Services Office in Lawrence Hall.

Disaster Plan Statement

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website <http://wmcarey.edu>, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university's course management system at <https://elearning.wmcarey.edu>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through *SaderWatch*, the WCU emergency message service. Sign up instructions can be found at <http://wmcarey.edu/saderwatch>.

Bibliography

Herrell, A.L., & Jordan, M. (2007). *Thirty-five classroom management strategies: Promoting learning and building community*. Upper Saddle River, NJ: Pearson & Merrill Prentice Hall.

Manning, M.L., & Bucher, K.T. (2007). *Classroom management: Models, applications, and cases* (2nd ed.). Upper Saddle River, NJ: Pearson & Merrill Prentice Hall.

Marzano, R.J., Marzano, J.S., & Pickering, D.J. (2009). *Classroom management that works: Research-based strategies for every teacher*. Upper Saddle River, NJ: Pearson Education, Inc.

Ryan, K., & Cooper, J.M. (2007). *Those who can, teach* (11th ed.). Boston, MA: Houghton Mifflin.

Sprick, R.S. (2006). *Discipline in the secondary classroom: A positive approach to behavior management* (2nd ed.). San Francisco, CA: John Wiley & Sons, Inc.

Web Sites: This is an annotated list of educational and informational web sites.

www.education-world.com

www.ericir.syr.edu

www.ala.org

www.studyweb.com

www.web66.coled.umn.edu

www.infoplease.com

www.funbrain.com

www.teachercreated.com

www.supersurf.com

www.ed.gov

www.enc.org

discoveryschool.com

<http://teachers.net>

www.mde.k12.ms.us (Go to Resources)

<https://owl.english.purdue.edu/owl/resource/560/01/>

<http://rubistar.4teachers.org>

Learning Outcomes After completing the course requirements, the student will be able to:	Standards		
	INTASC	ACEI	ISTE NETS-T
1. Discuss the societal, school, and student factors that affect classroom management.	1	1, 3.4	1a, 2a, 2e, 3a, 4a
2. Describe the roles of the effective teacher.	9	1.0, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2	1b, 5a, 5b, 6a, 6d
3. Discuss how the learning environment affects behavior and learning.	5	1.0, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2	2e, 3d
4. Describe the development of a class as a functioning group.	2	1.0, 3.1, 3.2, 3.3, 3.4, 3.5	3b
5. Discuss the concept of management style and its relationship to management functions.	3	5.1	2a, 3b, 6b, 6c
6. Explain the use of classroom rules and their effect on minimizing disruptive behavior in the classroom.	4	1.0, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1	2a, 3c
7. Develop an eclectic approach to effective classroom management.		1.0, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1	
8. Identify the problem of the dysfunctional student and determine strategies to deal with the problem.	6	1.0, 4.0, 5.1	5d, 6e
9. Identify and discuss the use of positive reinforcement as motivation.	2, 5, 10	1.0, 3.4, 5.1	
10. Describe how to effectively use encouragement/praise and goal setting as classroom management strategies.	10	1.0, 3.2, 5.1	
11. Explain the legal aspects of the teacher-student relationship.	7	5.1	4a, 4b, 4c
12. Identify current issues that affect school safety, functioning, and discipline.	10	1.0, 3.1, 3.2, 3.3, 3.4, 3.5, 5.1, 5.2	4a, 4b, 4c
13. Describe the aspects of effective parent-teacher communication.	4, 9	1.0, 5.1, 5.2	2a, 2b, 3b, 4b, 4d, 6b, 6d
14. Define special needs and identify how inclusion and least restrictive environments affect classroom management.	3	3.2, 3.4	
15. Explain how co-teaching wherein general education teachers and special education teachers collaborate to ensure needs are met for all students while maintaining classroom management.	3	3.2, 3.4	

**William Carey University
School of Education**

Assessment System Foundation

The School of Education’s Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission, School of Education’s Conceptual Framework (CF) and Outcomes, School of Education’s Education Goals (EG), Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

Mission	Outcome
William Carey University Expanded Statement of Mission	WCU 1- Provide academic programs to promote student learning. WCU 2-Promote Christian development and social responsibility. WCU 3-Strengthen ties with Baptist churches, associations, and conventions. WCU 4-Provide an environment that supports student learning. WCU 5-Strengthen organizational and operational effectiveness. WCU 6-Strengthen financial resources.
School of Education Conceptual Framework and Outcomes	CF-Confident, Caring, and Reflective Professional Educators CF 1-An innovative thinker CF 2-An effective communicator CF 3-An advocate for diverse learners CF 4-An integrator of technology CF 5-A life-long learner CF 6-A steward of the profession
School of Education Goals	EG 1-Apply current research and technology related to the teaching-learning-assessment process. EG 2-Respond sensitively to individual differences and diversity. EG 3-Understand and anticipate the needs of a global society. EG 4-Plan and implement learning experiences that support the highest level of student potential. EG 5-Continue to reflect, refine, and revise professional practices. EG 6-Collaborate with others to promote learning.
Interstate Teacher Assessment and Support Consortium (InTASC) Standards	1-Learner Development 2-Learner Differences 3-Learning Environment 4-Content Knowledge 5-Application of Content 6-Assessment 7-Planning for Instruction 8-Instructional Strategies 9-Professional Learning and Ethical Practice 10-Leadership and Collaboration
Learned Societies (SPA)	Association of Childhood Education International (ACEI) Council for Exceptional Children (CEC) Educational Leadership Constituency Council (ELCC) National Association for Sport and Physical Education (NASPE) National Association for the Gifted Child (NAGC) National Council for Social Studies (NCSS) National Council for Teachers of English (NCTE) National Council for Teachers of Mathematics (NCTM) National Science Teachers Association (NSTA)

Professional dispositions	All WCU candidates will: <ol style="list-style-type: none"><li data-bbox="558 134 1495 205">1. Exhibit professional behaviors that indicate all students can learn and are a vital part of the learning environment;<li data-bbox="558 212 1377 283">2. Collaborate and seek to create positive relationships with all stakeholders to improve the learning environment;<li data-bbox="558 289 1166 317">3. Exhibit an awareness of all students' needs;<li data-bbox="558 323 1295 350">4. Exhibit poise, mature reflection, and sound judgment;<li data-bbox="558 357 1507 428">5. Engage in ongoing reflection, self-evaluation, and improvement in the profession; and<li data-bbox="558 434 1045 462">6. Act as a steward of the profession.
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EDU 572: Survey of the Exceptional Child
William Carey University
School of Education
Course Syllabus – Fall 2019

Instructor: Jennifer Boykin, Ed.D., Adjunct Professor

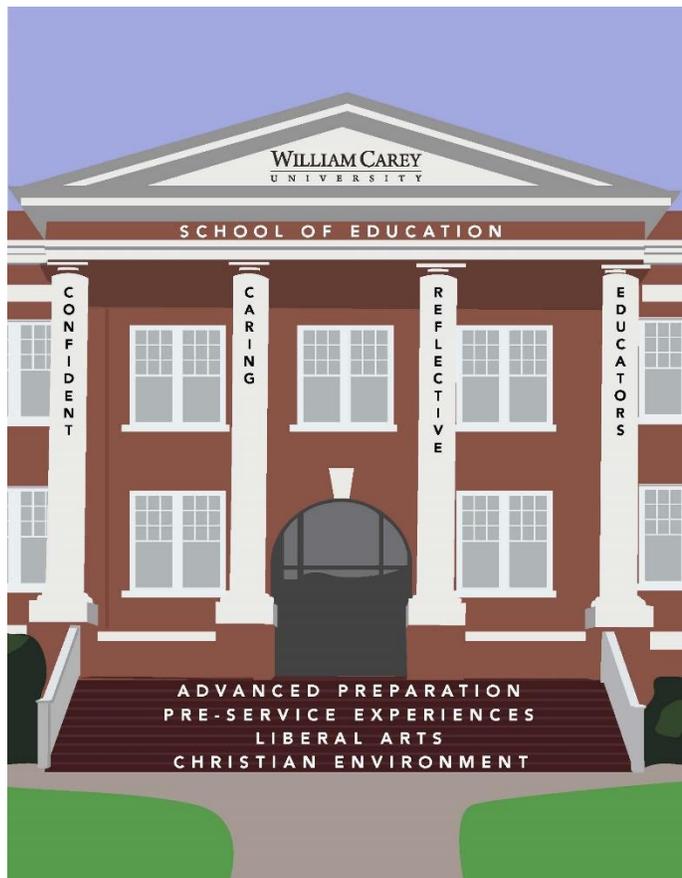
E- Mail: jboykin@wmcarey.edu

Office Hours: By appointment

WCU Theme: Desiderium Sciendi – “Longing to Know” (*Philippians 3:10*)

Vision: “Confident, Caring, and Reflective Professional Educators”

The School of Education serves to prepare **confident, caring, and reflective** educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for in service educators.



Text: *Exceptional Lives: Practice, Progress, & Dignity in Today's Schools*, 9th Edition ©2020.
Authors: Ann Turnbull, H. Rutherford Turnbull, H. Rutherford (Rud) Turnbull, Michael L. Wehmeyer, Karrie A Shogren.

**Students may select from e-text, loose leaf text, or paperback, but it must be 9th edition.*

Purpose of Course

To develop a working knowledge of current practices, research, and legal mandates in the field of special education and exceptional children. A specific focus will be placed on inclusive classrooms, managing individuals with disabilities in general education settings, and making adaptations and/or accommodations in order to keep individuals with disabilities in the general education setting. INTASC, ISTE, ACEI, NAEC, Mississippi Department of Education, and CEC Standards will be infused into course content where applicable.

Student Learning Outcomes:

Title of Course: EDU 572 Survey of the Exceptional Children

Learning Outcomes
1. Identify characteristics of students with a variety of disabilities and plan for learning for these students (mental retardation, learning disabilities, speech/language impairments, physical disabilities, autism, behavior disorders, hearing, vision, multiple) (WCU 1; Confident; CF 1, 3; EG 1; InTASC 1, 2; CEC 2, 8).
2. Discuss the legal mandates pertaining to exceptional children. (WCU 1, 4, 6; Confident; CF 1, 3; EG 1; InTASC 1, 2; CEC 2, 8)
3. Review the rationale for the implementation of the Individualized Education Plan (IEP) (WCU 1, 4; Confident; CF 1, 3; EG 1; InTASC 1, 2; CEC 3, 4, 5, 9)
4. Define programming strategies and assessment techniques for exceptional students and students from diverse backgrounds. (WCU 1, 4; Confident; CF 1, 3; EG 1; InTASC 1, 2; CEC 3, 4, 5, 7, 8)
5. Identify the importance of early intervention. (WCU 1, 4; Confident, Caring; CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 8)
6. Describe the historical events dealing with the perception and treatment of exceptional individuals. (WCU 1, 4; Confident; CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 1, 2, 3)
7. Review current literature regarding various exceptionalities. (WCU 1, 4; Confident; CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 1, 4, 5, 8)
8. Describe the importance of parental involvement, collaboration, and inclusion in the education of the exceptional child. (WCU 1, 4; Confident; CF 1, 3; EG 1; InTASC 1, 2; CEC 3, 4, 5, 9)
9. Implement technology for reflective learning and best practices of literacy in the study of the exceptional child. (WCU 1, 4; Confident; CF 1, 3; EG 1; InTASC 1, 2; CEC 4, 5)

ASSIGNMENTS / ASSESSMENTS:

Title of Course: EDU 572: Survey of the Exceptional Child

Performance Assessments	CEC	WCU CF
<p>1. Chapter Assignments: Complete individual chapter assignments weekly; submit responses in the Pearson platform; information includes instruction, disabilities, IDEA, accommodations, modifications, differentiated instruction, IEP, technology, behavior, transition, gifted, history, and response-to-intervention. Two to three chapters will be covered each week with a series of short constructed response questions for each.</p> <p><i>These chapter assignments are in Pearson myLab which is accessed from CANVAS.</i></p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6
<p>2. Review of IEP: Review an individualized education plan (IEP) on a virtual student with a disability; and discuss major components. This assignment will be posted in CANVAS Modules on or before Week 5 of the course. Related assignments will be due during the last 3 weeks of the course.</p> <p><i>This assignment will be provided in CANVAS modules.</i></p>	2, 3, 4, 5, 8, 9	1, 3, 4, 6

Assignments at a Glance

Week	Weekly Assignments	Due Date / Time
1	Chapters 1-2	Sunday, September 1 at 11:59 pm
2	Chapters 3-4	Sunday, September 8 at 11:59 pm
3	Chapters 5-6	Sunday, September 15 at 11:59 pm
4	Chapters 7-8	Sunday, September 22 at 11:59 pm
5	Chapters 9-10	Sunday, September 29 at 11:59 pm
6	Chapters 11-12	Sunday, October 6 at 11:59 pm
7	Chapters 13-14	Sunday, October 13 at 11:59 pm
8	Chapter 15, IEP Review 1	Sunday, October 20 at 11:59 pm
9	Chapter 16, IEP Review 2	Sunday, October 27 at 11:59 pm
10	Chapter 17, IEP Review 3	Friday, November 1 at 11:59 pm

Instructional Techniques

Technology will be an important and vital part of the instruction delivery of this class. Students MUST have access to a working computer in order to successfully complete the course. Refer to your course calendar for scheduled assignments. This is an online enhanced or hybrid class and attendance to on-line class sessions are considered the same as attendance to the face-to-face (on-campus) class meetings. Late assignments will not be accepted beyond one week.

Attendance Regulations:

Students are expected to participate in class via discussion and assignments. Only one (1) absence is allowed without affecting a student's grade. Two absences will result in a student receiving a final grade of 'no higher than a B'. Failure to submit weekly assignments on the due dates will be counted as an 'absence'. Three or more absences may be turned over to the office of academic affairs and may result in failure of the class. Remember, there is no differentiation between 'excused' or 'unexcused' absences; all absences count. It is the student's responsibility to provide documentation and notification of university activity absences. All assignments must be completed and submitted on CANVAS.

Professionalism

Free discussion, inquiry, and expression are encouraged in this class. Professional behavior that interferes with either (a) the instructor's ability to conduct class or (b) the ability of students to benefit from instruction is unacceptable. Professional behavior that is determined inappropriate and cannot be resolved by the student and the faculty member may be referred for administrative or disciplinary review.

WCU's Online Journal Search:

You may use Academic Search premier, Educational Research complete, EJSE Journal, ERIC or JSTOR and resources from the WCU Library.

Statement on Academic Integrity

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University's academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean's office, and each campus dean's office.

ADA Statement

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact Dr. Allen Bonner at 601-318-6211, in Lawrence Hall 124.

Disaster Plan Statement

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website <http://wmcarey.edu>, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university's course management system at <https://elearning.wmcarey.edu>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through SaderWatch, the WCU emergency message service. Sign up instructions can be found at <http://wmcarey.edu/saderwatch>.

SEXUAL MISCONDUCT STATEMENT

It is the policy of William Carey University to comply with all federal and state laws governing sexual misconduct. Further, William Carey University reaffirms its principle, as well as Title IX of the Education Amendments Act of 1972, that all students have a right to be free from sexual discrimination in the form of sexual harassment and sexual violence. Students are referred to the Student Handbook, The Translation (The Red Book), for policy statements regarding sexual harassment and sexual assault and for procedures for reporting and responding to sexual offenses. The policies and procedures may also be found on the university's website under Campus Life – Security. <http://wmcarey.edu/sexual-misconduct>

Assignments:

Assignments are due at 11:59 pm on Sunday of each week unless otherwise specified. All assignments must be completed and submitted; there are NO passes or exceptions. **It is the student's responsibility to submit assignments on time.** Assignments **more than one week past the due date** will **not** be accepted. Assignments submitted within the week grace period (having had contact with instructor) will be accepted with a late penalty. **No work for extra credit will be allowed for any reason.** Work will be expected to reflect professional competencies and will be graded on content, spelling, mechanics, composition and grammar. Assignments will be evaluated based on thoroughness and fulfillment of criteria for each assignment. All citations must be completed in APA style format. **APA Style (6th Ed.)** <http://www.docstyles.com/apaguide.htm> If an emergency arises it is the responsibility of the student to contact the instructor ASAP. Points are automatically deducted for late work.

On-line Assignments:

There is no make-up work or credit given for non-participation in interactive CANVAS assignments (such as Discussion Assignments). All on-line assignments must be submitted via CANVAS, unless otherwise specified. If you miss an assignment due date, it is considered an 'absence' for that class. Chapter assignments are to be completed using the Pearson myLab platform. You need not enter anything into CANVAS for these assignments.

Keep a copy of all work submitted.

It is the student's responsibility to check email and CANVAS daily. Announcements, changes in syllabus, and weather alerts will be posted in CANVAS.

Grading Scale:

Letter	Percent Scale
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A	100% – 93%
B	85 % - 92%
C	77% - 84%
F	76% and below

Professional Organizations and Journals:

www.cec.sped.org – The Council for Exceptional Children
www.powerof2.org – Co-teaching website
www.mde.k12.ms.us Mississippi Department of Education

[Exceptional Children](#)
[Teaching Exceptional Children](#)
[Intervention in School and Clinic](#)
[American Journal of Occupational Therapy](#)
[American Journal of Speech-Language Pathology](#)
[American Journal on Mental Retardation](#)
[Behavior Modification](#)
[Child & Family Behavior Therapy](#)
[Child Development](#)
[Child Language Teaching and Therapy](#)
[Communication Disorders Quarterly](#)
[Emotional and Behavioural Difficulties](#)
[Journal of Early Intervention](#)
[Journal of Emotional and Behavioral Disorders](#)
[Journal of Intellectual and Developmental Disability](#)
[Journal of Learning Disabilities](#)
[Journal of Research in Special Educational Needs](#)
[Journal of Special Education](#)
[Learning Disability Quarterly](#)
[Mental Retardation](#)
[Preventing School Failure](#)
[Remedial and Special Education](#)
[Roeper Review](#)
[Special Education Technology Practice](#)
[Topics in Early Childhood Special Education](#)
[Young Exceptional Children](#)

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NOTE: See additional resources on CANVAS.

William Carey University

**William Carey University
School of Education**

Assessment System Foundation

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Mission	Outcome
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William Carey University Expanded Statement of Mission	<p>WCU 1- Provide academic programs to promote student learning.</p> <p>WCU 2-Promote Christian development and social responsibility.</p> <p>WCU 3-Strengthen ties with Baptist churches, associations, and conventions.</p> <p>WCU 4-Provide an environment that supports student learning.</p> <p>WCU 5-Strengthen organizational and operational effectiveness.</p> <p>WCU 6-Strengthen financial resources.</p>
School of Education Conceptual Framework and Outcomes	<p>CF-Confident, Caring, and Reflective Professional Educators</p> <p>CF 1-An innovative thinker</p> <p>CF 2-An effective communicator</p> <p>CF 3-An advocate for diverse learners</p> <p>CF 4-An integrator of technology</p> <p>CF 5-A life-long learner</p> <p>CF 6-A steward of the profession</p>
School of Education Goals	<p>EG 1-Apply current research and technology related to the teaching-learning-assessment process.</p> <p>EG 2-Respond sensitively to individual differences and diversity.</p> <p>EG 3-Understand and anticipate the needs of a global society.</p> <p>EG 4-Plan and implement learning experiences that support the highest level of student potential.</p> <p>EG 5-Continue to reflect, refine, and revise professional practices.</p> <p>EG 6-Collaborate with others to promote learning.</p>
Interstate Teacher Assessment and Support Consortium (InTASC) Standards	<p>1-Learner Development</p> <p>2-Learner Differences</p> <p>3-Learning Environment</p> <p>4-Content Knowledge</p> <p>5-Application of Content</p> <p>6-Assessment</p> <p>7-Planning for Instruction</p> <p>8-Instructional Strategies</p> <p>9-Professional Learning and Ethical Practice</p> <p>10-Leadership and Collaboration</p>
Learned Societies (SPA)	<p>Association of Childhood Education International (ACEI)</p> <p>Council for Exceptional Children (CEC)</p> <p>Educational Leadership Constituency Council (ELCC)</p> <p>National Association for Sport and Physical Education (NASPE)</p> <p>National Association for the Gifted Child (NAGC)</p> <p>National Council for Social Studies (NCSS)</p> <p>National Council for Teachers of English (NCTE)</p> <p>National Council for Teachers of Mathematics (NCTM)</p> <p>National Science Teachers Association (NSTA)</p>
Professional dispositions	<p>All WCU candidates will:</p> <ol style="list-style-type: none"> 1. Exhibit professional behaviors that indicate all students can learn and are a vital part of the learning environment;

	<ol style="list-style-type: none">2. Collaborate and seek to create positive relationships with all stakeholders to improve the learning environment;3. Exhibit an awareness of all students' needs;4. Exhibit poise, mature reflection, and sound judgment;5. Engage in ongoing reflection, self-evaluation, and improvement in the profession; and6. Act as a steward of the profession.
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**Course Title: EDU 601 Teaching Social Studies in the Elementary School
William Carey University
School of Education**

**Course Syllabus EDU 601, Teaching Social Studies in the Elementary and Middle
Schools – Fall Trimester 2019- All Online Class**

Instructor: Dr. Leslie M. Provost , Ed.D

E- Mail: lprovost@wmcarey.edu

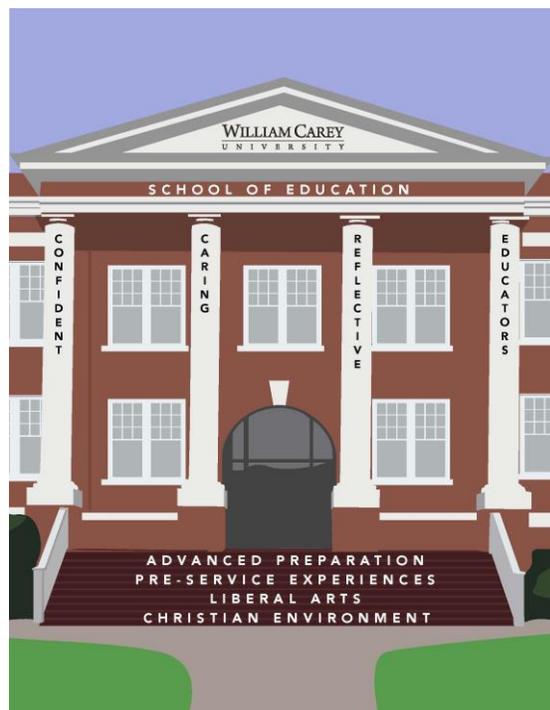
Phone: (601) 498-0146 or (601) 318-6305

Office Hours: By request only Tuesday and Thursday 10:30-4:00



Vision: “Confident, Caring, and Reflective Professional Educators”

The School of Education serves to prepare *confident, caring, and reflective* educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for inservice educators.



Catalog Description: In this course, the scope and sequence of the elementary social studies curriculum is examined. An emphasis is placed on the

Course Prerequisites: Core subjects/ undergraduate

Video Conferencing Statement: Students will be engaged in WebX with collaborative meeting scheduled by the professor as needed.

development of concepts and generalizations appropriate for the elementary child (3 hours credit).

Expectations:

Respect for the underlying values of a democratic society is developed through effective social studies education. Rigorous standards provide a framework for designing curriculum, assessment, and effective classroom instruction, that result in relevant learning experiences. These content expectations provide the necessary framework for deliberate professional development. Working collaboratively, teachers, administrators, university personnel government officials, parents, community organizations, and businesses will prepare students to become productive 21st century citizens. Expectations focus on diversity, technology, multicultural education subject purpose and teaching strategies.

PROFESSIONAL DISPOSITIONS

Purpose: To ensure the adherence to the Mississippi Educator Code of Ethics (MCoE), university, and district policies which support the habits of professional action and ethical commitments that underlie an educator’s performance (attitude and behavior)

Administration: This instrument is administered at least three times: Domains I and II during pre-candidacy by instructor, and Domains I, II, and III during candidacy by clinical educators (EPP- and/or P-12-school-based one formative and one summative)

Success Indicator: Items rated at the “Meets Standard” level represent successful teaching practice by the candidate. Anything below “Meets Standard” can be seen as an area in need of improvement.

DOMAIN I. PROFESSIONALISM & ACADEMIC INTEGRITY DISPOSITIONS

	Unacceptable 1	Emerging 2	Acceptable 3	Target 4
1. The teacher candidate protects confidential information concerning	The teacher candidate reveals confidential information concerning students and/or colleagues.	The teacher candidate unknowingly reveals confidential information	The teacher candidate protects confidential information concerning	The teacher candidate protects confidential information concerning

students and/or colleagues unless the law requires disclosure. (MCoE 9)		concerning students and/or colleagues.	students and/or colleagues unless the law requires disclosure.	colleagues and/or students unless the law requires disclosure and encourages others to do the same.
2. The teacher candidate demonstrates maturity and sound judgment in all interactions with peers, university and P-12 personnel, and parents. (MCoE 5)	The teacher candidate exercises unethical conduct with colleague(s). {This could include, but is not limited to revealing confidential information, making false statements about a colleague and/or the school system, discriminating against a colleague, using coercive means, and promising of special treatment in order to influence professional decisions of colleagues. }	The teacher candidate lacks maturity and/or sound judgment that results in one or more interactions with colleagues.	The teacher candidate demonstrates maturity and sound judgment in all interactions with peers, university and P-12 personnel, and parents.	The teacher candidate demonstrates maturity and sound judgment in all interactions with colleagues and works to build consensus in the workplace.
3. The teacher candidate follows all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use. (MCoE 6)	The teacher candidate fails to follow all university and P-12 school policies. This could include being found possessing or under the influence of alcohol, drugs, and/or tobacco while in any professional setting.	The teacher candidate lacks an understanding of all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco and social media use.	The teacher candidate follows all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use.	The teacher candidate follows all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use, and uses teachable moments or planned instruction to reinforce school policy.

DOMAIN II. CHARACTER DISPOSITIONS

	Unacceptable 1	Emerging 2	Acceptable 3	Target 4
4. The teacher candidate exemplifies honesty and integrity (honesty, tact, and fairness) with all stakeholders during his/her time in the program. (MCoE 2)	The teacher candidate does not exemplify honesty and integrity with all stakeholders during his/her time in the program and/or knowingly engages in deceptive practices regarding official policies and procedures.	The teacher candidate demonstrates an effort toward honesty and integrity with all stakeholders during his/her time in the program.	The teacher candidate exemplifies honesty and integrity with all stakeholders during his/her time in the program.	The teacher candidate exemplifies honesty and integrity with all stakeholders and encourages students to also act with honesty and integrity.
5. The teacher candidate accepts constructive criticism in a positive manner. (MCoE 1)	The teacher candidate is non-receptive and/or rejects constructive criticism.	The teacher candidate listens to constructive criticism, but disagrees with various comments, feedback, suggestions, and recommendations.	The teacher candidate accepts constructive criticism in a positive manner.	The teacher candidate accepts constructive criticism in a positive manner and also self-reflects and participates in professional development activities to promote personal professional growth.

DOMAIN III. CLINICAL/FIELD EXPERIENCES DISPOSITIONS

	Unacceptable 1	Emerging 2	Acceptable 3	Target 4
6. The teacher candidate provides fair and equitable opportunities for all P-12 students in a non-discriminatory manner . (MCoE 4)	The teacher candidate shows bias against certain students or groups of students based on race, gender, national origin, religion, or disability.	The teacher candidate plans one-size-fits-all instruction and makes little or no attempt to learn about students' prior knowledge, learning preferences, or interests and needs.	The teacher candidate provides fair and equitable opportunities for all P-12 students in a non-discriminatory manner .	The teacher candidate provides fair and equitable opportunities for all P-12 students in a non-discriminatory manner by nurturing the intellectual, physical, emotional, social, and civic potential of all students.
7. The teacher candidate maintains a professional	The teacher candidate exercises poor judgment when	The teacher candidate exhibits inappropriate speech, electronic	The teacher candidate maintains a professional	The teacher candidate models professionalism in all interactions

relationship with all students both inside and outside professional settings. (MCoE 4)	dealing with student(s). Inappropriate actions and/or body language, speech, and/or electronic communications result in a student being unsafe, endangered, threatened, or harassed.	communication, and/or actions that result/may result in a student feeling unsafe, endangered, threatened, or harassed.	relationship with all students both inside and outside professional settings.	with students and encourages students at every opportunity to treat each other with respect.
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**William Carey University
School of Education
Assessment System Foundation**

The School of Education’s Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission, School of Education’s Conceptual Framework (CF) and Outcomes, School of Education’s Education Goals (EG), CAEP , Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

Mission	Outcome
William Carey University Expanded Statement of Mission	WCU 1- Provide academic programs to promote student learning. WCU 2-Promote Christian development and social responsibility. WCU 3-Strengthen ties with Baptist churches, associations, and conventions. WCU 4-Provide an environment that supports student learning. WCU 5-Strengthen organizational and operational effectiveness. WCU 6-Strengthen financial resources.
School of Education Conceptual Framework and Outcomes	CF-Confident, Caring, and Reflective Professional Educators CF 1-An innovative thinker CF 2-An effective communicator CF 3-An advocate for diverse learners CF 4-An integrator of technology CF 5-A life-long learner CF 6-A steward of the profession
School of Education Goals	EG 1-Apply current research and technology related to the teaching-learning-assessment process. EG 2-Respond sensitively to individual differences and diversity. EG 3-Understand and anticipate the needs of a global society.

	<p>EG 4-Plan and implement learning experiences that support the highest level of student potential.</p> <p>EG 5-Continue to reflect, refine, and revise professional practices.</p> <p>EG 6-Collaborate with others to promote learning.</p>
<p>Interstate Teacher Assessment and Support Consortium (InTASC) Standards</p>	<p>1-Learner Development</p> <p>2-Learner Differences</p> <p>3-Learning Environment</p> <p>4-Content Knowledge</p> <p>5-Application of Content</p> <p>6-Assessment</p> <p>7-Planning for Instruction</p> <p>8-Instructional Strategies</p> <p>9-Professional Learning and Ethical Practice</p> <p>10-Leadership and Collaboration</p>
<p>Learned Societies (SPA)</p>	<p>Association of Childhood Education International (ACEI)</p> <p>Council for Exceptional Children (CEC)</p> <p>Educational Leadership Constituency Council (ELCC)</p> <p>National Association for Sport and Physical Education (NASPE)</p> <p>National Association for the Gifted Child (NAGC)</p> <p>National Council for Social Studies (NCSS)</p> <p>National Council for Teachers of English (NCTE)</p> <p>National Council for Teachers of Mathematics (NCTM)</p> <p>National Science Teachers Association (NSTA)</p>

REQUIRED TEXT: Ellis, A.K. (2010). *Teaching and learning elementary social studies*. (9th edition)

Boston, MA: Pearson

COURSE RATIONALE:

Today's society has enormous social, economic, and political problems. The main goal of the social studies curriculum should be to help students develop the ability to make reflective decisions so that they can resolve personal problems and participate intelligently in social activities. The perpetuation of democracy assumes that citizens will participate in making public policy. Decision-making skills must be taught systematically to students.

This course focuses on decision making and social action skills. It also focuses on social inquiry and the knowledge components of decision making, including interdisciplinary unit development and how to organize concepts, generalizations, and theories. It will provide strategies for teaching the different disciplines of the social sciences. Also included is a focus on value inquiry, decision making, and social action skills.

The incorporation of teaching techniques with emphasis on multiple intelligences takes skill on the part of the teacher. This course is designed to be a practical help to teachers who desire to expand their knowledge and become better skilled to teach social studies in the elementary school.

Public concern has been expressed over students' inability to identify specific geographic locations on maps and globes. Students generally perform poorly on history/geography criterion referenced tests. In most elementary schools, history and geography are not taught as separate subjects, but are integrated with other subject area disciplines. This type of integrated curriculum requires that elementary teachers become knowledgeable in all social science disciplines, and develop the ability to design and implement interdisciplinary units of instruction.

The delivery of this integrated curriculum requires the teacher to use a variety of instructional techniques. The teacher has the additional responsibility of maintaining interest in the study of the social studies disciplines. This course will be an in-depth study of the scope and sequence of the social studies curriculum in the elementary school. The graduate student will examine the use of skills based instruction, cooperative learning, the use of the fine arts, current events, print and non-print media and community resources as teaching tools for the delivery of the curriculum. The use of children's literature as a basis for unit and lesson design is explored. Students are encouraged to read and build files of materials to use in preparing units of instruction and exploring diverse cultures throughout the entire subject area disciplines.

TEACHING STANDARDS AND BEST PRACTICES: This course has been developed based on national standards and best practices as stated by the Interstate New Teacher Assessment and Support Consortium (INTASC) principles and the National Council for the Social Studies (NCSS) standards.

COURSE GOALS AND OBJECTIVES:

After completing this course the student will:

1. Describe the scope and sequence of the elementary social studies curriculum

- (INTASC 1,7, 9; NCSS 6, 9; ACEI 2 & 4);
2. Explain the major themes and the interdependence of the seven social sciences (INTASC 1, 2, & 7; NCSS 4, 5, 6, & 9; ACEI 2, 4, CAEP 1.1);
 3. Develop strategies for increasing student interests in social studies (INTASC 1, 2, 3, 7, 8; NCSS 1, 2, 4, 6, 7; ACEI 1, 2, 4, CAEP 1.2);
 4. Develop thematic units to help students relate social studies to everyday life (INTASC 1, 2, 5, 7, 9, 10; NCSS 4, 6, 8; ACEI 2, 4; NMSA 5);
 5. Demonstrate the concept of cooperative learning and how this approach can be used to teach social studies (INTASC 2, 5, 10; NCSS 1,4,5,7,9; ACEI 2.4, 3; NMSA 5);
 6. Develop strategies to help students master map/globe and graph skills (INTASC 1,4,7; NCSS 2,3,6,7; ACEI 2.4);
 7. Explain how current events, newspapers, and news magazines can be utilized to teach social studies concepts (INTASC 1,4,7; NCSS 2,3,6,7; ACEI 2.4, CAEP 1.1 1.2);
 8. Explain how facts and generalizations are related to the development of concepts (INTASC 1,4,7,9; NCSS 6,7; ACEI 2.4; NMSA 3);
 9. Identify trade books that help students develop social studies concepts (INTASC 2,4,7; NCSS 4,6,7; ACEI 2.4; NMSA 3);
 10. Explain and describe how various cultural groups in the United States have contributed to society (INTASC 3,5,7,9,10; NCSS 2,5,6,8,9, CAEP, 1.2.)

COURSE REQUIREMENTS/ ASSIGNMENTS

<p>ATTENDANCE: <i>Attendance is measured each week by your submission of the week's assignment(s). Late submission or non-submission of an assignment is recorded as an absence. Receiving more than two absences will result in non-credit for the class.</i></p>	<p>***This is a Social studies methods course; therefore, all assignments are designed to help you gain methods, activities, strategies, etc. to enhance your social studies instruction. If you are currently teaching another discipline or not teaching at all, you will still have to complete the assignments from the perspective of a Social Studies teacher as specified in the syllabus. There will be no exceptions to this requirement. COMMUNICATION AND FEEDBACK Will be provided through Canvas emails along with Conference calls weekly. Students will also be encouraged to meet professor during office time scheduled if needed.</p>
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<p>Textbook Feedback</p>	<p>Respond to weekly assigned reading from text. Writing should reflect the quality expected from graduate students.</p>
<p>ANNENBERG VIDEOS (learner.org) REFLECTIONS. These videos focus on effective teaching strategies to utilize in a social studies classroom.</p>	<p>: Watch/study/reflect on videos as assigned in the tentative schedule. Directions for accessing videos are:</p> <ul style="list-style-type: none"> - www.learner.org - Select a discipline and a grade to browse - Social Studies and History - Grade (choose K-2 or 3-5) - List of videos (scroll down and select video specified in weekly module in Canvas <p><u>Always include the title of the video when completing the weekly assignment.</u></p> <p><i>Caution: Some Annenberg videos are approximately one hour in length. It is highly recommended that students not wait until the last minute to complete this assignment.</i></p>
<p>INTEGRATING SOCIAL STUDIES RESEARCH PAPER</p>	<p>Unfortunately, especially at the elementary level, Social Studies instruction is often neglected in order to focus on the “tested” subjects. Ideally, the implementation of Common Core (or College/Career Readiness Standards) will help somewhat by requiring that Social Studies content be used to teach Language Arts and literacy standards. Write a 3 page (in addition to your title page and a bibliography page) research paper on this topic.</p> <ul style="list-style-type: none"> • Cite at least 4 references using APA style. (Examples provided in CANVAS) • Summarize what you find in the literature regarding the integration of Language Arts and Social Studies. • Describe at least one lesson or activity you can use in your current teaching situation to accomplish this. • This is a research paper – not an opinion paper. While you may conclude your paper with a paragraph

	<p>that includes your opinion on this topic, the majority of the paper must report what you find in your research.</p> <ul style="list-style-type: none"> • Use the most current APA citation style on your bibliography page. (Examples provided on Canvas). Each of your sources should be referenced correctly at least once in the body of your paper.
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- I. **SOCIAL STUDIES UNIT OVERVIEW AND LEARNING OUTCOMES:** Demonstrate proficiency in preparing a Social Studies themed interdisciplinary unit. Create a power point of your unit overview/plan and submit on Canvas.
- Write a social studies unit overview following the template and rubric provided on Canvas.
 - In addition to the objective(s) from the state framework, include the standard(s) that are being taught.
 - Include the use of children’s literature to integrate other subject areas to teach a Social Studies concept. The last slide of your power point should be bibliography using APA style.
 - Include hands-on or cooperative learning activities. Make lesson *interesting* and *fun* using creative ideas (i.e. costumes, food, or games).
 - Include one activity that promotes good citizenship or democracy.
 - Include MS State Frameworks Objectives and/or Common Core Standards from a minimum of two additional disciplines. (Can be from two additional social sciences)
 - Explain how you would (a) differentiate instruction to accommodate a variety of learning styles (auditory, visual, kinesthetic, etc.); (b) provide remediation for those who don’t master the skills/concepts and enrichment for those who master the material quickly; (c) provide interventions/accommodations for those requiring extra help or those with disabilities.
 - Include an evaluation component (formative assessment).
 - Submit lesson on Canvas.

Field Experience Hours

The field experience provides opportunities to experience professional growth in diverse settings and communities. It is built on the premise that well-grounded educators are effective practitioners of best practices. As you matriculate through the course work, you will select or receive assignments to complete the 40 points required for the Master of Education degree. If you have any questions regarding the field experience, please contact your program advisor.

Make sure your classes are published on or before Monday, August 26th (8:00 a.m.). Please send out an announcement by Monday, August 19th to let them know which textbook they will need. Remember to publish the announcement or they will not receive it.

Goals of the Course: *This course offers students an introduction to the theory and practice of teaching social studies. It serves as the bridge between the university and classroom in multiple ways. Through discussion, readings, observations, and involvement in schools, students will learn how to:*

- 1. reflect thoughtfully on teaching as an on-going practice, understanding that teachers are also learners in the teaching-learning cycle;*
- 2. reach students of varying levels, abilities, and intelligences in an interactive, academically oriented environment that respects the needs and learning styles of all learners;*
- 3. construct a classroom environment that privileges engagement with the outside world and engenders responsibility for making the world a better place;*
- 4. organize and plan a civic minded, intellectually charged unit of study;*
- 5. monitor student progress utilizing informal and formal assessment strategies;*
- 6. complete assignments which are geared toward reaching all learners;*
- 7. review technology resources which focus on the purpose of teaching social studies*
(learner.org)

LATE WORK POLICY (ATTENDANCE) : All assignments will be submitted in Canvas by the date/time specified on the course schedule. It is advised that you work ahead and not wait until the last minute to submit assignments. You should allow enough time to work through any unforeseen technological issues prior to the deadline. **Assignments submitted late will be indicated in Canvas and conclude in deducted points. Remember that each late assignment counts as an absence!!!**

All written assignments must be submitted in Microsoft 2007 or newer format and will be scored on the following:

GRADING: All assignments will be submitted into Canvas on due dates in Canvas as well as indicated on the class syllabus.

Mechanics – includes appropriate verb usage, use of subject-verb agreement, comma usage, use of punctuation, spelling, sentence structure, quotes, and use of APA format.

Content – includes following directions for written assignment, addressing the issue chosen/assigned, use of correct terminology, and adequate documentation

Expression – includes clarity of thought, style and format of writing, and appropriate introduction and summary information

GRADING SCALE: A = 563-625 B = 500-562 C =438-499 F = Below 438

EVALUATION CRITERIA:

- | | |
|-------------------------------------|----------------------|
| 1. Response to Chapter Readings (7) | 175 points (25 each) |
| 2. Annenberg Video Reflections (7) | 175 points (25 each) |
| 3. Research Paper | 75 points |
| 4. Social Studies Unit Overview | 100 points |
| 5. Attendance | 100 points |

Total Possible 625 points

Unless otherwise specified, all assignments are due on Canvas by 11:59 p.m. on Sunday night. (Please read policy regarding late work.) [THERE IS NO TK20 ASSIGNMENT IN THIS CLASS.](#)

Specific instructions for each week's assignments are found on the module page in Canvas.

Statement on Academic Integrity

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University's academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean's office, and each campus dean's office.

PLAGIARISM: Plagiarism is a very serious offense at WCU and will not be tolerated. In the Education Department, a student who is guilty of plagiarism may fail the class automatically or be asked to change majors. All professors at WCU have access to an online plagiarism detector called "Turnitin." Plagiarism also includes copying material from another student. If you have questions about plagiarism after reading this section, please speak with me.

AMERICANS WITH DISABILITIES ACT

ADA STATEMENT:

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact Ms. Valerie Bridgeforth at 601.318.6188, She is located the Student Services Office in Lawrence Hall. Mr. Bracey is located in the Administration Building of William Carey University - Tradition Campus.

Disaster Plan Statement

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website <http://wmcarey.edu>, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university's course management system at <https://wmcarey.instructure.com>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through *SaderWatch*, the WCU emergency message service. Sign up instructions can be found at <http://wmcarey.edu/saderwatch>.

Sexual Misconduct Statement

It is the policy of William Carey University to comply with all federal and state laws governing sexual misconduct. Further, William Carey University reaffirms its principle, as well as Title IX of the Education Amendments Act of 1972, that all students have a right to be free from sexual discrimination in the form of sexual harassment and sexual violence. Students are referred to the Student Handbook, *The Translation (The Red Book)*, for policy statements regarding sexual harassment and sexual assault and for procedures for reporting and responding to sexual offenses. The policies and procedures may also be found on the university's website under Campus Life – Security. <http://wmcarey.edu/sexual-misconduct>

Additional Resources/References

- Barton, K. & Levstik, L. (2007). *Teaching history for the common good*. New Jersey: Lawrence Erlbaum Associates. Chapters 1 and 2.
- Gladwell, M. (2000). *The Tipping point: How little things can make a difference*. Boston: Little, Brown and Company. **
- Grant, S.G. (2007b). High Stakes testing: How are social studies teachers responding? *Social Education*, 71(5), 250-254.
- Hess, Diana. (2009). *Controversy in the Classroom*. Routledge.**Hirsch, E.D. (2001). Seeking breadth and depth in the curriculum. *Educational Leadership*, 59(2), 22-25.
- King, M.B., Newmann, F., & Carmichael, D. (2009). Authentic intellectual work: Commons standards for teaching social studies. *Social Education*, 73 (1), 43-49.
- Levstik, L. & Barton, K. (2001). *Doing History: Investigating with Children in Elementary and Middle Schools*. 2nd Edition. New Jersey: Lawrence Erlbaum Associates.
- McTighe and Wiggins (1999). *Understanding by design handbook*. Association for Supervision and Curriculum.

National Council of the Social Studies. (1994). *Curriculum standards for social studies*. Silver Spring, Maryland: National Council of the Social Studies.

Teachers Curriculum Institute (2004). *Bring learning alive! The TCI approach for middle and high school social studies* Palo Alto, CA: Teachers Curriculum Institute.

Thompson, Scott (2001). The Authentic standards movement and its evil twin. Phi Delta Kappan. Found online: <http://www.pdkintl.org/kappan/ktho0101.htm>

WEEKLY ASSIGNMENT SCHEDULE

Refer to Canvas for assignment details

Sunday, September 1	Response to Reading Chapter One Video: Methodology Workshop One: Teaching Social Studies
Sunday, September 8	Response to Reading Chapter Two Video: (your choice) Service Learning/Community Involvement
Sunday, September 15	Response to Reading Chapter 3 Video: Methodology Workshop Two: Exploring Unity and Diversity
Sunday, September 22	Response to Reading Chapter Six Video: Planning Instruction/Units
Sunday, September 29	Research Paper

	Social Studies based APA style research
Sunday, October 6	Response to Reading Chapter Seven Video: Student Choice: Strategies
Sunday, October 13	Response to Reading Chapter Four Video: Student Choice: Social Studies Disciplines
Sunday, October 20	Response to Reading Chapter Eight Video: Assessing Student Learning
Wednesday, October 23	Social Studies Unit Overview

Rubrics

Week One Reading Assignment Rubric

1. How does the National Council for the Social Studies (NCSS) define *social studies*? (1.5)

What is the primary purpose of social studies? (1.5)

2. Ellis rationalizes the teaching of social studies by identifying five unique characteristics - things that only social studies can do for young learners. List and briefly describe these critical areas of learning. (10)

3. According to Ellis, "Social studies is fundamental as a school subject because of its commitment to the fulfilled person, the informed citizen, and the contributing individual." He lists and discusses twelve roles of the social studies teacher. List these and briefly discuss the importance of each. (12)

Week Two Reading Assignment Rubric

1. What is the public school's role in preparing young students for participation in society? (2)
2. (a) Ellis lists several key concepts of citizenship education. What are they? (2)

(b) According to the author, what are the rights of a citizen? Responsibilities? (4)
3. (a) What are the two levels of citizenship education? (2)

(b) Choose two strategies for teaching each level and briefly discuss how you can incorporate these strategies in your classroom. (4)
4. What strategies for teaching and learning good citizenship are offered by Ellis? (2)
5. List and briefly discuss the four characteristics of service learning projects mentioned in the text. (8)
6. What is global education? (1)

Week Three Reading Assignment Rubric

1. Who was Horace Mann and what did he believe the role of public education should be regarding democracy? (2)
2. List and summarize Banks and Banks' four levels of curriculum that represent how diversity is typically taught in social studies classrooms. (8)
3. Describe Hamilton's (2000, 2004) ideas for promoting a *culturally responsive learning environment*. What would such a classroom look like? List and describe the five teaching practices she suggests to inspire this type of environment. (12)
4. After reading the section about cultural sensitivity and the teacher, answer the survey questions on p. 61 (Figure 3.3 - A Survey of Teacher Characteristics). Did you hesitate to answer "yes" on any questions? If so, which one(s)? Note: If you are not yet teaching, which of these characteristics might you need to work on prior to starting your teaching career? (3)

Week Four Reading Assignment Rubric

Read thoroughly all of the information in Chapter 6. While all topics are not represented in this assignment, all of this information will be helpful to you when writing your unit overview at the end of the course and especially when designing instruction for your students.

The author states, "every lesson can be analyzed using two distinct criteria: mechanics and substance."

1. (a) List and briefly describe the six steps in lesson development. (6)

(b) List and briefly describe the four bases of social studies lessons. (4)
2. What are concepts? What are two proven techniques for concept building with elementary children? (3)
3. What are *skills* as they relate to social studies? From the list of skills on pp. 132 and 133, list four that you think are most attainable with elementary children. (5)
4. What are three types of values social studies teachers are responsible for teaching? How is each important to a child's growth and development? (3)
5. What is a unit? (1) What are the six steps in developing a unit plan? (3)

***Again, this chapter contains a lot of valuable information. For example, if you are not familiar with Bloom's Taxonomy (p. 139), I would definitely make a copy of that and keep it handy.

Week Six Reading Assignment Rubric

1. List and briefly describe the five principles of effective teaching and learning. (5)
2. According to the author's survey, how do today's students think that social studies instruction can be improved? (5.5)
3. What is direct instruction? (1) What three direct instruction strategies are discussed by the author? (1.5)

4. What is indirect instruction? (1) What 12 indirect instruction strategies are discussed by the author? (6)

5. According to Ellis, "social studies is one of the least-liked subjects in the curriculum." Think back to the social studies teachers you had. Write a 4-5 sentence paragraph describing the quality their instruction and give reasons for your opinion. As a teacher, do you find yourself teaching the way you were taught? What changes might you need to make to be a more effective social studies teacher? (5)

Week Seven Reading Assignment Rubric

1. Explain the difference between content standards and performance standards. (1)

2. According to Ellis, there are three ways that people know what they know. List and briefly describe these. (3)

3. The NCSS notes that standards should support three intended outcomes. What are they? (3)

4. What are the six social sciences discussed in your text? (6) What does a person in each of these disciplines do? (6) List two major concepts taught in each of these branches of social science. (6)

Week Eight Reading Assignment Rubric

1. List and briefly discuss the three forms of assessment mentioned by Ellis on p. 198. (3)

2. In paragraph form, describe the relationship among objectives, planning, activities and assessment as illustrated by figure 8.1. (4)

3. Ellis offers multiple strategies for integrating assessment. Choose two strategies from each of the categories "Writing About Learning," "Talking About Learning," and "Illustrating Learning." Briefly discuss how you could apply each of these strategies in your classroom. (6)

4. What three advantages does Ellis list for assessing assessment? (3)

5. According to the author, what are the keys to humane assessment? (6)

6. According to NAEP, assessment of standards are typically based on three levels. List and briefly discuss these. (3)

Because of its length, I did not ask you to list the keys to being an effective assessor (p. 217); however, I am strongly suggesting that you read through this information and ask yourself these questions in regard to your own assessment strategies.

Social Studies Unit Overview Rubric

You are to write an overview for a Social Studies Unit and submit it in a power point format. Each topic should be 1-2 slides using a combination of paragraph and/or bulleted lists. (Note: These steps are not in the exact same sequence as the instructions in the syllabus, but they do cover the same major points)

This is not a specific one-day lesson plan, therefore, I did not ask for your set (hook), daily procedures, closure, etc. The following is a step-by-step procedure for completing the unit overview. Topics should be covered briefly, but thoroughly I have given you chapters in the text to use as references as well as point values for each step in the process. You may certainly refer to the Annenberg videos; however, if you do, be sure to include them in your Bibliography.

Title Page - Title of Unit, Grade Level, Your Name, Date of Submission, Course Name and Number, Instructor's Name (5 points)

1. Description of Unit - State the topic of study, a brief description of concepts and skills to be taught, and a justification for teaching this material. (Chapter 6) (10 points)

2. List objectives (from state framework or College/Career Readiness Standards) and NCSS standards to be covered. You should choose 1-2 Social Studies objectives, 1-2 NCSS standards, and 1-2 Language Arts or Literacy Standards to be covered throughout the entire unit. Remember, there is not established length for a unit. That would be determined by you and your collaborative team. (You may access state frameworks and CCRS Standards at www.mde.k12.ms.us and NCSS standards are reviewed in Chapters 1 and 4.) (10 points)

3. Citizenship/Democracy - Describe a teaching strategy or student activity you will use to incorporate the teaching of citizenship and/or democracy. (Chapter 2) (10 points)

4. Diversity - Describe a teaching strategy or student activity you will use to accommodate diverse learners in the class. This could address multicultural learners or learners with different learning styles, ability levels, etc. (Chapter 3) (10 points)

5. Language Arts/Literacy - Describe how you will blend the teaching of Language Arts and Social Studies. Include children's literature (poetry, trade books, etc.). Be sure to cite this in your Bibliography. (Refer to your research paper and Chapter 13). (10 points)

6. Strategies - How will you use one direct and one indirect instruction strategy? (Chapter 7) (10 points)

7. Social Science Disciplines - How will you incorporate at least two of the SS Disciplines? (Chapter 4) (10 points)

8. Assessment - Describe your assessment procedure for at least one of the objectives you listed on #2. (Chapter 8) (10 points)

Bibliography - List your text, any of the Annenberg videos you cited, any articles you cited from your previous research, and your children's literature sources. Use current APA style citations. (5 points)

Mechanics - Please be sure to proofread. Points will be deducted for errors in grammar, spelling, sentence structure, etc. (5 points)

Creativity - Make your power point colorful and attractive, but not cluttered or "too busy." (5 points)

Video Rubric – Annenberg Videos

Submit a 2-page paper summarizing the video, "Social Studies in Action: A Methodology Workshop, K-5." (Workshop 1: Teaching Social Studies)

Your name and the title of the video should be at the top of the first page (2 points).

Your summary (**double-spaced and font no larger than 12. Use 1" margins**) should be approximately three fourths of the paper and should include all major topics from the video (hint - the presenter spent a good bit of time on why we teach social studies, what makes social studies instruction difficult/easy, deep understanding and powerful teaching, content, methodology, and the NCSS standards). Some of the best information is at the end of the video, so please watch to the end. Note: in the future, I will not provide a hint! (15 points).

The last quarter of the paper should be a description of one of the activities from the video and an explanation of why you think it is an effective activity and one that you could possibly use in your classroom (8 points)

As always, you are expected to use correct grammar, punctuation, spelling, sentence structure, etc.

Research Paper Rubric

Read Chapter 13, Social Studies and the Literacy Connection, in your textbook.

Submit a 5-page document:

Cover page - student's name, title of paper, course name and number, instructor's name, and date (5 pts)

Body of paper - three pages, double-spaced, one-inch margins, size 12 font. (50 pts)

Bibliography page - use APA style citations (samples provided in this week's module) 10 pts)

***Your paper should be on **the blending of social studies and language arts**. You should include suggested strategies and/or activities for teaching literacy skills using social studies content as well as ideas for including children's literature in the teaching of social studies. You must use Chapter 13 as one of your sources and have at least three additional sources (for a total of at least four). (10 pts)

While you may conclude your paper with a paragraph stating your opinion regarding the topic, this is not an opinion paper. The majority of the paper should be a report of what the research says. Be sure to credit the proper source when citing or quoting directly. You should paraphrase when possible. The "Turnitin" feature will be activated, so please be cautious when it comes to plagiarism.

EDU 6060: Integration of Content Curriculum
100% on-line
Hattiesburg Campus
Fall 2019 Syllabus

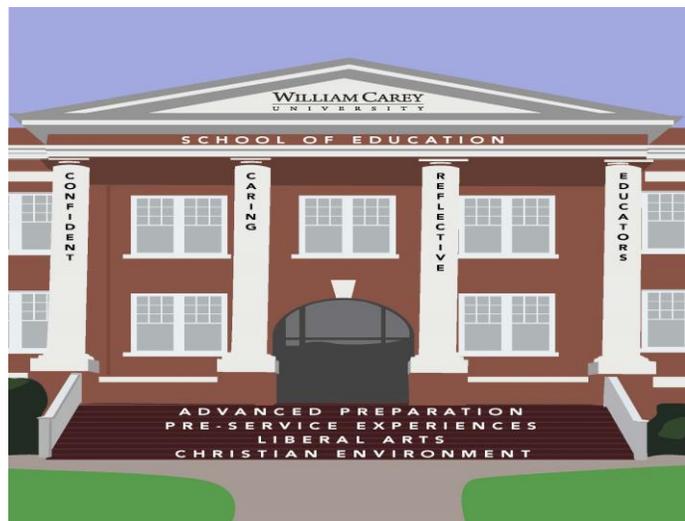
Instructor: Dr. Susan H. Whitcomb
Office hours: 5:30-7:30 p.m.

E- Mail: swhitcomb@wmcarey.edu

WCU Theme: “*Desiderium Sciendi*”- “*Longing to Know*”
Philippians 3:10

Vision: “Confident, Caring, and Reflective Professional Educators”

The School of Education serves to prepare *confident, caring, and reflective* educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for inservice educators.



TK20** On or more assignments in this course *may* require submission to two links in CANVAS. Failure to do so will result in a grade of “I” (incomplete) in this course. If you received an “I”, you will then have one term to complete the upload to receive a reduced grade, preventing the “I” from converting to an “F” automatically. If you have questions or need help with your upload to the link that has TK20 in the title, contact your TK20 Administrator at tk20@wmcarey.edu

CATALOG DESCRIPTION: (3 hrs.) Components from Social Studies, Science, and Mathematics in the elementary school will be included. Integrating each of these subjects through discovery, hands-on experience, and problem-solving is emphasized. The scope and sequence of the elementary curriculum is examined with an emphasis placed on the development of concepts and generalizations appropriate for the elementary child..

PRE-REQUISITE: EDU 6400.

COURSE RATIONALE: This course addresses the essential nature of concept-based curriculum, the standards movement, and integration of content curriculum. Through individual activities and discussion boards, students will examine the integrated, concept-based model of curriculum of: (1) taking thinking beyond the facts to facilitated deep understanding and transfer of knowledge; (2) systematically developing a

conceptual scheme to handle new information; and (3) meeting higher academic standards (performance-based and higher order thinking skills) related to content knowledge, process abilities and quality performance or

REQUIRED COURSE TEXT:

Drake S. M. (2012). *Creating standards-based integrated curriculum: The common core standards edition* (3rd ed.) Thousands Oaks, CA: Corwin Press.

American Psychological Association (2009). *Publication of the American psychological association* (6th ed). Washington, D.C.: American Psychological Association.

COURSE GOALS:

The major goals for this course are to:

1. Address the essential nature of concept-based model of curriculum, the standards movement, and integration of content curriculum;
2. Examine the integrated, concept-based model of curriculum;
3. Take thinking beyond the facts to facilitate deep understanding and transfer of knowledge;
4. Systematically develop a conceptual schema to handle new information;
5. Meet higher academic standards (performance-based and higher order thinking skills) related to content knowledge process abilities and quality performance or outcomes.

Student Learning Outcomes:

	WCU	CF	InTASC	CAEP	NAEYC	NMSA
1. Articulate the differences between logical and concept-based models of curriculum and instruction	#1	#1, 2	#1,	#1.1	#4	#3
2. Recognize the critical components for a concept-process design.	#1, 4	#1, 5, 6	#1	#2.1	#4	#3
3. Identify standards from various instructional disciplines within integrated instruction.	#1, 5	#1, 3, 6	#1	#2.3	#4	#3
4. Understand the accountability and assessments for integrated instruction.	#1,5	#1, 3,4,5,6	#1	#2.2, 2.3	#4	#3
5. Define the various models of content integration.	#1,5	#1,3,4,5,6	#1	#2.1	#4	#3

INSTRUCTIONAL METHODS:

Teaching methods used in this course will consist of discussion board, videos, Webex, and textbook assignments.

CANVAS ASSIGNMENTS: All work must be placed in the assignment box on Sunday by 11:59 PM unless otherwise noted. Keep in mind the drop box time is not the same as yours and may be earlier. **DO NOT wait until the last minute to do your work or text message/email me for directions or question on the day it is due.**

ATTENDANCE: Students are expected to participate in class via on-line assignments. Attendance in the form of discussions will be mandatory. Any discussions not completed by the assignment due date will result in a loss of attendance points for that week. These missed discussion posts will result in failure to receive credit for the course. (Catalog pg. 31).

Only (1) absence is allowed without affecting a student's grade. **Failure to submit assignment on the due date(s) will be counted as an absence.** Two or more absences may result in failure of the class. Remember, there is no differentiation between excused and unexcused absences. It is the student's responsibility to provide documentation and notification of university activity absences.

Keep a copy of all assignments. If an assignment is lost, the burden of proof that you completed the assignment rests with you.

- All assignments are due in DROPBOX in CANVAS by the assigned due date.
- All assignments are to be in Microsoft WORD 2000 or newer version. It is your responsibility to have assignments in the appropriate format.

Grading Scale: Students will be evaluated on accumulation of points as listed under course requirements, with 569 points as the total maximum points for the course. The following grade sale will be used for assignment of grades:

512-569 = A

455-511 = B

398-454 = C

341-397 = D

Below 341 = F

TENTATIVE SCHEDULE

***Please note the schedule is subject to change at the professor's discretion.**

**** Additional readings may be added on Canvas. This class is specifically designed to offer students choices in assignments in order to individualize student learning.**

*****Attendance is taken every Monday based on the assignments turned in by the due date. Late work equals an absence.**

Week	Assigned Reading	Topics Covered	Assignments Due Sunday, 11:59 p.m.
Week 1 August 26-31	Chapter 1: What is Interdisciplinary Curriculum? Pgs. 6-26		Choose 4 assignments from the list to complete. Due September 1
Week 2 September 2-7		Discussion Board- Book Study Integrated Activities	Complete discussion board Due September 8
Week 3 September 9-14	Chapter 2: Accountability and Two-Dimensional Thinking pgs. 27-51		Choose 4 assignments and complete from the list. Due September 15
Week 4 September 16-21		Discussion Board - Study Integrated Activities	Complete discussion board Due September 22
Week 5 September 23-28	Chapter 3: Snapshots of Exemplary Integrated Units pgs. 52-74		Choose 4 assignments from the list to complete. Due September 29
Week 6 September 30-October 5		Discussion Board - Study Integrated Activities	Complete discussion board Due October 6
Week 7 October 7-12	Chapter 4: Doing the Groundwork for Interdisciplinary Curriculum pgs. 75-104		Choose 4 assignments from the list to complete. Due October 13
Week 8 October 14-19		Discussion Board - Study Integrated Activities	Complete discussion board Due October 20
Week 9 October 22-November 2	Chapter 5: How Do Teachers Know When Students Have Met Expectations? Pgs. 105-132		Choose 2 assignments from the list to complete. Due November 3
Week 10 October 22-November 2	Chapter 6: Putting the Pieces Together pgs. 133-151		Capstone Project for Interdisciplinary Unit Due November 2

WCU Grades are due November 5 – there are no extensions.

ACADEMIC INTEGRITY

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University's academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean's office, and each campus dean's office. *The Redbook* (pages 9-11)

ADA STATEMENT

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact Ms. Valerie Bridgeforth, 601-318-6188, Student Services Office in Lawrence Hall.

DISASTER PLAN STATEMENT

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website <http://wmcarey.edu>, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university's course management system at <https://elearning.wmcarey.edu>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through *SaderWatch*, the WCU emergency message service. Sign up instructions can be found at <http://wmcarey.edu/saderwatch>.

PLAGIARISM: Plagiarism is submitting an assignment as one's own original work when all or part was done by another individual or knowingly representing the ideas of another person as one in any academic exercise. **Self-plagiarism** is when you have already submitted an assignment of your own in another class and reuse it for a different course.

If you do not understand the concept of plagiarism you need to read the section of plagiarism in the APA Manual on pages 15-16, 170. If you have any questions about plagiarism after reading this section, please contact me. If you do not talk with me, it will be assumed you understand the definition of plagiarism. Assignments that are plagiarized CANNOT be redone for a better grade on the assignment. Plagiarism will not be tolerated and will result in the student receiving a final grade of "F". ***Note: All required assignments in this course may be checked for plagiarism using Turnitin.com***

SEXUAL MISCONDUCT STATEMENT

It is the policy of William Carey University to comply with all federal and state laws governing sexual misconduct. Further, William Carey University reaffirms its principle, as well as Title IX of the Education Amendments Act of 1972, that all students have a right to be free from sexual discrimination in the form of sexual harassment and sexual violence. Students are referred to the Student Handbook, *The Translation (The*

Red Book), for policy statements regarding sexual harassment and sexual assault and for procedures for reporting and responding to sexual offenses. The policies and procedures may also be found on the university's website under Campus Life – Security. <http://wmcarey.edu/sexual-misconduct>

NOTE: This syllabus is subject to revision due to student needs, time constraints, or other unforeseen circumstances that may arise.

INCOMPLETES: All of the following criteria must be met in order for a student to receive an incomplete:

- Class (and university) attendance requirements must have been met;
- 80% of the required work for the class must have been done;
- The student must be passing the class at the time the incomplete is granted;
- The student must request the incomplete on the WCU incomplete request form prior to the time at which faculty must submit grades;
- The student must have provided appropriate documentation regarding the reason for requesting the incomplete (e. g., accident reports, medical records, etc.)
- The Academic Dean must have determined that unavoidable circumstances have prevented the student from completing the course on schedule.

If any one of the above conditions is not met, a student cannot receive an incomplete for the course.

TOBACCO-FREE CAMPUS: William Carey University is a tobacco free campus. All WCU students are asked to respect this policy by refraining from smoking or other tobacco use while on campus.

**William Carey University
School of Education
Assessment System Foundation**

The School of Education’s Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission, School of Education’s Conceptual Framework (CF) and Outcomes, School of Education’s Education Goals (EG), Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

Mission	Outcome
William Carey University Expanded Statement of Mission	WCU 1- Provide academic programs to promote student learning. WCU 2-Promote Christian development and social responsibility. WCU 3-Strengthen ties with Baptist churches, associations, and conventions. WCU 4-Provide an environment that supports student learning. WCU 5-Strengthen organizational and operational effectiveness. WCU 6-Strengthen financial resources.
School of Education Conceptual Framework and Outcomes	CF-Confident, Caring, and Reflective Professional Educators CF 1-An innovative thinker CF 2-An effective communicator CF 3-An advocate for diverse learners CF 4-An integrator of technology CF 5-A life-long learner CF 6-A steward of the profession
School of Education Goals	EG 1-Apply current research and technology related to the teaching-learning-assessment process. EG 2-Respond sensitively to individual differences and diversity. EG 3-Understand and anticipate the needs of a global society. EG 4-Plan and implement learning experiences that support the highest level of student potential. EG 5-Continue to reflect, refine, and revise professional practices. EG 6-Collaborate with others to promote learning.
Interstate Teacher Assessment and Support Consortium (InTASC) Standards	1-Learner Development 2-Learner Differences 3-Learning Environment 4-Content Knowledge 5-Application of Content 6-Assessment 7-Planning for Instruction 8-Instructional Strategies 9-Professional Learning and Ethical Practice 10-Leadership and Collaboration
Learned Societies (SPA)	Association of Childhood Education International (ACEI) Council for Exceptional Children (CEC) Educational Leadership Constituency Council (ELCC) National Association for Sport and Physical Education (NASPE) National Association for the Gifted Child (NAGC) National Council for Social Studies (NCSS) National Council for Teachers of English (NCTE) National Council for Teachers of Mathematics (NCTM) National Science Teachers Association (NSTA)
Professional dispositions	All WCU candidates will: <ol style="list-style-type: none"> 1. Exhibit professional behaviors that indicate all students can learn and are a vital part of the learning environment; 2. Collaborate and seek to create positive relationships with all stakeholders to improve the learning environment; 3. Exhibit an awareness of all students’ needs; 4. Exhibit poise, mature reflection, and sound judgment;

	<p>5. Engage in ongoing reflection, self-evaluation, and improvement in the profession; and</p> <p>6. Act as a steward of the profession.</p>
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Appendix A

William Carey University - APA Ledger Comments

Directions: Use this table to identify and interpret common spelling, grammatical, and APA formatting errors.		
Spelling /Formatting Errors		
S1	Spelling Error	Use spell check function of word processing program. Remember that misused words that are spelled correctly or words written in ALL CAPS will not be caught.
F1	Formatting Error	Assignments should be typed, double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides. You should use a clear font that is highly readable. APA recommends using 12 pt. Times New Roman font.
Common Grammatical Errors		
G1	Subject/Verb Agreement Singular/Plural Agreement	Verbs must agree in terms of plurality with their subjects. Example: He argues... they argue. Remember: The word <i>data</i> is plural (singular form <i>datum</i>), so use a plural verb i.e. The data indicate....
G2	Noun/Pronoun Agreement	Pronouns must agree with the nouns they replace. Use singular pronouns (I, he, she, it) to replace singular nouns and plural pronouns (we, they, them) to replace plural nouns. Example: The client... he or she; Clients... they.
G3	Who, Whom, Which, & That	<i>Who</i> is the subject of a verb; <i>whom</i> is the object of a verb. Example: Who will be representing whom? <i>Who</i> is used to refer to people; <i>that</i> or <i>which</i> are used for animals and inanimate objects. Consistent use of that for restrictive clauses (essential to the meaning of the sentence) and which for nonrestrictive clauses (merely adding further information and set off with commas) will help make your writing clear and precise.
G4	Prepositions	Never conclude a sentence with a preposition.
G5	Proper Nouns	Capitalize specific names and titles; Do not capitalize generic or non-specific titles. Examples: principal of school, Dr. Jones, Principal of West Middle School
G6	Key Terms	Use italics rather than quotation marks to identify key terms and/or idiomatic expressions.
G7	Sentence Structure	Awkward sentence structure/use of colloquial (slang terms); meaning of the sentence is unclear. Reword this sentence. Remember: State ideas simply and clearly.
G8	Sentence Structure	Sentence fragment
G9	Sentence Structure	Run-on sentence
G10	First Person	When writing in APA Style, you rarely use the first person point of view ("I studied ..."). First person is not often found in APA publications unless the writer is a senior scholar who has earned some credibility to speak as an expert in the field. You should use the third person point of view ("The study showed ..."). First person is acceptable in this course when submitting a reflection or evaluation of a topic, study, or text.
G11	Titles	Capitalize the major words in the titles of books, articles, and songs (but not short prepositions or the articles "the," "a," or "an,"

G11	Titles (continued)	<p>if they are not the first word of the title). Underline the titles of books, magazines, newspapers, academic journals, films, television shows, long poems, plays, operas, musical albums, works of art, and websites when writing them by hand. When typing, put those titles in <i>italics</i>. Use quotations marks for titles of short or minor works, songs, short stories, essays, short poems, one act plays, chapters in books, articles in newspapers/magazines/journals, and episodes of a television or radio series.</p>
Common Punctuation Errors		
P1	Comma: Series	Use a comma to separate words in a series including the word before the conjunction. Example: ...friends, Romans, and countrymen.
P2	Comma: Compound Sentences	Use a comma to separate two sentences joined by a conjunction. Example: The school is an elementary school, but it also serves as the site for the adult education program.
P3	Comma: Introductory Clauses, phrases, words	Use commas after introductory a) clauses, b) phrases, or c) words that come before the main clause.
P4	Comma Splice	A comma splice occurs when two independent clauses are connected with only a comma. Example: My family and I bake together almost every night, we then get to enjoy everything we make together.
P5	Semi-colon	<p>Use a semi-colon to separate two complete but related sentences. Conjunctions such as <i>however</i> and <i>therefore</i> should be followed by a comma. Example: Resuscitation was implemented promptly; however, the patient did not survive.</p> <p>Use a semi-colon to separate elements or phrases in a series that contain commas. Example: ...teachers, students, and guests; and administrators, evaluators, and others....</p>
P6	Colon	Used to join an independent clause (complete sentence) and a dependent clause (incomplete sentence).
P7	Quotation Marks	<p>Used to introduce slang, invented, or coined expressions. Technical or <i>key terms</i> are denoted with italics rather than quotation marks.</p> <p>Used to identify short (< 40 words) quotations within a paragraph.</p>
P8	Seriation	Seriation helps readers understand the organization of key points within sections, paragraphs, and sentences. The most common error: writer does not identify elements in a series by lowercase letters in parentheses.
P9	Ampersand &	Used between authors in parentheses and in the reference list; use the word 'and' when citing reference authors in the body of the text.
Common Reference Citation Errors		
R1	Authors	List references alphabetically by authors' last names. Give last name, first & middle initials only (space between initials). No titles or abbreviations (Dr., RN, PhD, etc.)
R2	Capitalization	Capitalize proper nouns and all major words in titles of books or journals. Example: <i>Educational Leadership</i>
R3	Capitalization of Journal Articles	When referring to books, chapters, articles, or Web pages, capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns. Do not capitalize the first letter of the second word in a hyphenated compound word. Example: Are we motivating students with data? <i>Educational Leadership</i> , 41, 213-214
R4	Volume & Issue Numbers	Always give the volume number of a journal, magazine, or newsletter. Example: <i>Educational Leadership</i> , 41,
R5	Page Numbers	Give the page number or range of pages used in the reference. Do not use p. or pp.
R6	Publisher and Location	Always include the publisher and location of books. Example: Upper Saddle Ridge, NJ: Pearson.
R7	Electronic Source and Locator Info	Use digital object identifier (DOI). Look on the first page of the printed article close to the copyright information for the unique DOI. However,

		not all journals have begun to use the DOI.
R8	Hanging Indention	All lines after the first line of each entry in your reference list should be indented one-half inch from the left margin. This is called hanging indentation.

Discussion Board

For this assignment, share a total of four books (one book per week for weeks one through four) that could be used in an integrated unit. For each entry provide the following:

1. APA citation (see Appendix A for assistance)
2. Book summary – no more than FIVE sentences
3. Subject area integration for ELA, Science, Social Studies, and Mathematics

Annotated Bibliography Example

Wiester, D. (1991). *Tuesday*. New York: Clarion Books

Summary: *Tuesday* begins on Tuesday evening around 8’clock. It’s a story about frogs that rise on their lily pads to view the human world, floating from place to place, as they look in on the world of humans. Problems are encountered when the frogs run into the laundry on a clothesline and a dog spots them. The story ends with the frogs returning to the pond in the early morning. The frogs leave evidence of their nightmare adventure in the form of wet lily pads; baffling detectives by their appearance. *Tuesday* leaves readers guessing if animals really do fly out at night in search of adventures in the human world.

Subject Area Integration:

1. Language Arts: This book can be used for a beginning writing class. Students can write the story in words as it is viewed in the pictures. It can also help students with all six writing traits (ideas, organization, voice, sentence fluency, word choice and conventions).
2. Science: This book can be used to teach students about frogs, frog life cycle, habitat, etc.
3. Mathematics: The students can calculate the distance(s) the frogs traveled.
4. Social Studies: The students can hone map skills by plotting routes taken by frogs, also find and what type of frogs live in the state they reside in.

**** For complete credit, be sure to comment on at least one peer submission. “I agree or disagree” is not a response. (two points)**

Discussion Board Rubric

Name:

Title of Book:

Grade: /25 pts.

Criteria	Poor 1	Fair 2	Target 3	Exemplary 4	Points
Summary	Summary does not contain enough information.	Summary contains some information. Does not have five sentences (either too many or not enough).	Summary is detailed; with organization of details. Maximum of five sentences.	Summary is detailed; hitting the important aspects of the story. Maximum of five sentences.	
APA Citation/Writing	Errors in grammar, poor sentence structure, many spelling errors. APA style citation missing.	Excessive writing, sentence structures spelling errors. APA style present with many errors.	A couple writing sentence structures, and spelling errors. APA style present	Exemplary college level, proper grammar, and spelling, Excellent use of APA style citation.	
Subject Area Integration	Ideas are not applicable for grade level and classroom. Only two subjects included.	Few ideas are given that may be used in the classroom. Not all subjects are included.	Some ideas are included that may be used in the classroom. All subjects included.	Excellent ideas are given that may be used in the classroom. All subjects included.	
				Total points	

Comments:

Course Title: EDU 610 Metacognition
William Carey University
School of Education
Course Syllabus – Fall 2019

Instructor: Christina Liverett, Ph.D.
Email address: cliverett@wmcarey.edu

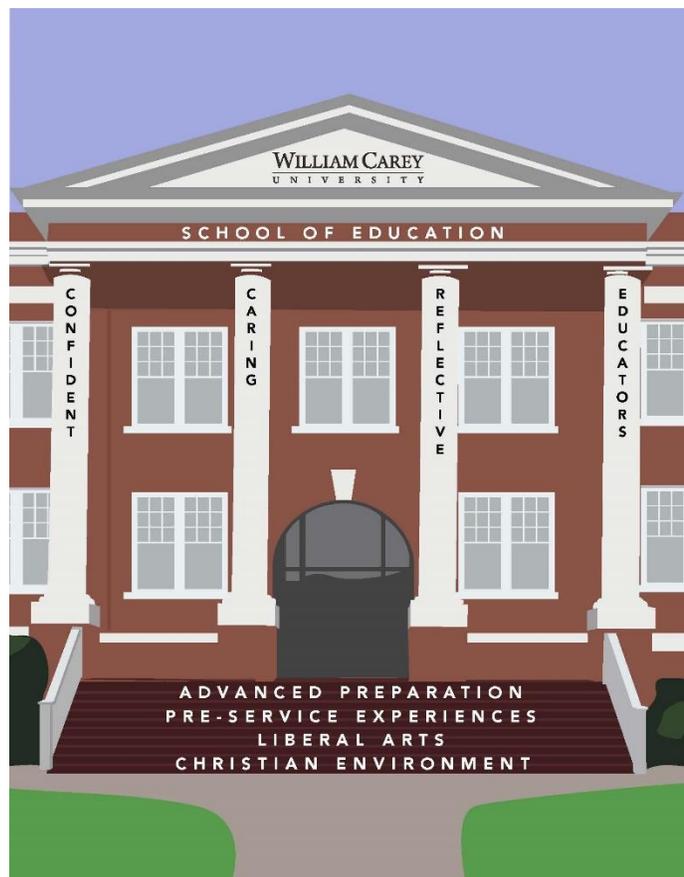
Phone #: 601-318-6609 Cell phone: 601-498-9403 (text if you like)
Office hours: M, W, & TH: 10:00 am – 4:00 pm T: Tradition by appt.

Theme:

Vision: “Confident, Caring, and Reflective Professional Educators”



The School of Education serves to prepare *confident, caring, and reflective* educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for inservice educators.



Catalog Description: A study of the ways in which one can think about one’s own thinking. A more complex definition that is widely cited within educational literature is an appreciation of what one already knows, together with a correct apprehension of the learning task and what knowledge and skills it requires, combined with the ability to make correct inferences about how to apply one’s strategic knowledge to a particular situation and to do so efficiently and reliably.

Upon completion of this course one will have a stronger understanding of what metacognition is: being aware of what you know and don't know, understanding what you will need to know for a certain task and having an idea of how to use your current skills to learn what you don't know.

Course Objectives:

Upon completion of this course the student will be able to:

1. Define, explain, compare, and contrast metacognitive knowledge, metacognitive monitoring and metacognitive control and apply them to the concepts of skilled memory and academic performance in math, science, reading and writing.
2. Understand the building blocks for metacognition and strategy use in early childhood
3. Differentiate among the terms Ease of learning (EOL), Judgment of learning (JOL), and Feelings of Knowing (FOK) and how these relate to learning style.
4. Determine how students select strategies and how to promote successful strategic learning
5. Understand how self-efficacy relates to student achievement.
6. Discover metacognitive interventions for learning difficulties

Class Attendance

Attendance at all class meetings is expected. Since this is an online class, weekly online assignments will count for class attendance. **If you do not complete your assignments on Canvas for that week, you will be counted as absent.** There are no excused or unexcused absences. No credit will be received if more than 2 full classes are missed (see The Graduate Catalog).

Reminders:

All work is to be completed or uploaded in Canvas by the assigned due date.

All assignments are to be in Microsoft WORD '97 or newer version. It is your responsibility to have assignments in the appropriate format.

Reduced grades may be given for assignments turned in late. Late assignments may not receive proper feedback which is helpful to your growth as an educator

The last day to drop with a W is September 3,2019

The schedule is below. Please see Canvas for exact dates and deadlines.

Weeks	Topics	Readings	Requirements
Module 1	Metacognition and Strategy Discovery in Early Childhood Teachers' Mnemonic Style and the Development of Skilled Memory	Ch.1 & 2 Power point	Online assignment 1 Introductory Discussion 1: What do you already know about Metacognition? What do you want to know?
Module 2	Metacognition and Memory Development in Childhood and Adolescence	Ch. 3 Power point	Online assignment 2 Discussion 2: Watch power point and discuss ways to incorporate metacognitive strategies into your teaching
Module 3	Self Explanations Promote Children's Learning	Ch. 4 & 5	Online Assignment 3

	Bird Experts: A study of Child and Adult Knowledge Utilization	Supplemental Material	Discussion 3
Module 4	The Dual Components of Developing Strategy Use: Production and Inhibition	Ch. 6 & supplemental Information	Online assignment 4 Discussion 4: the minds on activity pg 116-117 Annotated Bibliography Due
Module 5	Fostering Scientific Reasoning with Multimedia Instruction The Importance of Metacognition for Conceptual Change and Strategy use in Mathematics	Ch. 7 & 8	Online assignment 5 Concept review question 1-4 pg 144 Discussion 5:
Module 6	Determining and Describing Reading Strategies: Internet and Traditional Forms of Reading	Ch. 9 & Supplemental Information	Online assignment 6 Discussion 6: <i>Edublog: movie/tv scenes</i>
Module 7	Metacognition and Strategies Instruction in Writing	Ch. 10	Discussion 7: give your topic for your research analysis with a brief abstract No online assignment but do read chapter and work on your paper! Analysis Due
Module 8	Metacognition, Intelligence and Academic Performance	Ch. 11	Online Assignment 7 Discussion 8: NPR podcast
Module 9	Common Themes and Future Challenges	Ch. 12	Online assignment 8 Discussion Board 9:
Module 10	Final Exam		Final Exam Discussion Board 10: The most important thing you've learned from this course

Course Assignments

Online assignments

Read the text and other supplemental information provided in Canvas. The Online Assignments will come from the text. Weekly online assignments &/or discussions count for class attendance for that week. If you do not turn in your online assignment/discussion, you are considered absent. Grades will be assigned on the accuracy and completeness of responses. **Each online assignment must be a minimum of 1-2 pages in length** and should be uploaded to or completed in Canvas. Responses are due by Sunday night 11:59pm

Rubric for Online Assignments

_____ Answers contain relevant, accurate content (30)

Answers clearly connect to chapter and/or supplemental information

_____ Critical Thinking/Global Picture (30)

Clear evidence of critical thinking: application, reflection, synthesis, analysis, and evaluation

_____ Quality of writing -5 for each grammatical error (30)

_____ Layout requirements (10)

A minimum of 1-2 pages in length, Times New Roman, Microsoft Word, etc.

Online Assignment Responses

Discussion Board

Discussion questions will be posted on designated weeks. Discussion questions may vary from requiring you to discuss a question from the chapter, or checking out an article online. You must respond to the question and one other classmate's post. Please read the guidelines as to what makes a substantive post in Canvas.

Research Analysis

Examine the sources collected for your annotated bibliography and decide upon a topic that connects metacognition with some aspect of education. You must integrate at least three of your bibliography sources in this analysis. You will share an abstract in your discussion in week 7. You will be graded on your quality of writing, APA guidelines, and the required components listed below.

Components of the paper:

Introduction

- Overview of the topic
- Purpose (Why is the topic important to research?)
- Justification (How can this research be applied in the classroom?)
- Body of the paper written using at least three researched articles & 1 Book chapter (can be the textbook for this course)
- Scholarly and/or peer reviewed information, current, approximately 7-10 pages
- Summary of article(s)/chapter (integrate researched information into explanatory text)
- Reflection/critique

Research Analysis Rubric		
Component	Explanation	Points
Introduction	Summarized abstract of your research,	20
		10

	purpose of researching the topic, and how the topic incorporates the field of education	10
Body and Discussion Standard 1 – Learning Development and Individual Learning Differences Standard 3- Curricular Content Knowledge	Discussion of the topic and reflection applying philosophical beliefs and empirical research recommendations to help our gifted youth and the field of gifted education 7-10 pages At least 3 articles and one chapter from the text must be cited References are integrated into the body of the paper. This is not an annotated bibliography nor an article critique.	40 10 10
APA Usage	Citations and references should be in APA format	-5 APA error
Layout and Format	Entire document in correct format – double spaced, Times New Roman, 12-point font, etc.	-5 grammar or formatting error

Exam

A comprehensive final exam will be given online.

Evaluation Criteria

Online assignments – 8 @ 50pts = 400

Discussions – 10 @ 30 pts= 300 pts

Annotated Bibliography 100 pts

Research Analysis – 100 pts

Exam – 100 pts

Grades

A = 1000 – 950 points; B = 949 –850 points; C = 849 -- 750 points

University Statement on Academic Integrity

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The university places the highest value on academic integrity and regards any act of academic dishonesty unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, student, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the university. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the university’s Policies and Procedures manual and in the student handbook, [The Lance](#).

Professionalism—Disposition for Teaching Excellence

You are expected to demonstrate professionalism throughout your graduate program. Failure to do so in this course may result in a significant reduction in your final course grade. Throughout the course, you are expected to demonstrate professionalism in the ways described below. Professionalism includes, but is not limited to, the ways that you participate in the classroom and the ways that you facilitate and participate in discussion of textbook chapters and other

professional readings. Failure to demonstrate professionalism may result in a significant reduction of your final course grade.

Plagiarism

If you do not understand the concept of plagiarism you need to read the section on plagiarism in the APA Manual and take the plagiarism tutorial I have posted in Canvas. If you have any questions about plagiarism after reading and taking the tutorial you need to contact me to set up an appointment to discuss this issue. If you do not talk with me, it will be assumed you understand the definition of plagiarism. Plagiarism will not be tolerated and will result in the consequences listed in the academic integrity statement.

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Areas of Professionalism

1. Dependability and Reliability – shows responsible attendance, arrives punctually for class and teaching experiences, completes assignments on time, and is organized and prepared.
2. Respect – shows respect toward others, deals with frustrations, problems, and differences in opinion in mature ways.

3. Commitment and Initiative – takes assignments seriously, demonstrates commitment to learning and students rather than just completing assignments for a grade, and explores professional sources for new ideas.
4. Responsiveness – seeks and values constructive feedback from others (peers, instructors), and relates well with others.
5. Collaboration – helps create positive relationships in the university classroom and field experiences in schools, participates in the learning process by sharing diverse experiences and perspectives, participates productively in group activities, and establishes productive and professional relationships with professors and colleagues.
6. Open-Mindedness – demonstrates a willingness to question both traditional and innovative practices in the quest for doing what is best for students and shows a willingness to be flexible when dealing with the uncertainty and complexity of educational issues.
7. Knowledgeable – is aware of current educational issues, demonstrates an ability to illustrate and apply subject matter concepts.
8. Communication – demonstrates effective communication, models standard English in writing and speaking, and expresses thoughts clearly and succinctly.
9. Academic Honesty – takes responsibility for producing independent, original work.

Catastrophic Event Plan

In case of a catastrophic event, the following procedures will be maintained:

In case of a closed campus with Internet access, all courses will shift to Canvas or email delivery of assignments.

Follow all assignments in the syllabus and upload to Canvas or email to your professor.

In case of a closed campus with no Internet access, follow all directions in the syllabus for the completion of all course assignments. Completed assignments should be packaged in due date order for delivery to the campus once the campus has reopened. These assignments can also be sent by mail or email when possible.

Americans with Disabilities Act Statement

Students with disabilities, who are protected by the American with Disabilities Act of 1990 and require special accommodations, should contact Mrs. Valerie Bridgeforth at 1-601-318-6188. Or visit her in the Student Services Office located in Lawrence Hall.

Tobacco-Free Campus

William Carey University is a tobacco-free campus. All William Carey University students are asked to respect this policy by refraining from smoking and other tobacco use while on campus.

William Carey University
School of Education
Assessment System Foundation

The School of Education’s Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission, School of Education’s Conceptual Framework (CF) and Outcomes, School of Education’s Education Goals (EG), Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

Mission	Outcome
William Carey University Expanded Statement of Mission	WCU 1- Provide academic programs to promote student learning. WCU 2-Promote Christian development and social responsibility. WCU 3-Strengthen ties with Baptist churches, associations, and conventions. WCU 4-Provide an environment that supports student learning. WCU 5-Strengthen organizational and operational effectiveness.

	WCU 6-Strengthen financial resources.
School of Education Conceptual Framework and Outcomes	CF-Confident, Caring, and Reflective Professional Educators CF 1-An innovative thinker CF 2-An effective communicator CF 3-An advocate for diverse learners CF 4-An integrator of technology CF 5-A life-long learner CF 6-A steward of the profession
School of Education Goals	EG 1-Apply current research and technology related to the teaching-learning-assessment process. EG 2-Respond sensitively to individual differences and diversity. EG 3-Understand and anticipate the needs of a global society. EG 4-Plan and implement learning experiences that support the highest level of student potential. EG 5-Continue to reflect, refine, and revise professional practices. EG 6-Collaborate with others to promote learning.
Interstate Teacher Assessment and Support Consortium (InTASC) Standards	1-Learner Development 2-Learner Differences 3-Learning Environment 4-Content Knowledge 5-Application of Content 6-Assessment 7-Planning for Instruction 8-Instructional Strategies 9-Professional Learning and Ethical Practice 10-Leadership and Collaboration
Learned Societies (SPA)	Association of Childhood Education International (ACEI) Council for Exceptional Children (CEC) Educational Leadership Constituency Council (ELCC) National Association for Sport and Physical Education (NASPE) National Association for the Gifted Child (NAGC) National Council for Social Studies (NCSS) National Council for Teachers of English (NCTE) National Council for Teachers of Mathematics (NCTM) National Science Teachers Association (NSTA)
Professional dispositions	All WCU candidates will: <ol style="list-style-type: none"> 1. Exhibit professional behaviors that indicate all students can learn and are a vital part of the learning environment; 2. Collaborate and seek to create positive relationships with all stakeholders to improve the learning environment; 3. Exhibit an awareness of all students' needs; 4. Exhibit poise, mature reflection, and sound judgment; 5. Engage in ongoing reflection, self-evaluation, and improvement in the profession; and 6. Act as a steward of the profession.

**William Carey University
School of Education
Course Syllabus
EDU 611
CURRENT TRENDS IN READING
FALL 2019**

Instructor: Dr. Patty Ward

pward@wmcarey.edu

Phone: 601.318.6191

Hours: By appointment

E- Mail:

Cell: 601.466.5807

Office

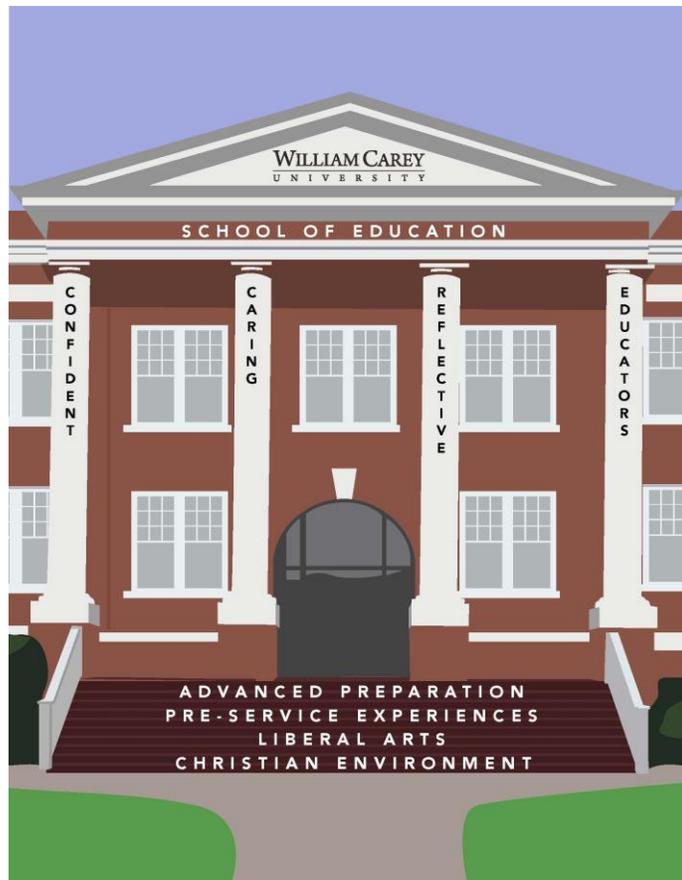
WCU Theme:

DESIDERIUM SCIENDI... "Longing to Know"

Phil. 3:10

Vision: "Confident, Caring, and Reflective Professional Educators"

The School of Education serves to prepare *confident, caring, and reflective* educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for inservice educators.



**** The activation of a TK20 account is a requirement for any student taking education courses at William Carey University. Uploading one or more assignments in this course is a requirement of this Education course. The neglect to upload the required assignment to your TK20 by the specified deadline will result in receiving an “I” (incomplete) or a grade of an “F” for this course at your instructors’ discretion. If they choose to give you an “I”, you will then have one term to complete the upload to receive a reduced grade, preventing the “I” from turning to an “F” automatically. If you have questions about what TK20 is or how to purchase your account, contact your TK20 Administrator at tk20@wmcarey.edu.**

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School of Education**

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	<p>EG 3-Understand and anticipate the needs of a global society.</p> <p>EG 4-Plan and implement learning experiences that support the highest level of student potential.</p> <p>EG 5-Continue to reflect, refine, and revise professional practices.</p> <p>EG 6-Collaborate with others to promote learning.</p>
<p>Interstate Teacher Assessment and Support Consortium (InTASC) Standards</p>	<p>1-Learner Development</p> <p>2-Learner Differences</p> <p>3-Learning Environment</p> <p>4-Content Knowledge</p> <p>5-Application of Content</p> <p>6-Assessment</p> <p>7-Planning for Instruction</p> <p>8-Instructional Strategies</p> <p>9-Professional Learning and Ethical Practice</p> <p>10-Leadership and Collaboration</p>
<p>Learned Societies (SPA)</p>	<p>Association of Childhood Education International (ACEI)</p> <p>Council for Exceptional Children (CEC)</p> <p>Educational Leadership Constituency Council (ELCC)</p> <p>National Association for Sport and Physical Education (NASPE)</p> <p>National Association for the Gifted Child (NAGC)</p> <p>National Council for Social Studies (NCSS)</p> <p>National Council for Teachers of English (NCTE)</p> <p>National Council for Teachers of Mathematics (NCTM)</p> <p>National Science Teachers Association (NSTA)</p>
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TEXT

Reutzell, D.R and Cooter, R.B. (2015), Teaching children to read: The teacher makes the difference. Boston: Pearson.

This course is taught via an etext which is also available in loose-leaf form. You WILL need access to the the etext for assessments and videos. PowerPoint presentations are downloaded from CANVAS. Whether you use the etext or hard copy for course reading is a matter of your preference.

Course Objectives:

EDU 611, Current Trends in Reading is designed to:

- Increase your understanding of reading and literacy development of the beginning and skilled reader; WCU: 1; CF: CONFIDENT 1, EG: 1; NTASC: 4; ACEI: 2.1**
- Examine the most recent thinking about the nature of reading and language development; WCU: 1; CF: CONFIDENT 1, EG: 1; NTASC: 4; ACEI: 2.1**

- **Introduce you to classroom-based instructional strategies and approaches designed to increase your teaching effectiveness. Special emphasis will be given to: 1) Characteristics of effective and influential literacy teachers; 2) Literacy development and the meaning construction process; 3) Early reading and literacy development; 4) Instructional strategies designed to develop and enhance: reading comprehension; vocabulary development; word identification and phonics; literature and reader engagement and response; content area reading and writing; assessing children's literacy progress; working with delayed readers; understanding language, cultural diversity, and special needs; instructional approaches to literacy learning; and continuing professional development. WCU: 1; CF: CONFIDENT 1, EG: 1; NTASC: 4; ACEI: 2.1**
- **Enhance your understanding of the interrelated nature of reading and writing processes and the development of optimal instructional conditions for reading instruction. WCU: 1; CF: CONFIDENT 1, EG: 1; NTASC: 4; ACEI: 2.1**

PROCEDURES:

The following procedures will be followed in the course development:

- 1. This course utilizes the REVEL learning platform that is access via a code that comes with your text. There are detailed instructions on the CANVAS site as to how to access the REVEL site. It is accessed through the PEARSON link that is on the left in CAVAS. There are nine chapters that are covered:**

1: Effective Reading Instruction

- **Introduction**
- **Shared Writing 1.1 (20 points)**

- **1.1: Becoming a Master Teacher of Reading (9 points)**
- **1.2: A Brief History of Current Trends in Reading Instruction (9 points)**
- **1.3: The Common Core State Standards (9 points)**
- **1.4: What is Reading? (9 points)**
- **1.5: Teachers Make the Difference! (9 points)**
- **1.6: What Reading Teachers Need to Know and Do: The Seven Pillars of Effective Reading Instruction (9 points)**
- **Summary**
- **Chapter 1 Video and Interactive Resources**

2: Developing Children's Oral Language to Support Literacy Instruction

- **Introduction**
- **2.1: Teacher Knowledge: What Teachers Need to Know About Oral Language (9 points)**
- **Shared Writing 2.1 (20 points)**
- **2.2: Classroom Assessment: Assessing Children's Oral Language Development and Use (9 points)**
- **2.3: Evidence-Based Teaching Practices: Principles of Effective Oral Language Instruction (9 points)**
- **2.4: Response to Intervention (RTI): Supporting Students' Oral Language Development Through RTI (9 points)**
- **2.5: Motivation and Engagement: Motivation and Engagement in Oral Language Development (9 points)**
- **2.6: Technology and New Literacies: Technology and New Literacies for Oral Language Development (9 points)**

- **2.7: Family and Community: How Family and Community Connections Encourage Oral Language Development (9 points)**
- **Summary**
- **Chapter 2 Video and Interactive Resources**

4: Phonics and Word Recognition

- **Introduction**
- **4.1: Teacher Knowledge: What Teachers Need to Know to Teach Phonics (9 points)**
- **Shared Writing 4.1 (20 points)**
- **4.2: Classroom Assessment: Assessing and Monitoring Student Progress in Phonics (9 points)**
- **4.3: Evidence-Based Teaching Strategies: Effective Phonics Instruction (9 points)**
- **4.4: Response to Intervention (RTI): Meeting the Needs of Diverse Learners in Phonics Instruction (9 points)**
- **4.5: Motivation and Engagement: Motivating Students with Games (9 points)**
- **4.6: Technology and New Literacies: Enhancing Phonics Instruction (9 points)**
- **4.7: Family and Community Connections: Fostering Phonics Development Outside the Classroom (9 points)**
- **Summary**

CHAPTER :5: Reading Fluency

- **Introduction**
- **5.1: Teacher Knowledge: Becoming a Fluent Reader (9 points)**
- **Shared Writing 5.1 (20 points)**
- **5.2: Classroom Assessment: Measuring Students' Reading Fluency (9 points)**
- **5.3: Evidence-Based Teaching Strategies: Characteristics of Effective Fluency Instruction (9 points)**
- **5.4: Response to Intervention (RTI): Differentiating Reading Fluency Instruction for Diverse Learners (9 points)**
- **5.5: Motivation and Engagement: Engaging Strategies That Promote Fluency (9 points)**
- **5.6: Technology and New Literacies: Using Technology and New Literacies to Promote Reading Fluency (9 points)**
- **5.7: Family and Community Connections: Bringing Fluency Practice Home (9 points)**
- **Summary**
- **Chapter 5 Video and Interactive Resources**

CHAPTER :6: Increasing Reading Vocabulary

- **Introduction**
- **6.1: Teacher Knowledge: What Does Research Tell Us about Vocabulary Learning? (9 points)**
- **Shared Writing 6.1 (20 points)**

- **6.2: Classroom Assessment: How Can Teachers Effectively Assess Students' Vocabulary Knowledge? (9 points)**
- **6.3: Evidence-Based Teaching Practices: Strategies for Increasing Vocabulary Knowledge (9 points)**
- **6.4: Response to Intervention (RTI): Tier 2 Vocabulary Instruction (9 points)**
- **6.5: Motivation and Engagement: Engaging Vocabulary Instruction (9 points)**
- **6.6: Technology and New Literacies: Using Technology and New Literacies to Enhance Vocabulary Learning (9 points)**
- **6.7: Family and Community Connections: Connections That Enhance Vocabulary Learning (9 points)**
- **Summary**
- **Chapter 6 Video and Interactive Resources**

CHAPTER :7: Teaching Reading Comprehension

- **Introduction**
- **7.1: Teacher Knowledge: What Teachers Need to Know About Reading Comprehension (9 points)**
- **7.2: Classroom Assessment: Assessing Reading Comprehension (9 points)**
- **7.3: Evidence-Based Teaching Practices: Effective Reading Comprehension Instruction (9 points)**

- **7.4: Response to Intervention (RTI): Meeting Students' Diverse Needs in Reading Comprehension Instruction (9 points)**
- **Shared Writing 7.1 (20 points)**
- **7.5: Motivation and Engagement: Strategies for Reading Comprehension (9 points)**
- **7.6: Technology and New Literacies: Focus on Reading Comprehension (9 points)**
- **7.7: Family and Community Connections: Connections that Enhance Students' Reading Comprehension (9 points)**
- **Summary**
- **Chapter 7 Video and Interactive Resources**

CHAPTER :8: Writing

- **Introduction**
- **Shared Writing 8.1 (20 points)**
- **8.1: Teacher Knowledge: What Teachers Need to Know about Teaching Writing (9 points)**
- **8.2: Classroom Assessment: Classroom Writing Assessment (9 points)**
- **8.3: Evidence-based Teaching Practices: Writing Instruction (9 points)**
- **8.4: Response to Intervention (RTI): Using Tier 2 Writing Instruction (9 points)**
- **8.5: Motivation and Engagement: Motivating and Engaging Students to Write (9 points)**

- **8.6: Technology and New Literacies: Technology and New Literacies That Promote Writing (9 points)**
- **8.7: Family and Community Connections: How Family and Community Connections Can Foster Writing (9 points)**
- **Summary**
- **Chapter 8 Video and Interactive Resources**

CHAPTER :9: Evidence-Based Reading Programs and Tools

- **Introduction**
- **Shared Writing 9.1 (20 points)**
- **9.1: Teacher Knowledge: What Are Core Reading Programs? (9 points)**
- **9.2: Classroom Assessment: Assessing the Effectiveness of Core Reading Programs (9 points)**
- **9.3: Evidence-Based Teaching Practices: Commonly Used Core Reading and Supplemental Reading Programs (9 points)**
- **9.4: Response to Intervention (RTI): Supplemental Reading Intervention Programs (9 points)**
- **9.5: Motivation and Engagement: Programs and Standards Focused on Motivation and Engagement (9 points)**
- **9.6: Technology and New Literacies: Core Reading Programs and Technology Standards (9 points)**
- **9.7: Family and Community Connections: How Teachers Help Parents Better Understand Reading Programs and Standards(9 points)**

- **Summary**
- **Chapter 9 Video and Interactive Resources**

Evaluation:

1. **Attendance is of critical importance in order for you to participate actively in the discussions. Attendance is determined in an online class by timely submission of assignments. Late assignments will be counted as an absence.**
2. **Preparation for class as reflected in your individual written assignments is essential.**
3. **The assignments for each week are outlined in a link in CANVAS. You are to submit these assignments in the appropriate dropbox each week.**
4. **The final grade will be determined using the following criteria:**

90-100% = A

80-89% = B

70-79% = C

Below 69% = F

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The contact information:

Hattiesburg campus: Ms. Valerie Bridgeforth, 601-318-6188, Student Services Office in Lawrence Hall.

Tradition campus: Dr. Cassandra Conners, 228-702-1802.

Keesler Center: Ms. Amanda Knesal, 228-376-8480.

Slidell Site: Dr. Karen Sicard, (601) 318-6475

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WILLIAM CAREY

U N I V E R S I T Y
SCHOOL OF EDUCATION

EDL 625 41E and 80E | Educational Technology | Fall 2019

Desiderium Sciendi – “Longing to Know” | Philippians 3:10

Instructor: Shanna Luke

Contact: sluke@wmcarey.edu | 601.318.6668

Office Hours: By appointment

Course: <https://wmcarey.instructure.com/courses/36805> (requires login)

Credit Hours: 3

[2019-20 Academic Calendar](#)

Catalog Description: A study of the use of computers and other technology in the classroom. The student is given hands-on experiences using technology including understanding of the Internet.

Course Learning Outcomes:

Each graduate student will meet the following objectives established for this course. The graduate student should be able to:

1. Acquire a thorough knowledge of the Mississippi Framework Competencies for his/her grade level and of the NETS standards for technology for his/her grade span; (INTASC #1, #7; ISTE NETS-T: #1a, #2a, #2e, #3a, #4a);
2. Develop an in-depth knowledge of current strategies which foster critical thinking, problem solving, and performance skills in technology; (INTASC #4, #7, ISTE NETS-T: #2a, #2b, #3c, #4b, #4c, WCUCF 1,2,5; CEC 7);
3. Construct new activities and assessments based on the standards, standards which are based on the best current knowledge of how children learn and develop intellectually, personally, and socially in technologically orientated ways; (INTASC #2, #3, #7; ISTE NETS-T: #2a, #2b, #2c, #3b, #4b #6b, #6c);
4. Identify specific and alterative goals and objectives for technology instruction that are necessary for curriculum change and improvement in school classrooms; (INTASC #7; ISTE NETS-T: #2a, #3a);
5. Utilize alternative resources and strategies for the integration of technology across all disciplines and subject areas; (ISTE NETS-T: #2b, #2c, #2d, #2e, #6e);
6. Incorporate manipulatives, children’s literature, knowledge of positive motivational techniques, positive student self-initiative, and other resources and techniques to build a healthy school learning environment; (INTASC #5; ISTE NETS-T: #2e, #3d);
7. Select methods of assessment appropriate for technology assessment and evaluation; (INTASC #8; ISTE NETS-T: #2d, #4a, #4b, #4c); WCUCF 1,2,5, CEC8;
8. Learn strategies for helping parents and caregivers become aware of their childrens’ technology abilities; (INTASC #10; ISTE NETS-T: #5d);
9. Integrate technology as an important part of all teaching and learning; (INTASC #6; ISTE NETS-T: #2a, #2b, #2c, #2d, #2e, #3a, #3b, #3c, #4a, #4d, #6e);
10. Actively reflect on the course, teaching, and learning through the use of technological activities; (INTASC #9; ISTE NETS-T: #1b, #5a, #5b, #5c, #6a, #6d).

Objectives:

Upon completion of this course, students will be able to:

- Discuss the possibilities current and horizon information technologies bring to the learning process.
- Identify and communicate how innovations (such as virtual learning environments, mobile devices, online/digital instructional platforms, and emerging technologies) can support and improve teaching, learning, and cognitive processes..
- Describe how technologies discussed and used in this course can disruptively change and improve the K-12 school environment.

Resources:

Online readings will be provided by the instructor.

Course Requirements and Attendance:

Professional participation is required each week via online assignments and discussion boards. **Failure to submit an assignment on the due date(s) will be counted as an absence AND there will be a grade penalty as stated in the Late Assignment section of the syllabus.**

William Carey University Mission Statement:

As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society (*Graduate Handbook 2019-20*).

The Carey Creed:

“Expect great things from God; attempt great things for God.”

Grading Scale:

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

Assignments:

- Discussions (10 points each)
- Design Activities (20 points each)
- Reflective Projects – (50 points)
- TK20 Assignment (50 points)
- Final Canvas Project (200 points)

Late Assignments

All assignments are due in Canvas or TK20 on the day stated; reduced grades are given for late assignments.

Twenty percent (20%) of an assignment’s points will be deducted for the first day that an assignment is late.

Late assignments will not be scored after the first day. Points will also be deducted for assignments that are resubmitted due to errors and/or failure to address all components within an assignment’s rubric.

Statement on Academic Integrity:

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, and could lead to

suspension or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean's office, and each campus dean's office. The complete policy statement on academic integrity is in the student handbook.

The Translation.

Plagiarism:

Plagiarism is scholarly theft and it is defined as the unacknowledged use of secondary sources. More specifically, any written or oral presentation in which the writer or speaker does not distinguish clearly between original and borrowed material constitutes plagiarism. Because students, as scholars, must make frequent use of the concepts and the facts developed by other scholars, plagiarism is not the mere use of another's facts and ideas. However, it is plagiarism when students present the work of other scholars as if it were their own work. Plagiarism is a serious offense. Any act of plagiarism may lead to a failing grade on the paper and in the course, as well as sanctions that may be imposed by the student/college judicial system. NOTE: All assignments in this course must be checked for plagiarism using Turnitin.com. Assignments that have a plagiarism measure of 30% or higher **will not be graded.**

Assignments are to be submitted in APA format and should be free of grammatical, typographical, and spelling errors. **APA FORMAT** is expected on all assignments. The APA Style website (<https://www.apastyle.org/learn/tutorials/basics-tutorial>) and Purdue OWL (<https://owl.english.purdue.edu/owl/resource/560/01/>) are great resources. Those who plan on developing the next generation of leaders in our schools should have high standards. Your work will be graded with a critical eye in an effort to make you the best you can be professionally. The instructor will not serve as an editor. You are responsible for developing and editing your work.

TK20:

One or more assignments in this course require submission to two links in CANVAS. Failure to do so will result in a grade of "I" (incomplete) in this course (if other incomplete eligibility criteria are met). If you receive an "I", you will then have one term to complete the upload to receive a reduced grade, preventing the "I" from converting to an "F" automatically. If you have questions or need help with your upload to the link that has TK20 in the title, contact your TK20 Administrator at tk20@wmcarey.edu.

Sexual Misconduct Statement:

It is the policy of William Carey University to comply with all federal and state laws governing sexual misconduct. Further, William Carey University reaffirms its principle, as well as Title IX of the Education Amendments Act of 1972, that all students have a right to be free from sexual discrimination in the form of sexual harassment and sexual violence. Students are referred to the Student Handbook, *The Translation (The Red Book)*, for policy statements regarding sexual harassment and sexual assault and for procedures for reporting and responding to sexual offenses. The policies and procedures may also be found on the university's website under Campus Life – Security. <http://wmcarey.edu/sexual-misconduct>

ADA Statement:

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact the appropriate contact person for your campus.

Hattiesburg campus: Dr. Allen Bonner, (601) 318-6211, Hattiesburg Campus, Lawrence Hall 124.

Tradition campus: Dr. Alesia Haynes-McCook, 228-702-1783.

Baton Rouge: Dr. Catherine Belden, (225) 953-7020

Online Students: Dr. Allen Bonner, (601) 318-6211, Hattiesburg Campus, Lawrence Hall 124.

Disaster Plan Statement:

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website <http://wmcarey.edu>, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the

university's course management system at <https://wmcarey.instructure.com>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through *SaderWatch*, the WCU emergency text message service. Sign up instructions can be found at <http://wmcarey.edu/saderwatch>.

Tobacco-Free Campus

William Carey University is a tobacco-free campus. All WCU students are asked to respect this policy by refraining from smoking or other tobacco use while on campus.

NOTICE:

- This syllabus is subject to revision due to student needs, time constraints, or other unforeseen circumstances that may arise.
- Resources and short assignments may be added to the course to supplement content and/ or objectives. It is the responsibility of the student to read Announcements and materials.

All due dates are listed in the module, on the dashboard and homepage TO DO list, and in your student Canvas calendar. Pay attention. Your attendance is based on the timely submission of work. Rubrics are included with each assignment.

WEEK		Date
Review Canvas Student Orientation, Introductions, and Getting Started		
1	<ul style="list-style-type: none"> <input type="checkbox"/> Review the Student Orientation. (1) Update your profile picture and (2) set your notifications to receive notices for class emails and announcements. <input type="checkbox"/> DISCUSSION Introductions <ul style="list-style-type: none"> o First post due Wednesday. Responses due by Sunday, 11:59 pm <input type="checkbox"/> ACTIVITY Create technology tool accounts <input type="checkbox"/> ASSIGNMENT Create/edit and share blog post <input type="checkbox"/> ASSIGNMENT Instructional Philosophy 	Aug 26
MODULE 1 – all due dates are listed on the module, on the dashboard and homepage TO DO list, and in your student calendar. All discussions have 2 weekly deadlines (Wed and Sun)		
2	<ul style="list-style-type: none"> <input type="checkbox"/> DISCUSSION Horizon Report Scavenger Hunt <input type="checkbox"/> ACTIVITY Design and share Infographic <input type="checkbox"/> ASSIGNMENTS Child Driven Education Report 	Sept 2
3	<ul style="list-style-type: none"> <input type="checkbox"/> DISCUSSION – Teaching and Learning Success <input type="checkbox"/> ASSIGNMENT – Ed Tech Op-Ed Educational Horizons <input type="checkbox"/> Technology Terms and Definitions WIKI <input type="checkbox"/> ASSIGNMENT Microsoft Innovative Educator (MIE) #1 	Sept 9
MODULE 2		
4	<ul style="list-style-type: none"> <input type="checkbox"/> DISCUSSION – YouTubers <input type="checkbox"/> ACTIVITY Design and share <input type="checkbox"/> ASSIGNMENT – Complete MIE #2 	Sept 16
5	<ul style="list-style-type: none"> <input type="checkbox"/> DISCUSSION – Design and share, Embed in Blog <input type="checkbox"/> ACTIVITY Project Collaborate Planning <input type="checkbox"/> ASSIGNMENT – MIE #3 	Sept 23
MODULE 3		
6	<ul style="list-style-type: none"> <input type="checkbox"/> DISCUSSION Project Collaborate <input type="checkbox"/> ACTIVITY Prezi Presentation & Image <input type="checkbox"/> ASSIGNMENT MIE # 4 	Sept 30

7	<ul style="list-style-type: none"> <input type="checkbox"/> DISCUSSION Canvas Share and Explain <input type="checkbox"/> REFLECTION ACTIVITY TBD <input type="checkbox"/> ASSIGNMENT – TK20 Lesson Design DUE July 15 	Oct 7
MODULE 4		
8	<ul style="list-style-type: none"> <input type="checkbox"/> DISCUSSION Disruption Discussion <input type="checkbox"/> BLOG ACTIVITY Student Engagement <input type="checkbox"/> ASSIGNMENT – Draft due - Work on Canvas Modules 	Oct 14
9	<ul style="list-style-type: none"> <input type="checkbox"/> DISCUSSION TBA <input type="checkbox"/> FINAL ASSIGNMENT – Teachnology Digital Learning Path Project DUE 10/27 	Oct 21
10	<ul style="list-style-type: none"> <input type="checkbox"/> DISCUSSION TBA <input type="checkbox"/> ACTIVITY - MIE #5 <input type="checkbox"/> ASSIGNMENT Learner Video Project DUE 	Oct 30

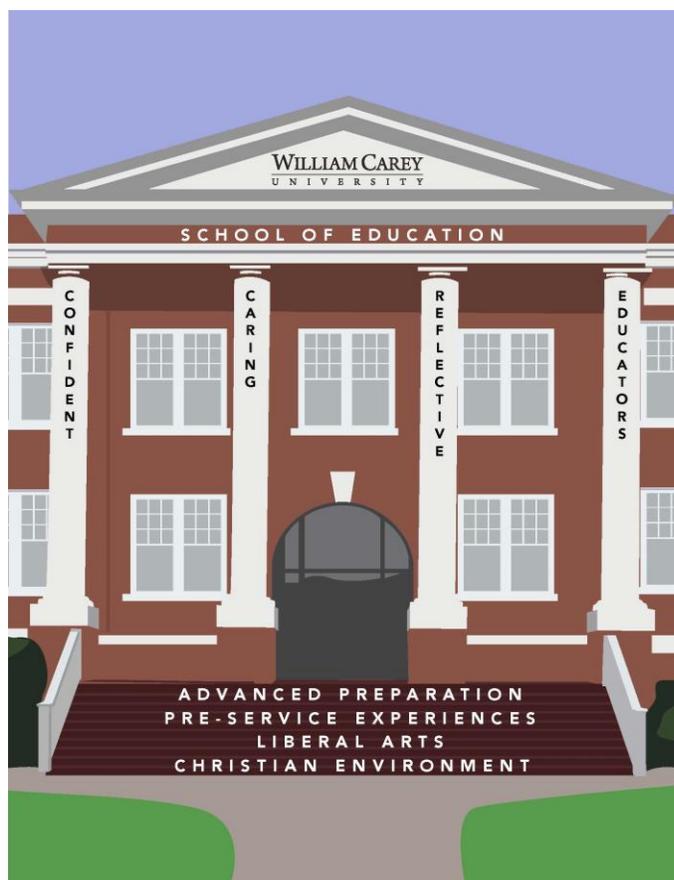
EDU 668: Mild/Moderate Intellectual Disabilities
William Carey University
School of Education
Course Syllabus – FALL 2019 Online

Instructor: Brenda B. Thomas, Ph.D., Associate Professor
E-mail: bthomas@wmcarey.edu
Phone: cell 601.606.6295
Office Hours: By appointment

WCU 2019-2020 Theme: “Longing to Know...” Philippians 3:10

Vision: “Confident, Caring, and Reflective Professional Educators”

The School of Education serves to prepare *confident, caring, and reflective* educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for inservice educators.



**** TK20 IS NOT REQUIRED FOR THIS COURSE.**

Field Experience Hours

The field experience provides opportunities to experience professional growth in diverse settings and communities. It is built on the premise that well-grounded educators are effective practitioners of best practices. As you matriculate through the course work, you will select or receive assignments to complete the 40 points required for the Master of Education degree. If you have any questions regarding the field experience, please contact your program advisor.

Course Text: Drew, C.J., Hardman, M.L. (2007). (9th Ed.) *Intellectual Disabilities Across the Lifespan*. Pearson Publisher, Upper Saddle River, New Jersey.

Appointments: Arrange by appointment via email or text message.

Course Description: (Three hours.) This course is an overview of intellectual disabilities, including etiology and syndromes, theoretical research bases, assessment, and social, emotional, physical, and intellectual characteristics.

Student Learning Outcomes: Students will:

Title of Course: *EDU 668 Intellectual Disabilities*

Learning Outcomes	CEC	WCU CF
1. Discuss the underlying dynamics that affect the history of the study of intellectual disability. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 1, 2)		
2. Discuss the contributions of persons who have had a significant effect on the development of the field. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 1)		
3. Identify several terms used to describe intellectual disability. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 1, 8)		

4. Highlight the traditional levels of classification and implications of the AAIDD definition. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 1, 2, 3)
5. Discuss the issues surrounding the practical implementation of definitions. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 3)
6. Discuss the different types of theories of intelligence and intellectual development. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 1)
7. Discuss the issues involved in developing a test of intelligence, emphasizing such issues as normative data, reliability, and validity. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 8)
8. Identify and describe different instruments used in the practice of intelligence testing today. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 8)
9. Discuss the basic principles of genetics. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 1, 2)
10. Identify and discuss the major causes of intellectual disability. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 1, 2)
11. List characteristics of individuals with milder forms of intellectual disability. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 2, 3)
12. List characteristics of individuals with severe intellectual disability. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 2, 3)
13. State the rationale for early childhood special education. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 1)

14. Discuss legislation and implementation affecting early childhood special education programs. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 9)
15. Discuss the educational placement alternatives available under IDEA for students with disabilities. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 3, 4, 5)
16. Discuss considerations in programming for school-age learners. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 4, 5, 7)
17. List the goals of transition planning. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 4, 5, 7)
18. Define transition services. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 5, 8)
19. Discuss important factors influencing the lives of adults with intellectual disability as they transition from school into the community. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 5, 8)
20. Understand fundamental concepts and legal bases for establishing the rights of persons with intellectual disability. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 9, 10)

Title of Course: EDU 668 Intellectual Disabilities

Performance Assessments	CEC	WCU
Annotated Bib: Conduct a research review of professional literature, utilizing 10 references, on developmental delay, autism, or intellectual disability. Template and rubric are provided on	1, 3, 10	1, 2, 3, 4, 5, 6

CANVAS.		
<p>Assistive Technology Observation: Conduct an observation in a classroom in which assistive technology is used by students with intellectual disability. Summarize results in a two-page document, including item description, purpose, cost, goals/objectives, activities, effectiveness, personal reflection.</p>	1, 2	1, 5
<p>Personal Philosophy: Construct a two-page personal philosophy of your thoughts, emotions, expectations, and knowledge of students with intellectual disability.</p>	1, 8, 9	1, 2, 3
<p>Chapter Assignments: Complete the individual chapter assignments for all chapters by responding to the five questions per chapter located in dropbox; items include definition, purposes, descriptions, internet research, technology, teaching implications, and history.</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6
<p>Discussion Board. Three discussion assignments (15 points each) must be completed via the discussion board. The topics include feral children, autism, and transition. Instructions are included in CANVAS discussion board.</p>	1,3,5	1,2,4
<p>Final Exam: A comprehensive final exam will be administered online, covering all chapters, handouts, class notes, information from CANVAS, and text material.</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6

Attendance and Participation in Class: Students are allowed one (1) absence or the equivalent of four (4) hours. Any absence beyond the four

(4) hours will allow you to make no higher than a B in this class. There are no excused or unexcused absences; all absences count ! Tardies (coming in late and/or leaving class early) will be documented and credited toward an absence. After two (2) absences, no credit for the course may be obtained. Students will not be allowed to make up exams, unless prior approval. Failure to submit an online assignment counts as an absence.

Instructional Technology

Technology will be an important and vital part of the instructional delivery of this class. This is a technology-enhanced class and attending to on-line activities are considered the same as attendance to the face-to-face (on-campus) class meetings. If you do not have access to a computer at home, computers are available in Fairchild Hall and the University library for student use. Students **MUST** be familiar with CANVAS, sending & receiving email and attachments, accessing technology through media-sites and videos online, and APA style.

WCU's Online Journal Search:

You may use Academic Search premier, Educational Research complete, EJSE Journal, ERIC or JSTOR.

Statement on Academic Integrity

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ADA Statement

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact Student Services at 601-318-6188, in Lawrence Hall.

Disaster Plan Statement

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SEXUAL MISCONDUCT STATEMENT

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MAKE-UP EXAMS, LATE WORK: Make-up exams will not be given unless **CLEARED PREVIOUSLY** by the instructor. In such cases, the student must take the exam per arrangements with the instructor. Failure to contact the instructor immediately could result in a “0” for the test.

Assignments are due on the assigned date. It is the student's responsibility to submit assignments on time. If an emergency arises, it is the student's

responsibility to contact the instructor immediately; email is the most effective and immediate form of contact. No work for extra credit will be allowed for any reason. **Points will automatically be deducted from assignments turned in after due date! No assignment will be accepted after one week past the due date.** Work will be expected to reflect professional competencies and will be graded on content, spelling, mechanics, composition and grammar. Assignments will be evaluated based on thoroughness and fulfillment of criteria for each assignment. All citations must be completed in APA style format.

Exams

Final examinations are given during the last week of each trimester only. No final examination may be held at any other time than that designated by the administration.

There is no make-up work or credit given for non-participation in CANVAS or other on-line assignments or in-class activities.

Course Requirements:

Assignment Format: Your grade in the course will be based upon the number of points earned. No assignments are weighted beyond the initial value assigned. **All** assignments are to be **typed** using APA format.

Assignments are due by 11:59 p.m. on Sunday, unless otherwise specified.

Students will be responsible for the following:

WEEK ONE: Understanding Intellectual Disabilities

- 1. Complete personal contact information (2 points)**
- 2. Complete Student Introduction section (3 points)**
- 3. Chapter 1 Assignment (10 points)**

WEEK TWO: Diversity Issues

- 1. Chapter 2 Assignment (10 points)**
- 2. Personal Philosophy.** Construct a two-page PERSONAL philosophy of your thoughts, emotions, expectations, and

knowledge of students with intellectual disability. Do NOT copy information from the text or other sources. This is YOUR personal philosophy. Template provided in canvas. **(20 points)**

WEEK THREE: Identifying Persons with ID

- 1. Chapter 3 Assignment (10 points).**
- 2. Discussion #1 Feral Children (15 points).**

WEEK FOUR: Understanding Intelligence & Adaptive Skills

- 1. Chapter 4 Assignment (10 points).**
- 2. Assistive Technology Observation.** Complete a two-hour observation in a classroom in which assistive technology is used by students with Intellectual Disability. Write a two-page summary following the template given in dropbox on CANVAS. Observe how the technology is used (what is the item), the purpose of the item used, the success with which the item helps the student meet a goal/objective, and your reflection. **(25 points)**

WEEK FIVE: Basic Principles of Early Development and Early Influence & Causation

- 1. Chapter 5 Assignment (10 points).**
- 2. Chapter 6 Assignment (10 points).**

WEEK SIX:

- 1. Annotated Bibliography (100 points).** Assigned topics are found in canvas. Conduct a review of the literature on an assigned topic related to intellectual disabilities, using professional literature. A minimum of ten (10) resources must be used. Students may use no more than two (2) book references (use a chapter from a book, not the entire book) and two (2) websites. The remaining six references MUST be from professional journals. Review the articles, books, and websites. Complete an annotated bibliography on each reference. Length is approximately one page

for each bibliography (reference). At the top of each page, use APA style to cite the source. Sample and rubric are available on CANVAS.

WEEK SEVEN: Infancy & Early Childhood

1. **Discussion #2 Autism. (15 points).**
2. **Chapter 7 Assignment (10 points).**

WEEK EIGHT: Elementary-Aged Child

1. **Chapter 8 Assignment (10 points).**
2. **Discussion #3 Transition (15 points).**

WEEK NINE: Adolescents with ID & Transition and Adult Years

1. **Chapter 9 Assignment (10 points).**
2. **Chapter 10 Assignment (10 points).**

WEEK TEN:

Final Exam: A comprehensive final exam will be administered online. It will cover all chapters, powerpoints, resources, handouts, class notes, info from CANVAS, and text material. A practice quiz and study guide are provided in canvas. The exam will consist of 33 multiple choice items. **(100 points)**

Grading Scale

Letter	Percent Scale
A	100% – 93%
B	85 % - 92%
C	77% - 84%
F	76% and below

REFERENCES

American Psychiatric Association (APA). (2000). *Diagnostic and statistical manual of mental disorders* (4th ed., rev.). Washington, DC: Author.

Bambara, L.M., Wilson, B.A., & McKenzie, M. (2007). Transition and quality of life. In S. L. Odom, R. H. Horner, M.E. Snell, & J. Blacher (Eds.). *Handbook of developmental disabilities* (pp. 371-389). New York: Guilford.

Clark, G. M. (2007). *Assessment for transitions planning* (2nd ed.). Austin, TX: PRO-ED.

Emerson, E. (2010). Deprivation, ethnicity, and the prevalence of intellectual and developmental disabilities. *Journal of Epidemiology Community Health*. DOI:10-1136/jech.2010.111773.

Ismail, S., Buckley, S., Budacki, R., Jabbar, A., & Gallicano, G. I. (2009). Screening, diagnosing, and prevention of fetal alcohol syndrome: Is this syndrome treatable? *Developmental Neuroscience*, 32, 91-100.

Palmer, S. B., Wehmeyer, M. L., Gipson, K., & Agran, M. (2004). Promoting access to the general curriculum by teaching self-determination skills. *Exceptional Children*, 70, 427-439.

Rehfeldt, J.D., Clark, G.M., & Lee, S.W. (2010). The effects of using the transition planning inventory and a structured IEP process as a transition planning intervention on IEP meeting outcomes. *Remedial and Special Education*, DOI:10.1177/0741932510366038.

Snell, M., & Brown, F. (2011). *Instruction of students with severe disabilities*. 7th Ed., Upper Saddle, NJ: Pearson.

Walker, A.B., Uphold, N.M., Richter, S., & Test, D. (2010). Review of the literature on community-based instruction across grade levels. *Education and Training in Autism and Developmental Disabilities*, 45(2), 242-267.

**William Carey University
School of Education**

Assessment System Foundation

The School of Education's Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission, School of Education's Conceptual Framework (CF) and Outcomes, School of Education's Education Goals (EG), Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

Mission	Outcome
William Carey University Expanded Statement of Mission	WCU 1- Provide academic programs to promote student learning. WCU 2-Promote Christian development and social responsibility. WCU 3-Strengthen ties with Baptist churches, associations, and conventions. WCU 4-Provide an environment that supports student learning. WCU 5-Strengthen organizational and operational effectiveness. WCU 6-Strengthen financial resources.
School of Education Conceptual Framework and Outcomes	CF-Confident, Caring, and Reflective Professional Educators CF 1-An innovative thinker CF 2-An effective communicator CF 3-An advocate for diverse learners CF 4-An integrator of technology CF 5-A life-long learner CF 6-A steward of the profession
School of Education Goals	EG 1-Apply current research and technology related to the teaching-learning-assessment process.

	<p>EG 2-Respond sensitively to individual differences and diversity. EG 3-Understand and anticipate the needs of a global society. EG 4-Plan and implement learning experiences that support the highest level of student potential. EG 5-Continue to reflect, refine, and revise professional practices. EG 6-Collaborate with others to promote learning.</p>
Interstate Teacher Assessment and Support Consortium (InTASC) Standards	<p>1-Learner Development 2-Learner Differences 3-Learning Environment 4-Content Knowledge 5-Application of Content 6-Assessment 7-Planning for Instruction 8-Instructional Strategies 9-Professional Learning and Ethical Practice 10-Leadership and Collaboration</p>
Learned Societies (SPA)	<p>Association of Childhood Education International (ACEI) Council for Exceptional Children (CEC) Educational Leadership Constituency Council (ELCC) National Association for Sport and Physical Education (NASPE) National Association for the Gifted Child (NAGC) National Council for Social Studies (NCSS) National Council for Teachers of English (NCTE) National Council for Teachers of Mathematics (NCTM) National Science Teachers Association (NSTA)</p>
Professional dispositions	<p>All WCU candidates will:</p> <ol style="list-style-type: none"> 1. Exhibit professional behaviors that indicate all students can learn and are a vital part of the learning environment; 2. Collaborate and seek to create positive relationships with all stakeholders to improve the learning environment; 3. Exhibit an awareness of all students' needs; 4. Exhibit poise, mature reflection, and sound judgment; 5. Engage in ongoing reflection, self-evaluation, and improvement in the profession; and 6. Act as a steward of the profession.

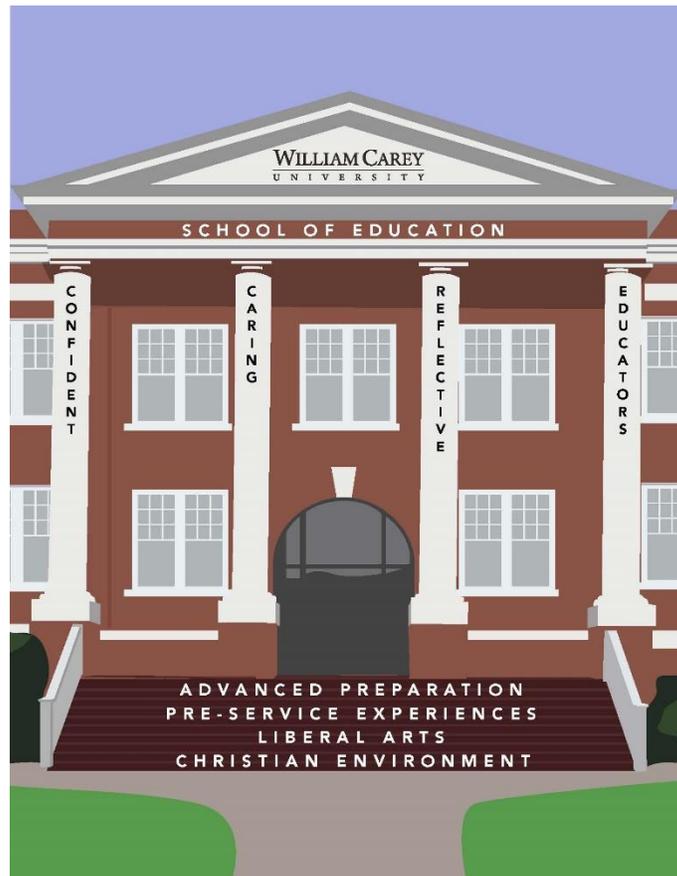
EDU 627
PERFORMANCE ASSESSMENT
FALL 2019

DR. PATRICIA WARD
pward@wmcarey.edu
Phone: 601-466-5807
Office Hours: By appointment

DESIDERIUM SCENDI...Longing to Know
Phil:3:10

Vision: “Confident, Caring, and Reflective Professional Educators”

The School of Education serves to prepare **confident, caring, and reflective** educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for inservice educators.



Text: Burke, K. (2009). *How to assess authentic learning, 5th ed.* Thousand Oaks, CA: Corwin Press.

Course Description:

This course will examine theory, practice and strategies related to assessing student achievement in the contemporary classroom. After examining expected outcomes and their relationships among curriculum, instruction, policy and assessment, participants will explore effective ways to employ a wide range of significant assessment instruments. Participants will create learning units that will utilize alternative assessment strategies and instruments. Participants will develop a proactive plan for implementing portfolio assessment in the classroom. Participants will also examine standardized tests, teacher-made tests, and various grading options. Assessment practice will be analyzed in light of current research in best practice in teaching and learning.

Course Objectives:

The student will:

- Examine the foundations of assessment policies and strategies;**
- Understand the role of assessment in determining instructional methods and curricula;**
- Analyze current assessment practices at the local and national levels;**
- Examine and develop a wide variety of assessment instruments and strategies;**
- Design practical strategies for measuring the achievement of students of diverse backgrounds and ability levels;**
- Analyze the role of standardized tests;**
- Create effective teacher-made tests that measure higher-order thinking skills;**

- **Plan a unit of instruction utilizing various strategies for performance assessment; and**
- **Develop a plan for implementing portfolio assessment within a classroom.**
- **Examine current research pertaining to assessment trends in your teaching discipline.**

Course Outline:

Week 1:	Introduction/Rationale for Authentic Assessment
Week 2:	Student Learning Standards
Week 3	Differentiated Learning
Week 4	Portfolios
Week 5	Performance Tasks
Week 6	Checklists and Rubrics
Week 7	Metacognitive Strategies
Week 8	Graphic Organizers/ Teacher-made Tests
Week 9	Interviews and Conferences

In this course, participants will:

v Develop definitions of thoughtful learner outcomes and authentic assessments;

- v Establish a rationale for authentic assessment;
- v Plan instruction incorporating research-based best practice;
- v Develop a plan for implementing portfolio assessment.

- **Course Requirements:**
- **Students are expected to complete the following assignments:**
- **Read each chapter carefully and use the provided templates to develop components for a unit of study.**
- **Create a unit of study incorporating performance learning/assessment:**
- **Learning Standards**
 - **Differentiated Learning**
 - **Portfolio**
 - **Performance Tasks**
 - **Checklists/Rubrics**
 - **Metacognitive Strategies**
 - **Graphic Organizers**
 - **Teacher-made test**
 - **Interview or Conference**
- **Complete an annotated bibliography consisting of ten articles related to assessment of student learning in your discipline.**

Course Evaluation:

Grading Scale

A= 90-100%

B= 80-89%

C= 70-79%

F= <70%

Class Attendance and Assignments: Please note that page numbers may differ from edition to edition. If you have questions concerning an assignment, please contact me.

Course Summary:

Date	Details	
9/1	<u>Annotation #1</u>	due by 11:59pm
	<u>Introduction</u>	due by 11:59pm
9/8	<u>Annotation #2</u>	due by 11:59pm
	<u>STUDENT LEARNING STANDARDS</u>	due by 11:59pm
9/15	<u>Annotation #3</u>	due by 11:59pm
	<u>DIFFERENTIATED LEARNING</u>	due by 11:59pm
9/22	<u>Annotation #4</u>	due by 11:59pm
	<u>Portfolios</u>	due by 11:59pm
9/29	<u>Annotation #5</u>	due by 11:59pm
	<u>Annotation #6</u>	due by 11:59pm
	<u>Performance Tasks</u>	due by 11:59pm
10/6	<u>Annotation #7</u>	due by 11:59pm
	<u>Checklists and Rubrics</u>	due by 11:59pm
10/13	<u>Annotation #8</u>	due by 11:59pm
	<u>Graphic Organizers</u>	due by 11:59pm
	<u>Metacognitive Strategies</u>	due by 11:59pm

Date	Details	
10/20	Annotation #9	due by 11:59pm
	Interview and Conference	due by 11:59pm
	Teacher Made Tests	due by 11:59pm
10/27	Annotation #10	due by 11:59pm
	PEER GRADED UNIT RUBRIC	due by 11:59pm
	Unit	due by 11:59pm
	Unit Rubric graded by Peer	due by 11:59pm

Statement on Academic Integrity:

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University's academic standards and Cristian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student services, the Office of Academic affairs, each academic dean's office and each campus dean's office.

Plagiarism:

In education the writing style required is that of the American Psychological Association (APA). According to the APA Manual, psychologists do not present substantial portions or elements of another's work or data as their own, even if the other work or data source is cited occasionally. The manual has

much to say about plagiarism. In the sixth edition, this information can be found from page 12 through page 16. One will benefit from reading this information.

The following are key points:

- **DO NOT PLAGIARIZE**
- Before writing one should read the article and write a summary of the article.
- When summarizing an article, refrain from looking at the article.
- Claiming to “not know you were plagiarizing” is not an acceptable defense.
- If help is needed one should come see me before there is an issue.
- Consequences of plagiarism are severe and could jeopardize your career as a student.

Disaster Plan:

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website <http://wmcarey.edu>, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of course work will be posted on the university’s course management system at <https://wmcarey.instructure.com>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through SaderWatch, and the WCU emergency message service. Sign up instructions can be found at <http://wmcarey.edu/saderwatch>.

ADA Statement:

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact Ms. Valerie Bridgeforth, 601-318-6188, Student Services Office in Lawrence Hall.

Sexual Misconduct Statement:

It is the policy of William Carey University to comply with all federal and state laws governing sexual misconduct. Further,

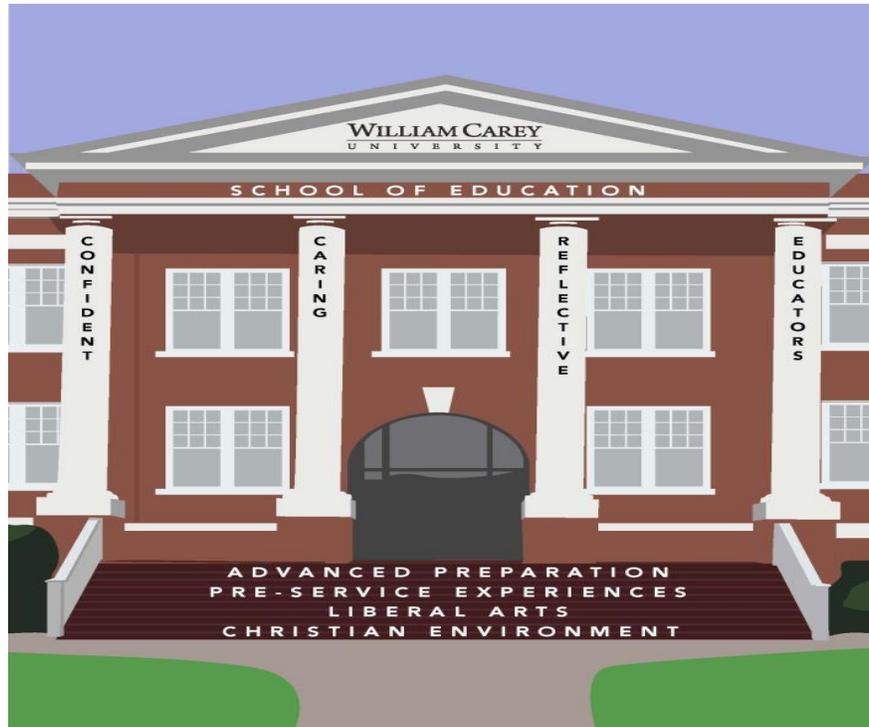
William Carey University reaffirms its principle, as well as Title IX of the Civil Rights Act, that all students have a right to be free from sexual discrimination in the form of sexual harassment and sexual violence. Students are referred to the Student Handbook, The Translation (The Red Book), for policy statements regarding sexual harassment and sexual assault and for procedures for reporting and responding to sexual offenses. The policies and procedures may also be found on the University's website under Campus Life – Security.

<http://wmcarey.edu/sexual-misconduct>

EDU 631 Historical/Philosophical Foundations of Education – Global Emphasis
William Carey University School of Education
Course Syllabus

Instructor: Dr. Melony Hanson E- Mail: mhanson@wmcarey.edu
Phone: 601-318-6604; after hour Cell 228-990-1058
Office Hours: 10:00 AM - 4:00 PM Tuesday & Thursday

Vision: “Confident, Caring, and Reflective Professional Educators”



Course Description: EDU 631 (3 Credit Hours)

This course is a survey of the development of educational systems and philosophies from ancient times to the present. **Prerequisites:** None.

Course Objective: Candidates in the M.Ed. in Teaching and Learning Globally will demonstrate skills in comparing and contrasting international educational systems globally.

Student Learning Outcomes:

1. The candidate will analyze a selected country's educational system focusing on strengths and weaknesses.

2. The candidate will demonstrate the ability to locate instructional strengths that move between countries' educational systems.
3. The candidate will compare the global education research with his/her own country's educational system and would list improvements that could be made in their country.

Class Procedures and Requirements:

This course is totally online with weekly assignments organized in modules. Each module has an established deadline in order that you will be able to move forward through the course under an effective timeline. A series of informational videos will help you to work your way through the course requirements. This course allows you to select assignments you wish to follow when discovering information about global education.

ADA Statement

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact their campus office.

The contact information: Hattiesburg campus: Ms. Valerie Bridgeforth, 601-318-6188, Student Services Office in Lawrence Hall. Tradition campus: Mr. Jerry Bracey, 228-702-1802. Keesler Center: Ms. Amanda Knesal, 228-376-8480. Slidell Site: Dr. Karen Sicard, (601) 318-6475

Statement on Academic Integrity

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assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean's office, and each campus dean's office.

Attendance or Participation Policy:

The nature of an online class is to count attendance based on assignments coming in on schedule. Please refer to the class schedule to determine when assignments are due.

Proctored Examinations:

There are no examinations in this course.

Standards Specific to Discipline: None

Online Course Credit:

Distance courses must meet the same credit hour requirements as a traditional course. Instruction in EDU 631 is accomplished through Faculty-Student videos, internet research and interviews with friends.

Drop Date: This course can be dropped without academic penalty – Check Registrar's Schedule.

Course Communication:

I will communicate with you through your Canvas email. I am online 24/7 to answer your emails. I will be glad to talk to you at night and on weekends. I am also available to set up chatrooms in the evening.

Required Textbook: None – This research course will be entirely conducted on the Internet.

Supplemental Materials: None

Late Assignments:

Late assignments will be acceptable at half credit.

Evaluation Criteria

Assignment	Points
Introduce Yourself	10
Module One	20
Module Two	20
Module Three	20
Module Four – Plus Phone Interview	30
Module Five	20
Module Six	20
Module Seven	20
Module Eight	20
Module Nine – Plus Phone Interview	30
Module Ten + Extra Credit	20
Total Points	230

Grading Scale:

A= 207-230 B= 184-206 C= 161-183 F= 160 and below.

Description of Assignments Introduce yourself (10 points)

Let me know a little about your career and where you would like to be in five years. (10 points)

Module Assignments (20 points per week) Each module has two required activities which can be selected from recommended websites and videos on the internet. You find the listed assignments in Module One. It is your choice how you will conduct your learning. You will also be offered the opportunity to create a video talking about your educational experience (K-12) in your home country. These videos will be uploaded for other students to view. You are **REQUIRED** to complete two phone interviews with your professor during the term (Module Four and Module Nine). When placing your information into an assignment box, be sure to remember the title of the website site or video. Your response should be 150 words minimum to be considered for full credit. Be sure your answer is well written with no grammatical errors.

Phone Interviews (2) with Professor (10 points each) You will schedule two phone interviews with your professor during the term. No preparation will be required. We will be talking about you have learned so far.

Drop-Box - Each assignment will be uploaded to the drop-box in Canvas.

Technology Requirements:

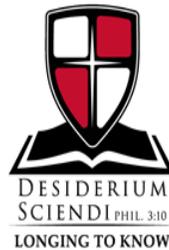
Access to the Internet. Microsoft Office or similar word processing software. Recommend Google when accessing Canvas.

Technical Assistance:

There is 24/7 Canvas technical assistance. If experiencing technical difficulties with accessing your Indigo Portal, please send a helpdesk ticket to helpdesk@wmcarey.edu.

**EDU 634: Internship
William Carey University
School of Education
Hattiesburg Campus
Course Syllabus – Fall 2019**

WCU Theme:



Vision: “Confident, Caring, and Reflective Professional Educators”

Instructors:

Dr. Candice Aycock

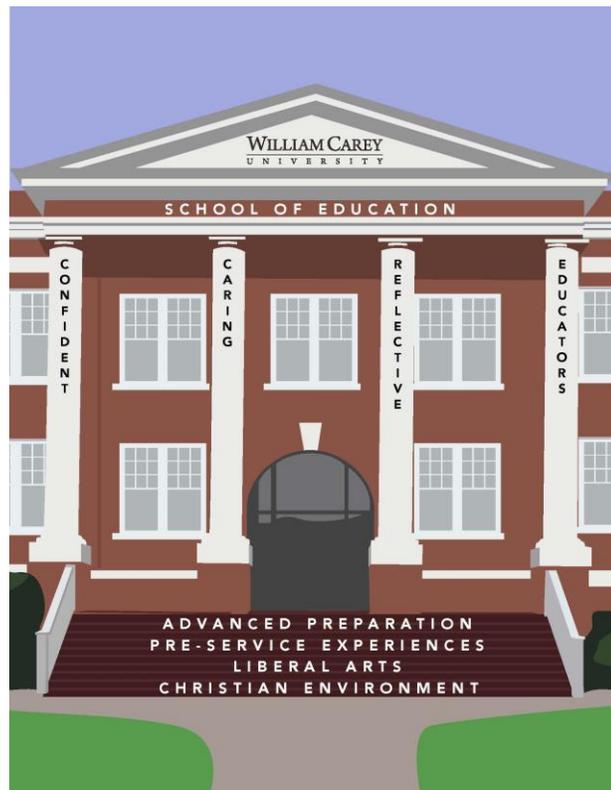
Dr. Bonnie Holder

Dr. “Bitsy” Dean Browne Miller

Dr. Brenda Thomas

Dr. Rosemary Woullard

The School of Education serves to prepare *confident, caring, and reflective* educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for inservice educators.



**FALL (2019) INTERNSHIP
EDU 634**

3 credit hours

SEMINAR DATES (Seminars are mandatory; points will be deducted for absences; no excuses accepted):

Fall Trimester –Saturday, September 7: 9:00-4:00 - Student Center in Wilkes Cafeteria Building.

Saturday, September 21: 9:00 – 4:00 – Student Center in Wilkes Cafeteria Building

Please save the dates of Saturday, November 16 and January 25, 2020 for the winter internship (EDU 635) seminars.

NOTE: Students must register for **each** trimester of internship. Each intern should register for winter internship (EDU 635) between October 8 – 19, by contacting Mrs. Cynthia Smith at csmith@wmcarey.edu. Do not try to register online.

William Carey University – Fairchild Hall – Education Office: Administrative Assistants: Earline Herrin (601.318.6139); Cynthia Smith (601.318.6299); Tina Bond (TK20 Administrator 601.318.6091; Julie Lee (601.318.6600) Mailing Address: Office of School of Education, William Carey University, WCU Box 3, 710 William Carey Parkway, Hattiesburg, MS 39401.

University Supervisors:

Dr. Candice Aycock

email: caycock@wmcarey.edu
Office: 601.318.6687
Cell: 601.520.1957

Dr. Bonnie Holder

email: bholder@wmcarey.edu
Home: 601.853.6075

Dr. “Bitsy” Dean Browne Miller

email: bmiller@wmcarey.edu
Office: 601.318. 6217
Cell: 601.550.2466

Dr. Brenda Thomas

email: bthomas@wmcarey.edu
Cell: 601.606.6295

Dr. Rosemary Woullard

email: rwoullard@wmcarey.edu
Office: 601.318.6716
Cell: 601.550.4206

NOTE: Each intern will be assigned to a university supervisor who will make a minimum of three classroom visits during the entire internship, a minimum of two visits during the fall trimester and one visit during the winter trimester. Additional information concerning these visits will be provided at the first seminar.

AMERICANS WITH DISABILITIES ACT

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations, should contact Dr. Allen Bonner at 601.318.6211. Dr. Bonner is located in the Student Services Office in Lawrence Hall.

ACADEMIC INTEGRITY

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DISASTER PLAN STATEMENT

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website <http://wmcarey.edu>, and sent via automated process to your **WCU student e-mail address**. Specific information regarding the continuation of coursework will be posted on the university's course management system at <https://wmcarey.instructure.com>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through *SaderWatch*, the WCU emergency message service. Sign-up instructions can be found at <http://wmcarey.edu/saderwatch>.

In case of a catastrophic event, the following procedures will be maintained:

In case of a closed campus with internet access, all courses will shift to CANVAS delivery of assignments. Follow all assignments in the syllabus and send them via CANVAS to your university supervisor by each due date.

In case of a closed campus with **no** internet access, follow all directions in the syllabus for the completion of all course assignments. Completed assignments should be packaged in due date order for delivery to the university supervisor once the campus has reopened.

SEXUAL MISCONDUCT STATEMENT

It is the policy of William Carey University to comply with all federal and state laws governing sexual misconduct. Further, William Carey University reaffirms its principle, as well as Title IX of the Education Amendments Act of 1972, that all students have a right to be free from sexual discrimination in the form of sexual harassment and sexual violence. Students are referred to the Student Handbook, *The Translation (The Red Book)*, for policy statements regarding sexual harassment and sexual assault and for procedures for reporting and responding to sexual

offenses. The policies and procedures may also be found on the university's website under Campus Life – Security. <http://wmcarey.edu/sexual-misconduct>

Catalog Description:

Interns will be supervised by a University faculty member (university supervisor) in a school where they are employed full-time during internship. Interns are required to attend **all** scheduled seminars which will include presentations and discussions on current educational issues related to the classroom teacher. The internship consists of two trimesters, Fall EDU 634: August - November and Winter EDU 635: November - February. Internship credit will be for a total of six hours with three hours earned each trimester.

Course Description:

Internship is designed for the student who is seeking alternate route licensure and is required by the Mississippi Department of Education. The student will have completed the initial steps for licensure that include passing scores on PRAXIS CORE and PRAXIS II (elementary – grades 4-6 only; secondary - specific subject area grades 7-12, SPE Mild/Moderate Disabilities K-12, or Art, Music or Physical Education K-12) A candidate may substitute ACT scores for PRAXIS CORE if the composite score is 21 or above. The student will have successfully completed the prerequisite courses: Classroom Management (EDU 536) and Tests, Measurements and Evaluations (EDU 650) prior to enrolling in internship.

EDU 634 and EDU 635 require each student to be a full time teacher in an accredited school as a licensed teacher in an appropriate grade level (elementary 4-6), Special Education – Mild Moderate Disabilities (grades K-12), approved secondary subject area 7-12, or Art, Music or Physical Education (K-12).

Each intern must be a full-time contracted teacher, teaching in the area in which he/she took and passed PRAXIS II or in an endorsement area which is listed on the intern's current teaching certificate.

NOTE: The Alternate Route Program, offered by William Carey University, is for teachers who will teach or are teaching in Mississippi. There is no automatic reciprocity with any other state. Any student from a state other than Mississippi is responsible for securing information determining certification status with another state.

I. Rationale:

This course is designed to provide interns with university mentorship and information relevant to beginning teaching and planning, and will provide them with strategies on assessing students' work and recognizing ways students can reflect on and assess their own work. Attention will be focused on various instructional approaches, student learning, school experiences, curricular concerns, and planning strategies.

II. Prerequisites:

Initial Certification from the Mississippi State Department of Education in the MAT program is a prerequisite for MAT Internship (EDU 634 and EDU 635).

Students must have completed the initial steps for licensure that include passing scores on PRAXIS CORE or appropriate ACT scores, and a passing score on a PRAXIS II. Students must have successfully completed the courses: Classroom Management (EDU 536) and Tests, Measurements and Evaluations (EDU 650). EDU 634 and EDU 635 require that each student be employed in an accredited school as a full time licensed teacher in grades 4-6 (elementary), grades 7-12 subject area (secondary), SPE Mild Moderate Disabilities (K-12), or Art, Music, or Physical Education (K-12). The student must also have graduate standing. EDU 634 and EDU 635 must be taken in order with a cohort group (EDU 634 is offered in the fall trimester and EDU 635 is offered in the winter trimester). EDU 634 is a prerequisite to EDU 635: **EDU 635 may not be taken without passing EDU 634.**

NOTE: Learning outcomes and course assignments (performance assessments) are developed based on current best practices and standards as recognized from the following sources: William Carey University (WCU); WCU School of Education Conceptual Framework (CF); WCU School of Education Goals (EG); Interstate Teacher Assessment and Support Consortium (InTASC); and Association for Childhood Education International (ACEI).

III. *Course Goals and Learning Outcomes:

Five major goals have been established for this course. The student will:

Successfully complete one full year of teaching (WCU 1, 4; CF 1, 2, 3, 4, 5, 6; EG 1, 2, 3, 4, 5, 6; InTASC 1-10; ACEI 1, 2, 3, 4, 5).

Demonstrate an understanding of the rules and regulations that impact teaching (WCU 1; CF 3, 6; EG 5,6; InTASC 8; ACEI 1, 2, 3, 4, 5).

Demonstrate proficiency in developing, implementing, and modifying teaching plans for increased student learning (WCU 1, 4; CF 1, 2, 3, 4, 5, 6; EG 1, 2, 3, 4, 5, 6; InTASC 2, 5, 6, 7, 8; ACEI 1, 2, 3, 4, 5).

Demonstrate an understanding of current issues in education (WCU 1, 4; CF 1, 3, 4; EG 1, 3, 5; InTASC 7,9; ACEI 1, 2, 3, 4, 5).

Document and use current best practices, curriculum standards, teaching plans, parent conferences, discipline logs, and other school experiences (WCU 1, 4; CF 1, 2, 3, 4, 5, 6; EG 1, 2, 3, 4, 5, 6; InTASC 1, 9, 10; ACEI 1, 2, 3, 4, 5). (Refer to final page of syllabus for Assessment System Foundation.)

IV. PRE-ASSESSMENT: PRAXIS CORE or ACT scores (21 or higher composite score) and PRAXIS II score. Each intern is allowed to enroll in internship if teaching in an area listed on his/her teaching license.

V. INSTRUCTIONAL PROCEDURES AND TECHNIQUES:
Topics will be introduced through discussions and presentations at each seminar. Students are required to fully explore instructional strategies and topics as part of various assignments.

VI. TEXTBOOK AND OTHER MATERIALS: MUST USE THE NEWEST EDITION

The First Days of School by Harry K. Wong and Rosemary Wong (**New Fifth Edition - 2018**).

NOTE: This textbook is available for purchase in the WCU bookstore. Interns were instructed to purchase the text at the time of registration. The Wong and Wong text can also be purchased from commercial bookstores or online.

Websites, research and curriculum topics and strategies related to critical issues in education will be reviewed and discussed. See also readings listed in bibliography and on all seminar handouts.

VII. REQUIREMENTS AND ASSESSMENT:

A grade based on the stated point system will be assigned on the basis of the degree and quality of completion of the requirements listed in this syllabus.

Students are required to:

1. Attend and actively participate in **all** seminar sessions. It is important that no sessions are missed. Points will be deducted for arriving late to seminars, leaving early, and/or missing seminars; there are no make-up seminars.
2. Send WEEKLY reflections to your university supervisor. Send on CANVAS as directed by your university supervisor. Each of these reflections should include class events from **your** classroom, your reactions to those events, and how you develop, implement and modify subject content and teaching strategies to meet the needs of your students. Interns are expected to emphasize **differentiated instructional strategies** to ensure that the needs of all students are met. **Some type of formal or informal assessment must be included in each weekly reflection to receive maximum points.**

In order to provide guidance for the format of the weekly reflections, **number the reflection components as follows** and answer the following questions:

(1) What was I trying to accomplish this past week?

Be specific about listing student learning outcomes/objectives. These objectives should reflect expectations from the College and Career Readiness Standards/Common Core/Curriculum Framework Standards (whichever your school district uses).

(2) How successful was I in accomplishing my goals? **Be specific about how many students passed or did not pass weekly assessments.**

NOTE: In order for a teacher to stay current on student progress, students should be assessed (formally or informally) on a weekly basis; therefore, the results of those assessments should be included in this section. Interns will not receive full credit for this section if information is not specifically stated concerning assessment results.

(3) How can I improve my ability to meet my goals in the future? **Be specific about what you will do to ensure that you are meeting the needs of ALL students so that each student will reach his/her potential. There should be an emphasis on how you are differentiating instruction to meet the needs of each student in your classes.**

(4) In this section you should include issues concerning student behavior that are impacting instruction in a negative manner with specific plans on what you are doing to decrease the negative impact. **Information in this section should include discipline issues and communications with parents, school personnel, etc. to solve those issues. Also, include successes you and your students have experienced. We want to know your concerns AND your successes!**

Each reflection must address those four sections to receive maximum credit, and each section should be numbered as listed above.

NOTE: Please type your name at the top of each reflection and the reflection Number (for example: John Brown Reflection I)

These reflections are a critical component of the internship. Since the university supervisor cannot visit each intern's classroom on a weekly basis, reflections serve as regular communication between the intern and his/her university supervisor. **Each week's reflection is to be posted on CANVAS (according to the directions from your university supervisor) by Sunday night of each week** so it can be read and responded to in a timely manner. Points will be deducted for reflections sent later than the stated deadline.

NOTE: Weekly reflections are considered informal; **however, it is imperative that interns proofread each reflection to ensure the highest quality of writing mechanics. Points will be deducted for grammatical errors.**

Reflections are to be sent even during WCU trimester breaks. Since various school districts have different holiday schedules, it is the responsibility of each intern to alert his/her university supervisor whenever his/her school is not in session. Reflections are to be sent beginning Sunday, September 9 (for the previous week); the first reflection should be received by your university supervisor by Sunday evening, September 8. Reflections are to be sent for every week during the months of September, October, November, December and January (for EDU 634 and EDU 635) **WITH THE EXCEPTION OF THE ONE WEEK OF THANKSGIVING BREAK (no reflection due December 1), AND THE TWO WEEKS OF CHRISTMAS BREAK (no reflection due December 29 and January 5).**

There are 18 weeks of reflections: nine during the Fall trimester and nine during the Winter trimester. The final reflection should be received by your university professor by Sunday, January 26.

NOTE: Traditionally, weekly reflections have been used as opportunities for interns to vent frustrations and discuss issues of concern with the supervising professors. Since the content of the reflections is often very sensitive in nature, reflections should not be sent from school computers. Please be aware that your school email can be read without your knowledge, and it would be to your advantage not to be doing your university class homework during school time. **(Each weekly reflection is due to your university supervisor by Sunday evening.)**

ALL email correspondence must be sent from your WCU student email account. Your university supervisor will communicate with you by email through your WCU account only. PLEASE CHECK YOUR WCU ACCOUNT DAILY.

3. Provide a paper copy of your school district's yearly calendar to your university supervisor **on or before the first seminar.**
4. Provide a paper copy of your current teaching contract when you register for internship. You may blacken out your salary amount. **(Due at registration. Any intern who does not provide his/her current contract copy will not be allowed to remain in the internship class.)**
5. Provide a paper copy of your current teaching certificate when you register for internship. **(Due at registration. Any intern who does not provide his/her current teaching license/certificate copy will not be allowed to remain in the internship class.)**
6. Provide a paper copy of your daily class schedule to your university supervisor **on or before the first seminar.** You may email your schedule to your university supervisor prior to the first seminar.
NOTE: This schedule should reflect what you do from the time you arrive at school until you leave. **Be sure to use clock times to indicate "class periods."** Include your classroom location and number, and the name and email address of your **mentor** teacher.
7. Complete the form entitled EDU 634 – EDU 635 INTERN BACKGROUND INFORMATION" on CANVAS prior to the first seminar and **bring a paper copy to the first seminar.**
8. Complete online PREZI training to familiarize yourself with the Teacher Intern Assessment Instrument (TIAI), on which you will be evaluated based on appropriate lesson planning and implementation of those plans in the classroom. You will find the training PREZI at <http://training.education.olemiss.edu/>. Here you will create an account (no charge). After each section, there are multiple choice questions to answer. When all sections are completed, upload your certificate of completion to CANVAS **before September 21.** You will receive points for completing the

training and uploading the certificate of completion. **The knowledge you gain from that training will aid you in writing a “practice” lesson plan which you will present at the September 21, seminar.**

9. Classroom Description Assignment must be uploaded to CANVAS. Follow the template on CANVAS. **(Due by Sunday, September 22.)**
10. Maintain a log of all classroom disciplinary problems and referrals. For each log entry, include the student’s name, date of incident, a brief description of the incident, what you did, and the outcome of the incident (Include what was done by you, the school administration and/or parent to bring “closure” to the incident.) **(Log book will be checked by your university supervisor during each classroom visit and is counted as part of your TIAI, Indicator #25.)**
11. Maintain a log of all parent conferences. Include specific information including who initiated the conference, conference discussion points, outcome and follow-up. **(Log book will be checked by your university supervisor during each classroom visit and is counted as part of your TIAI, Indicator #25.)**
12. Upload to CANVAS reviews of assigned chapters of the Wong and Wong textbook. Each review must include **two** parts which should be numbered in the assignment as follows:
 - 1) a **summary (minimum of three paragraphs)** of at least three important points of **each chapter** in the assigned unit, and 2) the **application** (minimum of one paragraph) in which the intern should relate **HOW** she/he is using or will use the information in the textbook to improve his/her classroom organization and/or instruction.

NOTE: Each assignment should be labeled with the unit letter (A, B, C, D& E and Epilogue) and chapter number, and each chapter should be summarized and applied separately and uploaded on CANVAS. Type single space except to separate summary and application sections and chapters.

Example: Unit A: Chapter I:

Summary: Should consist of a minimum of three paragraphs that adequately summarize at least three important points in the chapter.

Application: Should consist of a description of how you are implementing or plan to implement the suggestions in the chapter.

Wong and Wong textbook reviews are due according to the following schedule:

Unit A – Chapters 1-5 uploaded to CANVAS by Sunday night,

September 29.

Unit B – Chapters 6 – 9 uploaded to CANVAS by Sunday night, October 6.

Unit C – Part 1 - Chapters 10-13 uploaded to CANVAS by Sunday night, October 13.

Unit C – Part 2 - Chapters 14-17 uploaded to CANVAS by Sunday night, October 20.

Units D & E - Chapters 18-23 posted to CANVAS by Sunday night, October 27.

NOTE: Summaries and application assignments must be done for individual chapters in each unit, and sent as one assignment. Points will be deducted for assignments that are not in stated format and/or sent after the due dates.

13. Develop your written philosophy of education and **post on CANVAS, by Sunday October 20**. Failure to do so will result in a grade of “I” (incomplete) in this course. If you receive an “I”, you will then have one term to complete the upload to receive a reduced grade, preventing the “I” from converting to an “F” automatically. **Do not try to upload directly to TK 20. This assignment will automatically go to TK20 when uploaded correctly to CANVAS.**

14. The university supervisor will visit each intern a minimum of three times during both trimesters of internship. The **initial visit** will be before the first seminar and will be a brief “hello” visit. This visit is primarily for the supervisor to locate the intern’s school, see the classroom, and meet the principal and mentor (if available). The university supervisor will tell the intern the day this hello visit will occur. Since the university supervisor will be visiting several interns on the same day, the actual visit time will be flexible.

The second visit (fall trimester) is the formative TIAI for which **the intern will be expected to have a typed lesson plan that specifically reflects TIAI* indicators**. This visit will be scheduled for a specific date/time by the intern **and** the university supervisor. The lesson plan must be given to the the university supervisor as he/she enters the classroom or as instructed by each university supervisor.

***NOTE: If the evaluator does not observe evidence during the class period, specific information should be included in the written lesson plan that will satisfy each indicator.**

It is imperative that each intern carefully reads the comments the university supervisor makes on the TIAI. Reading those comments takes the place of a post conference since interns cannot leave the classroom to

post conference with the university supervisor immediately following the TIAI observation unless special arrangements are made with the university supervisor, and the interns has made arrangements to have his/her students supervised. If any intern wishes to have an oral post conference, it is his/her responsibility to set an appointment with his/her university supervisor at an appropriate time prior to the TIAI visit. Comments made by the university supervisor are important, not only for the lesson observed, but also for future lesson planning.

Prior to each visit by the university supervisor to your classroom, please do the following:

- a. notify your school office (principal and secretary) of the date/time/purpose of the supervisor's visit.
For the TIAI evaluation visits, also have:
 - 1) lesson plan (the same one that was emailed three days earlier in the prescribed TIAI format),
 - 2) textbook, (if one is used)
 - 3) copy of any handouts you plan to give to your students, and copy of any informal or formal assessments that you will give. Keep in mind that some type of assessment should be given daily to ensure that students understand the information.
 - 4) student seating chart.
 - 5) discipline/parent contact log(s)
- b. provide your university supervisor a place to sit and observe students where he/she is not a distraction.

15. Mentor's rating of the intern on the Professional Dispositions form. Intern will upload mentor's rating on CANVAS by Sunday, October 13.

16. The mentor's rating of the intern on the TIAI evaluation is due in winter trimester. More information will be given in the winter internship syllabus.

Mentor Duties: Each intern is to be assigned a mentor teacher in his/her school; that assignment should be made by the principal. A letter was sent to each principal describing the internship and requesting that a mentor be assigned. The mentor is asked to provide general mentoring duties in addition to completing two forms on the intern.

The first form is the Professional Dispositions rating scale which should be completed by October 13, discussed with the intern and uploaded to CANVAS by the intern. A hard copy of this form will be given to each intern at first seminar and the intern will pass on that form to the mentor the following week.

The second form is the TIAI which should be completed in the winter trimester. Details will be given in the winter trimester of the internship syllabus.

17. Other assignments as determined by the university supervisor to meet the needs of individual interns.

Both trimesters of internship must be passed in order for an intern to apply for a standard license. Specific additional assignments will be listed in the winter trimester (EDU 635) internship syllabus.

VIII. EVALUATION

As a graduate student, all written assignments will be assessed on the basis of three major sets of criteria:

1. MECHANICS: this includes such writing abilities as appropriate verb usage, appropriate use of subject-verb agreement, comma usage, use of punctuation, spelling, sentence structure, quotes, use of APA format, etc.
2. CONTENT: this involves such areas as following directions for written assignment, addressing the actual question (correct information), use of correct terminology, and adequate documentation.
3. EXPRESSION: this involves such writing aspects as the clarity of material, the style and format of writing, and the appropriate introduction and summary information.

Points will be deducted for grammatical errors made in all assignments.

NOTE: In an effort to assist you in your graduate school experience and even in the work force, please adhere to the following advice:

When corresponding with a professional, please do not communicate orally or through email as you would write a text message to a friend. Do not say/write: “Hey, could you tell me....” Or “Hey, what’s up?” Make the communication as professional as possible, and in written communications include a salutation, body and closing. If the person to whom you are writing has his/her Ph.D. or Ed. D., please address him/her as Dr. If the person does not have his/her doctorate, address him/her as Mr. Mrs. or Ms.

Make certain that you punctuate, capitalize properly, spell correctly, and write clearly and succinctly.

Please remember that any oral or written correspondence, whether on paper or in cyberspace, is permanent and reflects on you personally and professionally, now and in the future.

NOTE: Your university supervisor may have used your personal email address to contact you initially regarding internship; however, all other email correspondence will be sent through your WCU student email address. Emails from you to your university supervisor must be sent from your WCU email account so it is imperative that you check that email daily. Please do whatever is necessary to ensure that you receive those emails on a daily basis.

ASSIGNMENTS

Seminars: September 7 (30 points) and 21 (30 points)

SCORING POINTS

60

NOTE: Attendance at seminars is mandatory. If you miss a seminar you will miss the points; there are no make- up seminars.

Weekly Reflections (nine in fall)

90

School District Calendar (paper copy to supervisor at first seminar)

10

Daily Schedule (paper copy to supervisor at first seminar)

10

Classroom Description (posted on CANVAS) (see template)	25
PREZI Training for TIAI (post completion certificate on CANVAS)	20
Practice Lesson Plan (bring copy to second seminar)	21
Philosophy of Education (post on CANVAS)	24
Wong Unit and Chapter Summaries/Reflections (post on CANVAS)	
Unit A	25
Unit B	25
Unit C (divided into two sections – each worth 25 points)	50
Units D & E and Epilogue	25
Formative TIAI (fall)	100
Mentor’s Professional Dispositions Rating of Intern	15

Total possible points 500

GRADING SCALE:

Points	Grade
465-500	A
435-464	B
400-434	C

NOTE Only two grades lower than a B are allowed. Upon receiving a second grade lower than a B, a student is advised to repeat one of the first two grades lower than a B before continuing in the program. **A student making a third grade lower than a B will be dismissed from the program.** (See current Graduate Catalog, page 33)

IX. CLASS ATTENDANCE AND ASSIGNMENTS:

Attendance for each seminar is mandatory. Seminars involve the clarification of directions for assignments, coverage of subject content, guest presenters, discussions, and participation in presentations and group activities. All absences at seminars will be recorded in the class record.

All assignments are due as listed in the syllabus. Points will be deducted for late work. All assignments must be typed and should be free of grammatical, typographical, and spelling errors and must be submitted specifically as directed in the syllabus or by the university supervisor.

In order to limit distractions in seminars, please: 1) Arrive on time; 2) Stay for entire seminar; 3) Turn off cell phones and computers; and 4) Do not bring children to seminars.

REFERENCES

PROFESSIONAL JOURNALS AND MAGAZINES

The Reading Teacher (International Reading Association)

Journal of Adolescent and Adult Literacy (International Reading Association)

Reading Research Quarterly (International Reading Association)

Language Arts

Educational Leadership

Reading Improvement
Phi Delta Kappan

Mississippi Reading Journal
TESOL Quarterly

Other journals related to teaching areas are available.

NOTE: Information regarding legal issues in education will be discussed in seminar. It is important that interns understand the importance of that information in their daily teaching. In addition, interns will be expected to research additional information concerning educators' responsibilities regarding legal issues.

Interesting websites to visit:

<http://www.nprinc.com/free-tools-resources/>

ascd@smartbrief.com (Association for Supervision and Curriculum Development newsletter)

PEN@PublicEducation.org (Public Education Newsletter)

www.mde.org (MS Department of Education)

www.schoolmission.net (21st Century Schoolhouse)

www.scholastic.com (Free materials for teachers)

www.schoolnotes.com (Great lesson plans)

www.brainpop.com (Great videos online)

<http://school.discovery.com/schrockguide/> (Kathy Schrock's Guide for Educators)

<http://marcopolo.worldcom.com/> (Marco Polo)

www.teachers.net (One of the top teacher sites in the US with teacher chat rooms)

<http://edtech.boisestate.edu/bridges/tslessons.htm> (Technology Supported Lesson Plans)

<http://webquest.sdsu.edu/> (integrated units – all grades)

<http://rubistar.4teachers.org/> (A Free Rubrics Builder)

<http://www.writesite.org/> (The Write Site)

<http://fcit.coedu.usf.edu/> (Florida Center for Instructional Technology –one of the top teacher training sites in Southeast)

<http://www.ed.gov/pubs/survivalguide/index.html> (Great survival manual for new teachers)

<http://www.masterteacher.com>

Google the term, “differentiated instruction” and read as much as you can to help you differentiate the instruction in your classroom.

Google the term, “InTASC Model Core Teaching Standards”

Google the Mississippi State Department of Education and familiarize yourself with information about College and Career Readiness Standards, Common Core Standards, and Alternative Assessments.

NOTE: In order to partially fulfill your professional responsibilities, please join one of the three state teacher organizations. Ask your coworkers about these organizations, study their websites and join one!

Information regarding professional organizations can be found on Google:

American Federation of Teachers

Mississippi Association of Educators

Mississippi Professional Educators

In addition to state organizations, there are also subject area organizations which provide many valuable member benefits. Find yours and join!

BIBLIOGRAPHY

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edition. Thousand Oaks, CA: Corwin Press, Inc.

Burgess, D. (2012). *Teach like a pirate*. San Diego, CA: Dave Burgess Consulting, Inc.

Denton, C., Bryan, D., Wexler, J., Reed, D., Vaughn, S. (2007). *Effective instruction for middle school students with reading difficulties: The teacher's sourcebook*. Dallas, TX: University of Texas System/Texas Education Agency.

Draper, S.M. (2000). *Teaching from the Heart*. Portsmouth, NH: Heinemann.

Essex, N.L. (2015). *A teacher's pocket guide to school law. 3rd edition*. Boston: MA: Pearson Education, Inc.

Gregory, G.H. & Chapman, C. (2007). *Differentiated instructional strategies: One size doesn't fit all*. Thousand Oaks, CA: Corwin Press, Inc.

Gregory, G. H. (2005). *Differentiating instruction with style: Aligning teacher and learner intelligences for maximum achievement*. Thousand Oaks, CA: Corwin Press, Inc.

Henley, M. (2006). *Classroom management: A proactive approach*. Upper Saddle River, NJ: Pearson Education, Inc.

Jensen, E. (2009). *Teaching with poverty in mind: What being poor does to kids' brains and what school can do about it*. Alexandria, VA: ASCK.

Kronowitz, Ellen. (2012). *The teacher's guide to success. 2nd edition*. Boston: Pearson Education.

Landau, B. M. (2004). *The art of classroom management: Building equitable learning communities, 2nd edition*. Upper Saddle River, NJ: Pearson.

Levin, F.A. & McCullough, M.A. (2008) *Guide for alternate route teachers*. Boston: Pearson Education, Inc.

Manning, M.L. & Bucher, K.T. (2013). *Classroom management: Models, applications, and Cases*. Boston: Pearson Education, Inc.

Mississippi Office of Attorney General. (June, 2006). *School law primer for educators and school personnel*.

Rothstein – Fisch, C. & Trumbull, E. (2008). *Managing diverse classrooms*. Alexandria, VA: ASCD.

Tate, M.L. (2014), *Shouting won't grow dendrites. 2nd edition*. Thousand Oaks, CA: Corwin.

Tate, M. L. (2016). *Worksheets don't grow dendrites. 3rd edition*. Thousand Oaks, CA: Corwin.

Tatum, B.D. (2017). *Why are all the black kids sitting together in the cafeteria?* New York: NY: Basic Books.

Wong, H. K & Wong, R.T. (2014) *The classroom management book*. Mountain View, CA: Harry K. Wong Publications, Inc.
 Wright, P.W.D. & Wright, P.D. (2007). *Wrightslaw: Special education law*. 2nd edition. Hartfield, VA: Harbor House Law Press.

**William Carey University
School of Education**

Assessment System Foundation

The School of Education's Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission, School of Education's Conceptual Framework (CF) and Outcomes, School of Education's Education Goals (EG), Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

Mission	Outcome
William Carey University Expanded Statement of Mission	WCU 1- Provide academic programs to promote student learning. WCU 2-Promote Christian development and social responsibility. WCU 3-Strengthen ties with Baptist churches, associations, and conventions. WCU 4-Provide an environment that supports student learning. WCU 5-Strengthen organizational and operational effectiveness. WCU 6-Strengthen financial resources.
School of Education Conceptual Framework and Outcomes	CF-Confident, Caring, and Reflective Professional Educators CF 1-An innovative thinker CF 2-An effective communicator CF 3-An advocate for diverse learners CF 4-An integrator of technology CF 5-A life-long learner CF 6-A steward of the profession
School of Education Goals	EG 1-Apply current research and technology related to the teaching-learning-assessment process. EG 2-Respond sensitively to individual differences and diversity. EG 3-Understand and anticipate the needs of a global society. EG 4-Plan and implement learning experiences that support the highest level of student potential. EG 5-Continue to reflect, refine, and revise professional practices. EG 6-Collaborate with others to promote learning.
Interstate Teacher Assessment and Support Consortium (InTASC) Standards	1-Learner Development 2-Learner Differences 3-Learning Environment 4-Content Knowledge 5-Application of Content 6-Assessment 7-Planning for Instruction 8-Instructional Strategies 9-Professional Learning and Ethical Practice 10-Leadership and Collaboration
Learned Societies (SPA)	Association of Childhood Education International (ACEI) Council for Exceptional Children (CEC) Educational Leadership Constituency Council (ELCC) National Association for Sport and Physical Education (NASPE) National Association for the Gifted Child (NAGC) National Council for Social Studies (NCSS) National Council for Teachers of English (NCTE) National Council for Teachers of Mathematics (NCTM) National Science Teachers Association (NSTA)
Professional dispositions	All WCU candidates will: 1. Exhibit professional behaviors that indicate all students can learn and are a vital

	<p>part of the learning environment;</p> <ol style="list-style-type: none">2. Collaborate and seek to create positive relationships with all stakeholders to improve the learning environment;3. Exhibit an awareness of all students' needs;4. Exhibit poise, mature reflection, and sound judgment;5. Engage in ongoing reflection, self-evaluation, and improvement in the profession; and6. Act as a steward of the profession.
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**EDU 634: Alternate Route Program Internship
William Carey University
School of Education
Hattiesburg Campus
Course Syllabus – Fall 2019**

WCU 2019-2020 Theme: “Longing to Know...” Philippians 3:10

Vision: “Confident, Caring, and Reflective Professional Educators”

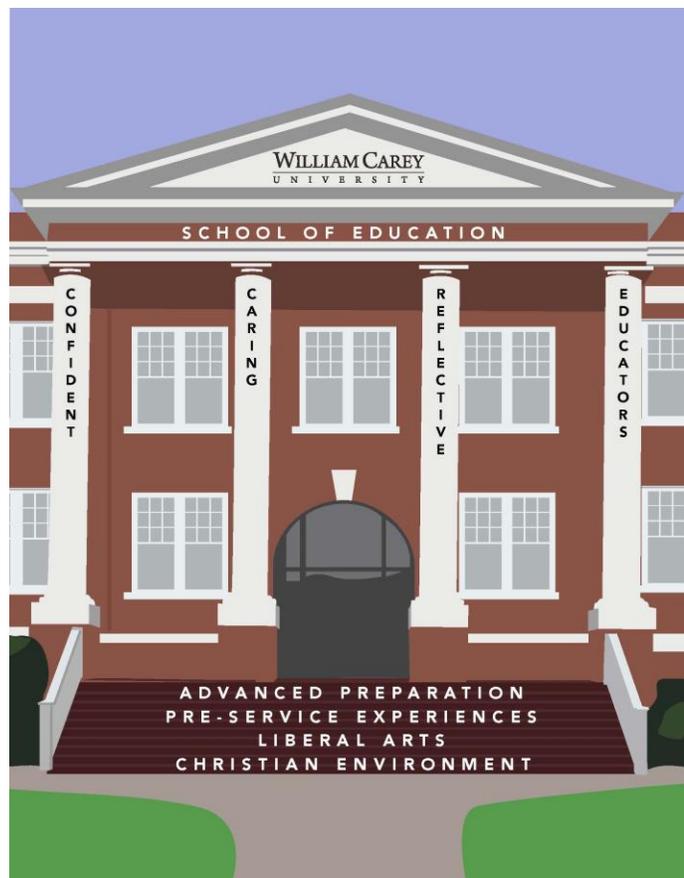
Instructor: Brenda B. Thomas, Ph.D., Associate Professor

Email: bthomas@wmcarey.edu

Phone: 601-606-6295

Appointments: Available upon request

The School of Education serves to prepare *confident, caring, and reflective* educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for inservice educators.



3 credit hours

SEMINAR DATES (Seminars are mandatory; points will be deducted for absences; no excuses accepted):

Fall Trimester –Saturday, September 7: 9:00-4:00 - Student Center in Wilkes Cafeteria Building.

Saturday, September 21: 9:00 – 4:00 – Student Center in Wilkes Cafeteria Building

Please save the dates of Saturday, November 9 and January 25, 2020 for the winter internship (EDU 635) seminars.

NOTE: Students must register for **each** trimester of internship. Each intern should register for winter internship (EDU 635) between October 8 – 19, by contacting Mrs. Cynthia Smith at csmith@wmcarey.edu. Do not try to register online.

William Carey University – Fairchild Hall – Education Office: Administrative Assistants: Earline Herrin (601.318.6139); Cynthia Smith (601.318.6299); Tina Bond (TK20 Administrator 601.318.6091; Julie Lee (601.318.6600) Mailing Address: Office of School of Education, William Carey University, WCU Box 3, 710 William Carey Parkway, Hattiesburg, MS 39401.

University Supervisors:

Dr. Candice Aycock email: caycock@wmcarey.edu
Office: 601.318.6687
Cell: 601.520.1957

Dr. Bonnie Holder email: bholder@wmcarey.edu
Home: 601.853.6075

Dr. “Bitsy” Dean Browne Miller email: bmiller@wmcarey.edu
Office: 601.318. 6217
Cell: 601.550.2466

Dr. Brenda Thomas email: bthomas@wmcarey.edu
Cell: 601.606.6295

Dr. Rosemary Woullard email: rwoullard@wmcarey.edu
Office: 601.318.6716
Home: 601.268.7736

NOTE: Each intern will be assigned to a university supervisor who will make a minimum of three classroom visits during the entire internship, a minimum of two visits during

the fall trimester and one visit during the winter trimester. Additional information concerning these visits will be provided at the first seminar.

AMERICANS WITH DISABILITIES ACT

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations, should contact Dr. Allen Bonner at 601.318.6211. Dr. Bonner is located in the Student Services Office in Lawrence Hall.

ACADEMIC INTEGRITY

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University's academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean's office, and each campus dean's office.

DISASTER PLAN STATEMENT

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website <http://wmcarey.edu>, and sent via automated process to your **WCU student e-mail address**. Specific information regarding the continuation of coursework will be posted on the university's course management system at <https://wmcarey.instructure.com>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through *SaderWatch*, the WCU emergency message service. Sign-up instructions can be found at <http://wmcarey.edu/saderwatch>.

In case of a catastrophic event, the following procedures will be maintained. In case of a closed campus with internet access, all courses will shift to CANVAS delivery of assignments. Follow all assignments in the syllabus and send them via CANVAS to your university supervisor by each due date.

In case of a closed campus with no internet access, follow all directions in the syllabus for the completion of all course assignments. Completed assignments should be packaged in due date order for delivery to the university supervisor once the campus has reopened.

SEXUAL MISCONDUCT STATEMENT

It is the policy of William Carey University to comply with all federal and state laws governing sexual misconduct. Further, William Carey University reaffirms its principle, as well as Title IX of the Education Amendments Act of 1972, that all students have a right to be free from sexual discrimination in the form of sexual harassment and sexual violence. Students are referred to the Student Handbook, *The Translation (The Red Book)*, for policy statements regarding sexual harassment and sexual assault and for procedures for reporting and responding to sexual offenses. The policies and procedures may also be found on the university's website under Campus Life – Security. <http://wmcarey.edu/sexual-misconduct>

Catalog Description:

Interns will be supervised by a University faculty member (university supervisor) in a school where they are employed full-time during internship. Interns are required to attend **all** scheduled seminars which will include presentations and discussions on current educational issues related to the classroom teacher. The internship consists of two trimesters, Fall EDU 634: August - November and Winter EDU 635: November - February. Internship credit will be for a total of six hours with three hours earned each trimester.

Course Description:

Internship is designed for the student who is seeking alternate route licensure and is required by the Mississippi Department of Education. The student will have completed the initial steps for licensure that include passing scores on PRAXIS CORE and PRAXIS II (elementary – grades 4-6 only; secondary - specific subject area grades 7-12, SPE Mild/Moderate Disabilities K-12, or Art, Music or Physical Education K-12) A candidate may substitute ACT scores for PRAXIS CORE if the composite score is 21 or above. The student will have successfully completed the prerequisite courses: Classroom Management (EDU 536) and Tests, Measurements and Evaluations (EDU 650) prior to enrolling in internship.

EDU 634 and EDU 635 require each student to be a full time teacher in an accredited school as a licensed teacher in an appropriate grade level (elementary 4-6), Special Education – Mild Moderate Disabilities (grades K-12), approved secondary subject area 7-12, or Art, Music or Physical Education (K-12).

Each intern must be a full-time contracted teacher, teaching in the area in which he/she took and passed PRAXIS II or in an endorsement area which is listed on the intern’s current teaching certificate.

NOTE: The Alternate Route Program, offered by William Carey University, is for teachers who will teach or are teaching in Mississippi. There is no automatic reciprocity with any other state. Any student from a state other than Mississippi is responsible for securing information determining certification status with another state.

I. Rationale:

This course is designed to provide interns with university mentorship and information relevant to beginning teaching and planning, and will provide them with strategies on assessing students’ work and recognizing ways students can reflect on and assess their own work. Attention will be focused on various instructional approaches, student learning, school experiences, curricular concerns, and planning strategies.

II. Prerequisites:

Initial Certification from the Mississippi State Department of Education in the MAT program is a prerequisite for MAT Internship (EDU 634 and EDU 635). Students must have completed the initial steps for licensure that include passing

scores on PRAXIS CORE or appropriate ACT scores, and a passing score on a PRAXIS II. Students must have successfully completed the courses: Classroom Management (EDU 536) and Tests, Measurements and Evaluations (EDU 650). EDU 634 and EDU 635 require that each student be employed in an accredited school as a full time licensed teacher in grades 4-6 (elementary), grades 7-12 subject area (secondary), SPE Mild Moderate Disabilities (K-12), or Art, Music, or Physical Education (K-12). The student must also have graduate standing. EDU 634 and EDU 635 must be taken in order with a cohort group (EDU 634 is offered in the fall trimester and EDU 635 is offered in the winter trimester). EDU 634 is a prerequisite to EDU 635: **EDU 635 may not be taken without passing EDU 634.**

NOTE: Learning outcomes and course assignments (performance assessments) are developed based on current best practices and standards as recognized from the following sources: William Carey University (WCU); WCU School of Education Conceptual Framework (CF); WCU School of Education Goals (EG); Interstate Teacher Assessment and Support Consortium (InTASC); and Association for Childhood Education International (ACEI).

III. *Course Goals and Learning Outcomes:

Five major goals have been established for this course. The student will:

Successfully complete one full year of teaching (WCU 1, 4; CF 1, 2, 3, 4, 5, 6; EG 1, 2, 3, 4, 5, 6; InTASC 1-10; ACEI 1, 2, 3, 4, 5).

Demonstrate an understanding of the rules and regulations that impact teaching (WCU 1; CF 3, 6; EG 5,6; InTASC 8; ACEI 1, 2, 3, 4, 5).

Demonstrate proficiency in developing, implementing, and modifying teaching plans for increased student learning (WCU 1, 4; CF 1, 2, 3, 4, 5, 6; EG 1, 2, 3, 4, 5, 6; InTASC 2, 5, 6, 7, 8; ACEI 1, 2, 3, 4, 5).

Demonstrate an understanding of current issues in education (WCU 1, 4; CF 1, 3, 4; EG 1, 3, 5; InTASC 7,9; ACEI 1, 2, 3, 4, 5).

Document and use current best practices, curriculum standards, teaching plans, parent conferences, discipline logs, and other school experiences (WCU 1, 4; CF 1, 2, 3, 4, 5, 6; EG 1, 2, 3, 4, 5, 6; InTASC 1, 9, 10; ACEI 1, 2, 3, 4, 5). (Refer to final page of syllabus for Assessment System Foundation.)

IV. PRE-ASSESSMENT: PRAXIS CORE or ACT scores (21 or higher composite score) and PRAXIS II score. Each intern is allowed to enroll in internship if teaching in an area listed on his/her teaching license.

V. INSTRUCTIONAL PROCEDURES AND TECHNIQUES:
Topics will be introduced through discussions and presentations at each seminar. Students are required to fully explore instructional strategies and topics as part of various assignments.

VI. TEXTBOOK AND OTHER MATERIALS: MUST USE THE NEWEST EDITION

The First Days of School by Harry K. Wong and Rosemary Wong (**Newest Fifth Edition - 2018**).

NOTE: This textbook is available for purchase in the WCU bookstore. Interns were instructed to purchase the text at the time of registration. The Wong and Wong text can also be purchased from commercial bookstores or online.

Websites, research and curriculum topics and strategies related to critical issues in education will be reviewed and discussed. See also readings listed in bibliography and on all seminar handouts.

VII. REQUIREMENTS AND ASSESSMENT:

A grade based on the stated point system will be assigned on the basis of the degree and quality of completion of the requirements listed in this syllabus. Students are required to:

1. **Attend and actively participate in all seminar sessions. It is important that no sessions are missed. Points will be deducted for arriving late to seminars, leaving early, and/or missing seminars; there are no make-up seminars.**
2. **Send WEEKLY reflections to your university supervisor. Send on CANVAS as directed by your university supervisor. Each of these reflections should include class events from **your** classroom, your reactions to those events, and how you develop, implement and modify subject content and teaching strategies to meet the needs of your students. Interns are expected to emphasize **differentiated instructional strategies** to ensure that the needs of all students are met. **Some type of formal or informal assessment must be included in each weekly reflection to receive maximum points.****

In order to provide guidance for the format of the weekly reflections, **number the reflection components as follows** and answer the following questions:

(1) What was I trying to accomplish this past week? **Be specific about listing student learning outcomes/objectives. These objectives should reflect expectations from the College and Career Readiness Standards/Common Core/Curriculum Framework Standards (whichever your school district uses).**

(2) How successful was I in accomplishing my goals? **Be specific about how many students passed or did not pass weekly assessments.**

NOTE: In order for a teacher to stay current on student progress, students should be assessed (formally or informally) on a weekly basis; therefore, the results of those assessments should be included in this section. Interns will not receive full credit for this section if information is not specifically stated concerning assessment results.

(3) How can I improve my ability to meet my goals in the future? **Be specific about what you will do to ensure that you are meeting the needs**

of ALL students so that each student will reach his/her potential. There should be an emphasis on how you are differentiating instruction to meet the needs of each student in your classes.

(4) In this section you should include issues concerning student behavior that are impacting instruction in a negative manner with specific plans on what you are doing to decrease the negative impact. **Information in this section should include discipline issues and communications with parents, school personnel, etc. to solve those issues. Also, include successes you and your students have experienced. We want to know your concerns AND your successes!**

Each reflection must address those four sections to receive maximum credit, and each section should be numbered as listed above.

NOTE: Please type your name at the top of each reflection and the reflection Number (for example: John Brown Reflection I)

These reflections are a critical component of the internship. Since the university supervisor cannot visit each intern's classroom on a weekly basis, reflections serve as regular communication between the intern and his/her university supervisor. **Each week's reflection is to be posted on CANVAS (according to the directions from your university supervisor) by Sunday night of each week** so it can be read and responded to in a timely manner. Points will be deducted for reflections sent later than the stated deadline.

NOTE: Weekly reflections are considered informal; **however, it is imperative that interns proofread each reflection to insure the highest quality of writing mechanics. Points will be deducted for grammatical errors.**

Reflections are to be sent even during WCU trimester breaks. Since various school districts have different holiday schedules, it is the responsibility of each intern to alert his/her university supervisor whenever his/her school is not in session. Reflections are to be sent beginning Sunday, September 9 (for the previous week); the first reflection should be received by your university supervisor by Sunday evening, September 8. Reflections are to be sent for every week during the months of September, October, November, December and January (for EDU 634 and EDU 635) **WITH THE EXCEPTION OF THE ONE WEEK OF THANKSGIVING BREAK (no reflection due December 1), AND THE TWO WEEKS OF CHRISTMAS BREAK (no reflection due December 29 and January 5).**

There are 18 weeks of reflections: nine during the Fall trimester and nine during the Winter trimester. The final reflection should be received by your university professor by Sunday, January 26.

NOTE: Traditionally, weekly reflections have been used as opportunities for

interns to vent frustrations and discuss issues of concern with the supervising professors. Since the content of the reflections is often very sensitive in nature, reflections should not be sent from school computers. Please be aware that your school email can be read without your knowledge, and it would be to your advantage not to be doing your university class homework during school time. **(Each weekly reflection is due to your university supervisor by Sunday evening.)**

ALL email correspondence must be sent from your WCU student email account. Your university supervisor will communicate with you by email through your WCU account only. PLEASE CHECK YOUR WCU ACCOUNT DAILY.

3. Provide a paper copy of your school district's yearly calendar to your university supervisor **on or before the first seminar.**
4. Provide a paper copy of your current teaching contract when you register for internship. You may blacken out your salary amount. **(Due at registration. Any intern who does not provide his/her current contract copy will not be allowed to remain in the internship class.)**
5. Provide a paper copy of your current teaching certificate when you register for internship. **(Due at registration. Any intern who does not provide his/her current teaching license/certificate copy will not be allowed to remain in the internship class.)**
6. Provide a paper copy of your daily class schedule to your university supervisor **on or before the first seminar.** You may email your schedule to your university supervisor prior to the first seminar.
NOTE: This schedule should reflect what you do from the time you arrive at school until you leave. **Be sure to use clock times to indicate "class periods."** Include your classroom location and number, and the name and email address of your **mentor** teacher.
7. Complete the form entitled EDU 634 – EDU 635 INTERN BACKGROUND INFORMATION" on CANVAS prior to the first seminar and **bring a paper copy to the first seminar.**
8. Complete online PREZI training to familiarize yourself with the Teacher Intern Assessment Instrument (TIAI), on which you will be evaluated based on appropriate lesson planning and implementation of those plans in the classroom. You will find the training PREZI at <http://training.education.olemiss.edu/>. Here you will create an account (no charge). After each section, there are multiple choice questions to answer. When all sections are completed, upload your certificate of completion to CANVAS **before September 21.** You will receive points for completing the training and uploading the certificate of completion. **The knowledge you**

gain from that training will aid you in writing a “practice” lesson plan which you will present at the September 21, seminar.

9. Classroom Description Assignment must be uploaded to **CANVAS**. Follow the template on CANVAS. **(Due by Sunday, September 22.)**
10. Maintain a log of all classroom disciplinary problems and referrals. For each log entry, include the student’s name, date of incident, a brief description of the incident, what you did, and the outcome of the incident (Include what was done by you, the school administration and/or parent to bring “closure” to the incident.) **(Log book will be checked by your university supervisor during each classroom visit and is counted as part of your TIAI.**
11. Maintain a log of all parent conferences. Include specific information including who initiated the conference, conference discussion points, outcome and follow-up. **(Log book will be checked by your university supervisor during each classroom visit and is counted as part of your TIAI, Indicator #25.)**
12. Upload to CANVAS reviews of assigned chapters of the Wong and Wong textbook. Each review must include **two** parts which should be numbered in the assignment as follows:
 - 1) a **summary (minimum of three paragraphs)** of at least three important points of **each chapter** in the assigned unit, and 2) the **application** (minimum of one paragraph) in which the intern should relate **HOW** she/he is using or will use the information in the textbook to improve his/her classroom organization and/or instruction.

NOTE: Each assignment should be labeled with the unit letter (A, B, C, D& E and Epilogue) and chapter number, and each chapter should be summarized and applied separately and uploaded on CANVAS. Type single space except to separate summary and application sections and chapters.

Example: Unit A: Chapter I:

Summary: Should consist of a minimum of three paragraphs that adequately summarize at least three important points in the chapter.

Application: Should consist of a description of how you are implementing or plan to implement the suggestions in the chapter.

Wong and Wong textbook reviews are due according to the following schedule:

Unit A – Chapters 1-5 uploaded to CANVAS by Sunday night, September 29.

Unit B – Chapters 6 – 10 uploaded to CANVAS by Sunday night, October 6.

Unit C – Part 1 - Chapters 11-15 uploaded to CANVAS by Sunday night, October 13.

Unit C – Part 2 - Chapters 16-20 uploaded to CANVAS by Sunday night, October 20.

Units D & E and Epilogue – Chapters 21 -25 plus the Epilogue posted to CANVAS by Sunday night, October 27.

NOTE: Summaries and application assignments must be done for individual chapters in each unit, and sent as one assignment. Points will be deducted for assignments that are not in stated format and/or sent after the due dates.

(We may move this assignment to winter EDU 635)

13. Develop your written philosophy of education and **post on CANVAS, by Sunday October 20**. Failure to do so will result in a grade of “I” (incomplete) in this course. If you receive an “I”, you will then have one term to complete the upload to receive a reduced grade, preventing the “I” from converting to an “F” automatically. **Do not try to upload directly to TK 20. This assignment will automatically go to TK20 when uploaded correctly to CANVAS.**

14. The university supervisor will visit each intern a minimum of three times during both trimesters of internship. The **initial visit** will be before the first seminar and will be a brief “hello” visit. This visit is primarily for the supervisor to locate the intern’s school, see the classroom, and meet the and mentor (if available). The university supervisor will tell the intern the day this hello visit will occur. Since the university supervisor will be visiting several interns on the same day, the actual visit time will be flexible.

The second visit (fall trimester) is the formative TIAI for which **the intern will be expected to have a typed lesson plan that specifically reflects TIAI* indicators**. This visit will be scheduled for a specific date/time by the intern **and** the university supervisor. The lesson plan must be given to the the university supervisor as he/she enters the classroom or as instructed by each university supervisor.

***NOTE: If the evaluator does not observe evidence during the class period, specific information should be included in the written lesson plan that will satisfy each indicator.**

It is imperative that each intern reads the comments the university supervisor makes on the TIAI. Reading those comments takes the place of a post conference since interns cannot leave the classroom to post

conference with the university supervisor immediately following the TIAI observation unless special arrangements are made with the university supervisor, and the interns has made arrangements to have his/her students supervised. If any intern wishes to have an oral post conference, it is his/her responsibility to set an appointment with his/her university supervisor at an appropriate time prior to the TIAI visit. Comments made by the university supervisor are important, not only for the lesson observed, but also for future lesson planning.

Prior to each visit by the university supervisor to your classroom, please do the following:

- a. notify your school office (principal and secretary) of the date/time/purpose of the supervisor's visit.
For the TIAI evaluation visits, also have:
 - 1) lesson plan (the same one that was emailed three days earlier in the prescribed TIAI format),
 - 2) textbook, (if one is used)
 - 3) copy of any handouts you plan to give to your students, and copy of any informal or formal assessments that you will give. Keep in mind that some type of assessment should be given daily to ensure that students understand the information.
 - 4) student seating chart.
 - 5) discipline/parent contact log(s)
- b. provide your university supervisor a place to sit and observe students where he/she is not a distraction.

16. The mentor's rating of the intern on the TIAI evaluation is due in winter trimester. More information will be given in the winter internship syllabus.

Mentor Duties: Each intern is to be assigned a mentor teacher in his/her school; that assignment should be made by the principal. A letter was sent to each principal describing the internship and requesting that a mentor be assigned. The mentor is asked to provide general mentoring duties in addition to completing two forms on the intern.

The first form is the Professional Dispositions rating scale which should be completed before October 15, discussed with the intern and uploaded to CANVAS by the intern. A hard copy of this form will be given to each intern at first seminar and the intern will pass on that form to the mentor the following week.

The second form is the TIAI which should be completed in the winter trimester. Details will be given in the winter trimester of the internship syllabus.

17. Other assignments as determined by the university supervisor to meet the needs of individual interns.

Both trimesters of internship must be passed in order for an intern to apply for a standard license. Specific additional assignments will be listed in the winter trimester (EDU 635) internship syllabus.

VIII. EVALUATION

As a graduate student, all written assignments will be assessed on the basis of three major sets of criteria:

1. **MECHANICS:** this includes such writing abilities as appropriate verb usage, appropriate use of subject-verb agreement, comma usage, use of punctuation, spelling, sentence structure, quotes, use of APA format, etc.
2. **CONTENT:** this involves such areas as following directions for written assignment, addressing the actual question (correct information), use of correct terminology, and adequate documentation.
3. **EXPRESSION:** this involves such writing aspects as the clarity of material, the style and format of writing, and the appropriate introduction and summary information.

Points will be deducted for grammatical errors made in all assignments.

NOTE: In an effort to assist you in your graduate school experience and even in the work force, please adhere to the following advice:

When corresponding with a professional, please do not communicate orally or through email as you would write a text message to a friend. Do not say/write: “Hey, could you tell me...” Or “Hey, what’s up?” Make the communication as professional as possible, and in written communications include a salutation, body and closing. If the person to whom you are writing has his/her Ph.D. or Ed. D., please address him/her as Dr. If the person does not have his/her doctorate, address him/her as Mr. Mrs. or Ms.

Make certain that you punctuate, capitalize properly, spell correctly, and write clearly and succinctly.

Please remember that any oral or written correspondence, whether on paper or in cyberspace, is permanent and reflects on you personally and professionally, now and in the future.

NOTE: Your university supervisor may have used your personal email address to contact you initially regarding internship; however, all other email correspondence will be sent through your WCU student email address. Emails from you to your university supervisor must be sent from your WCU email account so it is imperative that you check that email daily. Please do whatever is necessary to ensure that you receive those emails on a daily basis.

ASSIGNMENTS

Seminars: September 7 (30 points) and 21 (30 points)

SCORING POINTS

60

NOTE: Attendance at seminars is mandatory. If you miss a seminar you will miss the points; there are no make- up seminars.

Weekly Reflections (nine in fall)

90

School District Calendar (paper copy to supervisor at first seminar)	10
Daily Schedule (paper copy to supervisor at first seminar)	10
Classroom Description (posted on CANVAS) (see template)	25
PREZI Training for TIAI (post completion certificate on CANVAS)	20
Practice Lesson Plan (bring copy to second seminar)	21
Philosophy of Education (post on CANVAS)	24
Wong Unit and Chapter Summaries/Reflections (post on CANVAS)	
Unit A	25
Unit B	25
Unit C (divided into two sections – each worth 25 points)	50
Units D & E and Epilogue	25
Formative TIAI (fall)	100
Mentor’s Professional Dispositions Rating of Intern	15

Total possible points 500

GRADING SCALE:

Points	Grade
465-500	A
435-464	B
400-434	C

NOTE: Only two grades lower than a B are allowed. Upon receiving a second grade lower than a B, a student is advised to repeat one of the first two grades lower than a B before continuing in the program. **A student making a third grade lower than a B will be dismissed from the program.** (See current Graduate Catalog, page 33)

IX. CLASS ATTENDANCE AND ASSIGNMENTS:

Attendance for each seminar is mandatory. Seminars involve the clarification of directions for assignments, coverage of subject content, guest presenters, discussions, and participation in presentations and group activities. All absences at seminars will be recorded in the class record.

All assignments are due as listed in the syllabus. Points will be deducted for late work. All assignments must be typed and should be free of grammatical, typographical, and spelling errors and must be submitted specifically as directed in the syllabus or by the university supervisor.

In order to limit distractions in seminars, please: 1) Arrive on time; 2) Stay for entire seminar; 3) Turn off cell phones and computers; and 4) Do not bring children to seminars.

REFERENCES

PROFESSIONAL JOURNALS AND MAGAZINES

The Reading Teacher (International Reading Association)

Journal of Adolescent and Adult Literacy (International Reading Association)

Reading Research Quarterly (International Reading Association)

Language Arts

Educational Leadership

Reading Improvement

Mississippi Reading Journal

Phi Delta Kappan

TESOL Quarterly

Other journals related to teaching areas are available.

NOTE: Information regarding legal issues in education will be discussed in seminar. It is important that interns understand the importance of that information in their daily teaching. In addition, interns will be expected to research additional information concerning educators' responsibilities regarding legal issues.

Interesting websites to visit:

<http://www.nprinc.com/free-tools-resources/>

ascd@smartbrief.com (Association for Supervision and Curriculum Development newsletter)

PEN@PublicEducation.org (Public Education Newsletter)

www.mde.org (MS Department of Education)

www.schoolmission.net (21st Century Schoolhouse)

www.scholastic.com (Free materials for teachers)

www.schoolnotes.com (Great lesson plans)

www.brainpop.com (Great videos online)

<http://school.discovery.com/schrockguide/> (Kathy Schrock's Guide for Educators)

<http://marcopolo.worldcom.com/> (Marco Polo)

www.teachers.net (One of the top teacher sites in the US with teacher chat rooms)

<http://edtech.boisestate.edu/bridges/tslessons.htm> (Technology Supported Lesson Plans)

<http://webquest.sdsu.edu/> (integrated units – all grades)

<http://rubistar.4teachers.org/> (A Free Rubrics Builder)

<http://www.writesite.org/> (The Write Site)

<http://fcit.coedu.usf.edu/> (Florida Center for Instructional Technology –one of the top teacher training sites in Southeast)

<http://www.ed.gov/pubs/survivalguide/index.html> (Great survival manual for new teachers)

<http://www.masterteacher.com>

Google the term, “differentiated instruction” and read as much as you can to help you differentiate the instruction in your classroom.

Google the term, “InTASC Model Core Teaching Standards”

Google the Mississippi State Department of Education and familiarize yourself with information about College and Career Readiness Standards, Common Core Standards, and Alternative Assessments.

NOTE: In order to partially fulfill your professional responsibilities, please join one of the three state teacher organizations. Ask your coworkers about these organizations, study their websites and join one!

Information regarding professional organizations can be found on Google:

American Federation of Teachers

Mississippi Association of Educators

Mississippi Professional Educators

In addition to state organizations, there are also subject area organizations which provide many valuable member benefits. Find yours and join!

BIBLIOGRAPHY

- Bender, W.N. (2012). *Differentiating instruction for student with learning disabilities*. 3rd edition. Thousand Oaks, CA: Corwin Press, Inc.
- Burgess, D. (2012). *Teach like a pirate*. San Diego, CA: Dave Burgess Consulting, Inc.
- Denton, C., Bryan, D., Wexler, J., Reed, D., Vaughn, S. (2007). *Effective instruction for middle school students with reading difficulties: The teacher's sourcebook*. Dallas, TX: University of Texas System/Texas Education Agency.
- Draper, S.M. (2000). *Teaching from the Heart*. Portsmouth, NH: Heinemann.
- Essex, N.L. (2015). *A teacher's pocket guide to school law*. 3rd edition. Boston: MA: Pearson Education, Inc.
- Gregory, G.H. & Chapman, C. (2007). *Differentiated instructional strategies: One size doesn't fit all*. Thousand Oaks, CA: Corwin Press, Inc.
- Gregory, G. H. (2005). *Differentiating instruction with style: Aligning teacher and learner intelligences for maximum achievement*. Thousand Oaks, CA: Corwin Press, Inc.
- Henley, M. (2006). *Classroom management: A proactive approach*. Upper Saddle River, NJ: Pearson Education, Inc.
- Jensen, E. (2009). *Teaching with poverty in mind: What being poor does to kids' brains and what school can do about it*. Alexandria, VA: ASCK.
- Kronowitz, Ellen. (2012). *The teacher's guide to success*. 2nd edition. Boston: Pearson Education.
- Landau, B. M. (2004). *The art of classroom management: Building equitable learning communities*, 2nd edition. Upper Saddle River, NJ: Pearson.
- Levin, F.A. & McCullough, M.A. (2008) *Guide for alternate route teachers*. Boston: Pearson Education, Inc.
- Manning, M.L. & Bucher, K.T. (2013). *Classroom management: Models, applications, and Cases*. Boston: Pearson Education, Inc.
- Mississippi Office of Attorney General. (June, 2006). *School law primer for educators and school personnel* .
- Rothstein – Fisch, C. & Trumbull, E. (2008). *Managing diverse classrooms*. Alexandria, VA: ASCD.

Tate, M.L. (2014), *Shouting won't grow dendrites*. 2nd edition. Thousand Oaks, CA: Corwin.

Tate, M. L. (2016). *Worksheets don't grow dendrites*. 3rd edition. Thousand Oaks, CA: Corwin.

Tatum, B.D. (2017). *Why are all the black kids sitting together in the cafeteria?* New York: NY: Basic Books.

Wong, H. K & Wong, R.T. (2014) *The classroom management book*. Mountain View, CA: Harry K. Wong Publications, Inc.

Wright, P.W.D. & Wright, P.D. (2007). *Wrightslaw: Special education law*. 2nd edition. Hartfield, VA: Harbor House Law Press.

**William Carey University
School of Education**

Assessment System Foundation

The School of Education's Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission, School of Education's Conceptual Framework (CF) and Outcomes, School of Education's Education Goals (EG), Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

Mission	Outcome
William Carey University Expanded Statement of Mission	WCU 1- Provide academic programs to promote student learning. WCU 2-Promote Christian development and social responsibility. WCU 3-Strengthen ties with Baptist churches, associations, and conventions. WCU 4-Provide an environment that supports student learning. WCU 5-Strengthen organizational and operational effectiveness. WCU 6-Strengthen financial resources.
School of Education Conceptual Framework and Outcomes	CF-Confident, Caring, and Reflective Professional Educators CF 1-An innovative thinker CF 2-An effective communicator CF 3-An advocate for diverse learners CF 4-An integrator of technology CF 5-A life-long learner CF 6-A steward of the profession
School of Education Goals	EG 1-Apply current research and technology related to the teaching-learning-assessment process. EG 2-Respond sensitively to individual differences and diversity. EG 3-Understand and anticipate the needs of a global society. EG 4-Plan and implement learning experiences that support the highest level of student potential. EG 5-Continue to reflect, refine, and revise professional practices. EG 6-Collaborate with others to promote learning.
Interstate Teacher Assessment and Support Consortium (InTASC) Standards	1-Learner Development 2-Learner Differences 3-Learning Environment 4-Content Knowledge 5-Application of Content 6-Assessment 7-Planning for Instruction 8-Instructional Strategies 9-Professional Learning and Ethical Practice 10-Leadership and Collaboration
Learned Societies (SPA)	Association of Childhood Education International (ACEI) Council for Exceptional Children (CEC)

	<p>Educational Leadership Constituency Council (ELCC) National Association for Sport and Physical Education (NASPE) National Association for the Gifted Child (NAGC) National Council for Social Studies (NCSS) National Council for Teachers of English (NCTE) National Council for Teachers of Mathematics (NCTM) National Science Teachers Association (NSTA)</p>
<p>Professional dispositions</p>	<p>All WCU candidates will:</p> <ol style="list-style-type: none"> 1. Exhibit professional behaviors that indicate all students can learn and are a vital part of the learning environment; 2. Collaborate and seek to create positive relationships with all stakeholders to improve the learning environment; 3. Exhibit an awareness of all students' needs; 4. Exhibit poise, mature reflection, and sound judgment; 5. Engage in ongoing reflection, self-evaluation, and improvement in the profession; and 6. Act as a steward of the profession.

William Carey University
School of Education
Course Syllabus – EDU 636
Fall 2019

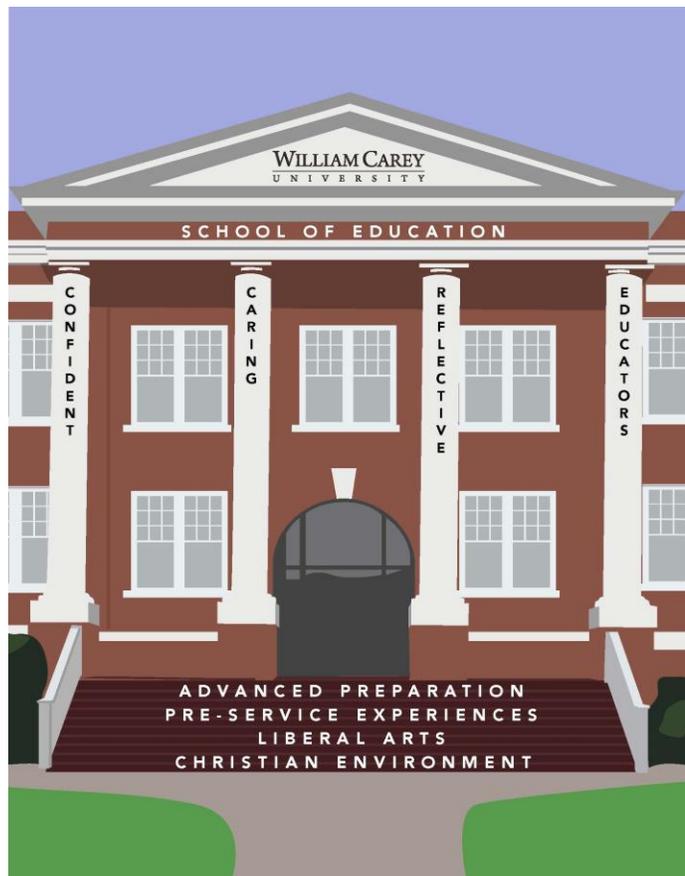
Instructor: Patricia Ward, Ed.D.
Phone: 601-318-6191

E- Mail: pward@wmcarey.edu
(office) 601-466-5807 (cell)

Office Hours: Arranged

Desiderium Sciendi – “Longing to Know”
Philippians 3:10

The School of Education serves to prepare *confident, caring, and reflective* educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for inservice educators.



**** The activation of a TK20 account is a requirement for any student taking Education courses at William Carey University. Uploading one or more assignments in this course is a requirement of this Education course. The neglect to upload the required assignment to your TK20 by the specified deadline will result in receiving an “I” (incomplete) or a grade of an “F” for this course at your instructors’ discretion. If they choose to give you an “I”, you will then have one term to complete the upload to receive a reduced grade, preventing the “I” from turning to an “F” automatically. If you have questions about what TK20 is or how to purchase your account, contact your TK20 Administrator at tk20@wmcarey.edu.**

Course Description

This course explores the role content area teachers play in a student's literacy development. You will learn such teaching strategies as word attack and before-, during-, and after-reading activities as well as strategies for research and writing instruction within a content area. In addition, you will explore ways to incorporate technology into literacy tasks and assess reading and writing tasks within a balanced-literacy, content area classroom.

William Carey University School of Education

Assessment System Foundation

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Textbooks

Bean, T., Reardon, J., and Baldwin, R. (2011). *Content area literacy: An integrated approach (11th ed.)*. Dubuque, IA: Kendall Hunt Publishing Co.

Website Activities

You will need to access your online access code found in your textbook to set up your account the first time you use the website at <https://www.grtep.com>. After you establish your account, you will simply need to log in to access the activities and resources. If you purchased a used book, you will need to contact Kendall Hunt publishers to purchase a new code. Kendall Hunt Customer Service : 800-228-0810 or go to www.kendallhunt.com.

Key Questions and Ideas

The course begins with a definition of content area literacy and an examination of the role of the content area teacher in students' literacy development. You will explore strategies you can use in various content areas to develop student literacy, including examination of the structure of nonfiction texts and vocabulary instruction. You will also look at how to build scaffolds for the striving reader and examine ways to integrate writing in your classroom. Finally, you will explore reading and writing assessment and use of technology to improve literacy in various content areas. The course addresses the following key questions:

- What content area literacy is critical to your students' success?
- What strategies will help your students understand and apply concepts and ideas in your subject area?
- How can you help students develop writing skills critical to your content area?
- What can you do to support the striving reader in your classroom?
- What assessment tools will help you ascertain that your teaching is effective and students are learning?
- What technology tools can you use to support instruction in your classroom?

Goals and Objectives

The goal of this course is to help you improve student literacy related to your content area reading materials. This course aligns with the International Reading Association (IRA) Standards (available online at [http://www.reading.org/General/CurrentResearch/Standards/ ProfessionalStandards.aspx](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards.aspx)).

As a result of completing the course, you will be able to do the following:

1. Describe the role of the content area teacher in literacy development
 - 1.1 Identify the literacy skills necessary for learning in your content area (IRA Standards 1.1, 1.2, 1.4) (Weeks 1, 3)

- 1.2 Construct solutions for literacy-related problems in your classroom (IRA Standards 1.3, 1.4, 2.1, 2.2, 2.3) (Weeks 1, 3)
2. Adapt strategies that prepare students for the text structures in your classroom's text material
 - 2.1 Plan and teach student-centered and teacher-directed strategies for vocabulary development (IRA Standards 1.1, 1.4, 2.2, 2.3, 3.3, 4.3) (Weeks 2, 3, 4–5, 6)
 - 2.2 Apply before-, during-, and after-reading strategies to encourage students to be more involved in their reading (IRA Standards 1.1, 2.2, 2.3, 3.3, 4.3, 4.4) (Weeks 2, 3, 4–5, 6)
3. Select appropriate literature and trade books to supplement your content area curriculum
 - 3.1 Identify a variety of media to support and supplement content area learning (IRA Standards 1.3, 2.2, 2.3, 4.1, 4.2) (Weeks 7–8)
4. Integrate writing activities to promote concept attainment
 - 4.1 Implement the five-step writing process in your writing assignments (IRA Standards 1.1, 4.1, 4.3) (Weeks 7–8)
 - 4.2 Devise strategies for implementing journal and/or learning logs to capture students' critical and creative thinking (IRA Standards 1.1, 2.2, 4.1, 4.2, 4.3) (Weeks 7–8)
5. Use technology to support content literacy
 - 5.1 Critique strengths and weaknesses of using technology in your classroom (IRA Standards 1.1, 2.2, 3.1, 4.1, 4.2) (Week 9)
 - 5.2 Identify technological solutions that support content literacy (IRA Standards 1.1, 2.2, 4.1, 4.2) (Weeks 1, 3, 6, 7–8, 9)
 - 5.3 Explore the use of a classroom Weblog (or blog) as motivational text (IRA Standards 1.1, 2.2, 4.1, 4.2, 4.3, 4.4) (Week 9)
6. Create assessment tools that monitor student progress and achievement
 - 6.1 Create checklists that provide ongoing data on student performance (IRA Standards 1.1, 1.2, 1.4, 2.2, 3.1, 3.2, 3.3, 3.4, 5.3) (Week 10)
 - 6.2 Analyze the effectiveness of assessment tools (IRA Standards 1.1, 1.4, 3.1, 3.2, 3.3, 5.3) (Week 10)

Course Summary:

Assignment	FINAL PROJECT tk20	1:59pm
Assignment	Comprehension Lesson Plan	
Assignment	Comprehension Lesson Plan	
Assignment	Free Stuff for Trade Books	
Assignment	Lesson Plan 1 Pre-reading Strategy	
Assignment	Lesson Plan 2	
Assignment	LESSON PLAN 3	
Assignment	Lesson Plan 4	
Assignment	Module 2 Discussion: Changing Literacy	
Assignment	Roll Call Attendance	
Assignment	Vocabulary Word Game/Puzzle	
Assignment	Week 1 Discussion Forum	
Assignment	WEEK 1, CHAPTER 1	

Assignment	WEEK 1, CHAPTER 2
Assignment	WEEK 2, CHAPTER 3
Assignment	WEEK 2, CHAPTER 4
Assignment	WEEK 3, CHAPTER 5
Assignment	WEEK 4, CHAPTER 6
Assignment	WEEK 5, CHAPTER 7
Assignment	WEEK 6, CHAPTER 8
Assignment	WEEK 7, CHAPTER 9
Assignment	WEEK 8, CHAPTER 10
Assignment	WEEK 9, CHAPTER 11
Assignment	Writing Lesson Plan
Assignment	Writing Strategies Discussion

Accountability and Grading

Each week you will complete getting started activities, read text selections, view video segments (if applicable), engage in online discussions with colleagues, and complete weekly assignments.

The detailed assignments for each week are described in a link found in the content link of Canvas.

Grading Scale

90–100% = A 80–89% = B 70–79% = C <69% = F

Reference List

Print Resources

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Alvermann, D. E., & Phelps, S. F. (2005). *Content reading and literacy: Succeeding in today's diverse classrooms* (4th ed.). Boston: Allyn and Bacon.

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Professional Organizations and Other Web Sites

2Learn.ca Project Centre: Tell Me Stories <http://www.2learn.ca/projects/together/tstories.html>

Adolescence Directory On Line
(ADOL) http://site.educ.indiana.edu/aboutus/Adolescence_DirectoryonLineADOL/tabid/4785/Default.aspx

Adolescent Literacy Policy Initiatives: The Graduation for All Act (H.R. 547)
<http://www.learningpt.org/literacy/adolescent/grad.php>

Alliance for Excellent Education: Adolescent Literacy
http://www.all4ed.org/adolescent_literacy/

American Alliance for Health, Physical Education, Recreation, and Dance
(AAHPERD) <http://www.aahperd.org/>

Best WebQuests.com <http://bestwebquests.com/>

Blogger <http://www.blogger.com>

Brodart Books: Kid Safe Graphic Novels for Young Readers
<http://www.graphicnovels.brodart.com/>

California Department of Education: Recommended Literature (K–12)

<http://www.cde.ca.gov/ci/rl/l/>

California Learning Resource Network (CLRN) <http://www.clrn.org/home/>

Carol Hurst's Children's Literature Site <http://www.carolhurst.com/index.html>

Center for Immigration Studies <http://www.cis.org/>

Center for Innovation for Engineering and Science Education (CIESE): Ask an Expert Sites <http://www.k12science.org/askanexpert.html>

Constructivist Learning Links <http://www.prainbow.com/cld/>

Content Area Literacy <http://www.literacy.uconn.edu/contlit.htm>

Council for Exceptional Children (CEC) <http://www.cec.sped.org/>

Discovery School's Kathy Schrock's Guide for Educator's: Assessment and Rubric Information <http://school.discoveryeducation.com/schrockguide/assess.html>

Discovery School's Kathy Schrock's Guide for Educator's: Assessment and Rubric Information <http://school.discovery.com/schrockguide/assess.html>

Discovery School's Kathy Schrock's Guide for Educator's: Critical Evaluation Information <http://school.discoveryeducation.com/schrockguide/eval.html>

Discovery Education's Puzzlemaker <http://www.puzzlemaker.com/>

Education With New Technologies: Networked Learning Community <http://learnweb.harvard.edu/ent/home/index.cfm>

eFieldTrips.org <http://www.efieldtrips.org/>

eMINTS: Teaching Tips: Reading Comprehension Strategies <http://www.emints.org/ethemes/resources/S00000737.shtml>

GlobalSchoolNet.org <http://www.globalschoolnet.org/index.cfm>

Graphic.org: Graphic Organizers <http://www.graphic.org/>

How-To-Study.com <http://www.how-to-study.com/>

Information and Communication Technologies (ICT) Digital Literacy <http://www.ictliteracy.info/>

Inspiration® Software <http://www.inspiration.com/>

Inspiration® and Kidspiration™: 50 Uses

<http://www.uwstout.edu/soe/profdev/conceptmap/50uses.html>

International Reading Association <http://www.reading.org/>

International Reading Association: Focus on Adolescent Literacy

<http://www.reading.org/Resources/ResourcesByTopic/Adolescent/Overview.aspx>

International Reading Association: Focus on Literacy and

Technology <http://www.reading.org/Resources/ResourcesByTopic/Technology/Overview.aspx>

International Reading Association Position Statements: Children's Rights

(Summary) <http://www.reading.org/General/AboutIRA/PositionStatements/ChildrensRightsPosition.aspx>

International Reading Association Position Statements: What Is Evidence-Based Instruction

(Summary) <http://www.reading.org/General/AboutIRA/PositionStatements/EvidencedBasedPosition.aspx>

International Society for Technology in Education (ISTE) <http://www.iste.org/>

Internet Public Library (IPL) <http://www.ipl.org/>

JASON Project <http://www.jasonproject.org/>

Kidlink <http://www.kidlink.org/>

KIDS COUNT 2008 Data Book

Online <http://datacenter.kidscount.org/databook/2008/Default.aspx>

Knowledge Loom: Educators Sharing and Learning

Together <http://knowledgeloom.org/index.jsp>

K-W-L

Strategy http://www.msu.edu/course/cep/886/Reading%20Comprehension/7Learn_Serv_Proj_KWL.html

Library of Congress Teacher Resources: Using Primary Sources in the

Classroom <http://memory.loc.gov/learn/lessons/primary.html>

LiteracyMatters: Reading: How to Read a

Textbook <http://www.literacymatters.org/content/readandwrite/textbook.htm>

LiteracyMatters: Reading: Reading Expository Text
<http://www.literacymatters.org/content/readandwrite/expos.htm>

LiteracyMatters: Using Think-Alouds <http://www.literacymatters.org/content/study/think.htm>

Literary Connections: Reading
Aloud <http://www.literaryconnections.com/ReadingAloud.html>

LiteratureCircles.com <http://www.literaturecircles.com/>

Make It Happen! Integrating Inquiry and Technology Into the Middle School
Classroom <http://www2.edc.org/FSC/MIH>

Merlyn's Pen: Fiction, Essays, and Poems by America's Teens <http://www.merlynspen.org/>

MiddleWeb: Middle School Diaries <http://www.middleweb.com/mw/aaDiaries.html>

Migration Information Source <http://www.migrationinformation.org/>

MIT Writing Center: The Writing
Process http://web.mit.edu/writing/Writing_Process/writingprocess.html

Music Teachers National Association (MTNA) <http://www.mtna.org/home.htm>

National Academies: Advisers to the Nation on Science, Engineering, and
Medicine <http://www.nas.edu/>

National Archives Digital Classroom: Educators and Students
<http://www.archives.gov/education/>

National Art Education Association (NAEA) <http://www.naea-reston.org/>

National Assessment of Educational Progress (NAEP): The Nation's Report
Card <http://nces.ed.gov/nationsreportcard/>

National Assessment of Educational Progress (NAEP): The Nation's Report Card—
Reading <http://nces.ed.gov/nationsreportcard/reading/>

National Assessment of Educational Progress (NAEP): The Nation's Report Card—
Writing <http://nces.ed.gov/nationsreportcard/writing/>

National Association for Music Education (MENC) <http://www.menc.org/>

National Center for Education Statistics (NCES) <http://nces.ed.gov/>

National Council for the Social Studies (NCSS) <http://www.ncss.org/>

National Council of Teachers of English (NCTE) <http://www.ncte.org/>

National Council of Teachers of Mathematics (NCTM) <http://www.nctm.org/>

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

National Middle School Association (NMSA) <http://www.nmsa.org/>

North Central Regional Educational Laboratory (NCREL): Reciprocal Teaching <http://www.ncrel.org/sdrs/areas/issues/students/atrisk/at6lk38.htm>

National Science Teachers Association (NSTA) <http://www.nsta.org/>

OneLook® Dictionary Search <http://onelook.com/about.shtml>

Palm®—Education: Success Stories <http://www.palm.com/in/business/solutions/education>

Partnership for 21st Century Skills <http://www.21stcenturyskills.org/>

PBS.org: History Detectives http://www.pbs.org/opb/historydetectives/educators/class_sources.html

PISA (OECD Programme for International Student Assessment) <http://www.pisa.oecd.org/>

Project ACCESS: Assistive Technology <http://web.utk.edu/~access/asstech.html>

RAND Reading Study Group Homepage: Achievement for All <http://www.rand.org/multi/achievementforall/reading>

Read Aloud Resources <http://www.read2kids.org/readaloud.htm>

Reading Apprenticeship and Strategic Literacy <http://ozpk.tripod.com/shel>

ReadingQuest.org: Strategies for Reading Comprehension <http://www.readingquest.org/strat/>

ReadWriteThink <http://www.readwritethink.org>

ReadWriteThink: An Exploration of Text Sets: Supporting All Readers http://readwritethink.org/lessons/lesson_view.asp?id=305

ReadWriteThink: Lesson Plan Index <http://www.readwritethink.org/lessons/index.asp?grade=0&strand=3&engagement=28>

[&display.x=20&display.y=9](#)

ReadWriteThink: Persuasion

Map http://www.readwritethink.org/student_mat/student_material.asp?id=34

ReadWriteThink: Student Materials

Index http://www.readwritethink.org/student_mat/index.asp

RubiStar: Create Rubrics for Your Project-Based Learning

Activities <http://rubistar.4teachers.org/index.php>

ScienceClass411 <http://www.scienceclass411.com/>

Society for Research on Adolescence (SRA) <http://www.s-r-a.org/>

Teachdigital: Videoconferencing Collaborations and Virtual Field

Trips <http://teachdigital.pbwiki.com/virtualfieldtrips>

University of Wisconsin-Stout: Rubrics for Assessment

<http://www.uwstout.edu/soe/profdev/rubrics.shtml>

Teacher Tap: Handheld Devices in the Classroom <http://eduscapes.com/tap/topic78.htm>

TeacherVision® <http://www.teachervision.fen.com/>

TeacherVision®: Graphic Organizers <http://www.teachervision.fen.com/graphic-organizers/printable/6293.html?detoured=1>

TeacherVision®: Rubrics

Library <http://www.teachervision.fen.com/rubrics/assessment/26773.html?detoured=1>

TeAchnology: Rubrics for Teachers http://www.teach-nology.com/web_tools/rubrics/

TeAchnology: Virtual Field Trips http://www.teach-nology.com/teachers/field_trips/virtual/

The Best Thematic Units <http://www.nvo.com/ecnewsletter/thematicunits/>

TheOrator.com: Graduation for All Act (H.R.

547) <http://www.theorator.com/bills109/hr547.html>

The Textmapping Project: Overview of

Textmapping <http://www.textmapping.org/overview.html>

Trelease-on-reading.com: Jim Trelease Home Page <http://www.trelease-on-reading.com/>

U.S. Census Bureau <http://www.census.gov/>

U.S. Department of Education: Institute of Education Sciences <http://www.ed.gov/about/offices/list/ies/index.html>

U.S. Department of Education: Striving Readers Grant Program <http://www.ed.gov/programs/strivingreaders/index.html>

University of Virginia Content Literacy Information Consortium (CLIC) <http://curry.edschool.virginia.edu/go/clic/>

Using Technology to Support Diverse Learners: Checking Readability http://www.wested.org/cs/tdl/view/tdl_subtip/4

Virtual Teacher Centre: Mediated Study Groups http://www.virtualteachercentre.ca/pro_development/msgroups/msg_topics.asp

Weblogs in the Classroom <http://www.det.wa.edu.au/education/cmisis/eval/curriculum/ict/weblogs/>

WebQuest.org <http://webquest.org/>

WebQuests <http://www.techtrekers.com/webquests/>

WestEd's: Leadership Institute in Reading Apprenticeship <http://www.wested.org/cs/we/view/serv/10>

WestEd's: Strategic Literacy Initiative (SLI) <http://www.wested.org/cs/sli/print/docs/sli/home.htm>

What Works Clearinghouse <http://www.whatworks.ed.gov/>

World Wide Words <http://www.worldwidewords.org/>

WordCentral.com <http://www.wordcentral.com/>

World Affairs.com <http://world-affairs.com/>

College Statement on Academic Integrity:

William Carey College seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The college places the highest value on academic integrity and regards any act of

academic dishonesty as a serious offence. Academic dishonesty is considered unethical and in violation of William Carey College's academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offence sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the college. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the college's Policies and Procedures manual and in the student handbook, The Lance.

Americans with Disabilities Act (Hattiesburg Campus):

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact Mrs. Brenda Waldrip at 318-6188. Mrs. Waldrip is located in Student Services Office in Lawrence Hall.

Disaster Plan: In the event the campus is closed, you will receive information through your WCU email account. Instructions will be given as to how the term and assignments will be completed.

**EDU 640 Curricula Planning
William Carey University
School of Education
Course Syllabus Fall 2019**

Instructor: Teresa Poole PhD
Phone: 601-318-6603

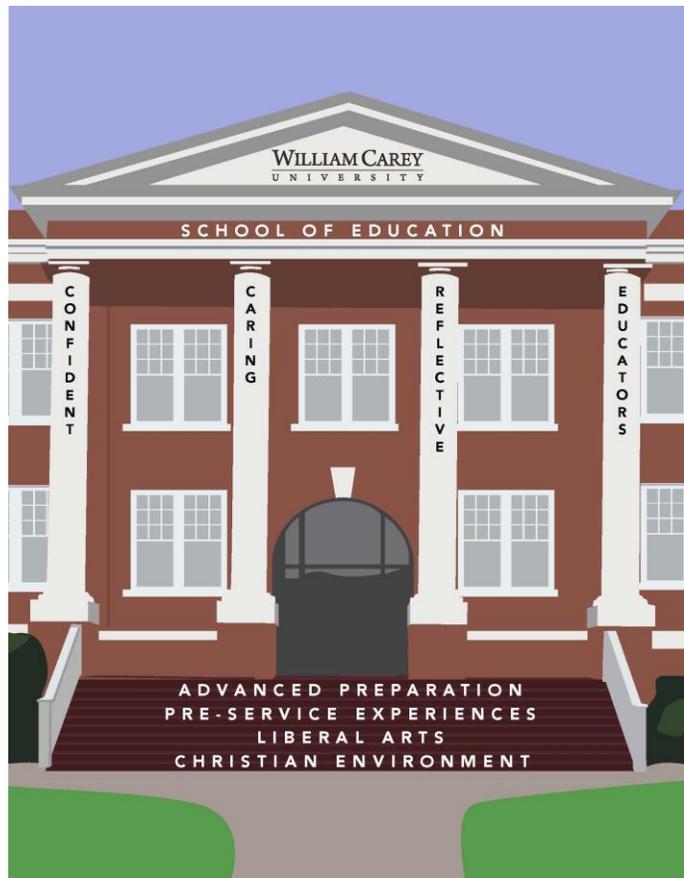
E- Mail: tpoole@wmcarey.edu
Office Hours: 8:30-5:00 Monday-Friday

WCU Theme



Vision (Conceptual Framework): "Confident, Caring, and Reflective Professional Educators"

The School of Education serves to prepare *confident, caring, and reflective* educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for in-service educators.



** The TK20 account is a requirement for any student taking Education courses at William Carey University. Uploading one or more assignments in this class is a requirement of this Education course. Neglecting to upload the required assignment to your TK20 by the specified deadline will result in receiving a grade of "F" for this course. If you have questions about what TK20 is contact your TK20 Administrator at tk20@wmcarey.edu.

Catalog Description

EDU 640 is a survey of general curriculum development with emphasis on current practices in curriculum design and organization, evaluation, curriculum materials, and curriculum development including instructional objectives.

Credit Hours

Upon satisfactory completion of this class, the student will be awarded three credit hours.

Required Text

Erickson, H. Lynn. (2008) *Stirring the Head, Heart and Soul: Redefining Curriculum and Instruction*. Third Edition. Thousand Oaks, CA: Crown Press.

Course Content and Objective

This course is designed to give students an awareness of the state-of-educational change as it relates to curriculum development and how societal trends influence curriculum and shape learning outcomes. Students will study different types of curricula designs, current and effective practices in the development of instructional management plans. This course will include the study of the basic structure of curriculum development as it relates to translating the educational vision of the nation, state, and community into actual experiences for the learner.

Field Experience Points

The field experience provides opportunities to experience professional growth in diverse settings and communities. It is built on the premise that well-grounded educators are effective practitioners of best practices. As you matriculate through the course work, you will select or receive assignments to complete the 40 points required for the Master of Education degree. If you have any questions regarding the field experience, please contact your program advisor. The form is at the bottom of this syllabus and will also be placed under files in Canvas.

Learning Outcomes of class

1. Articulate a personal philosophy of education as it relates to curriculum development (WCU 1; Confident, CF 1, 2, 3, 4; EG 1, 4; InTASC 9; ISLLC 4A)
2. Describe the forces shaping curriculum development (business and industry, the media, and social issues) (WCU 1; Confident, CF 1, 2, 3, 4; EG 1, 4; InTASC 9, 10; ISLLC 1)
3. Describe current trends in teaching/learning theory that affect curriculum development (WCU 1; Confident, CF 1, 2, 3, 4; EG 1, 4; InTASC 8, 9, 10; ISLLC 2A, and B)
4. Review and develop samples of interdisciplinary integrated unit with technology used in the development or/and performance of the unit ((WCU 1; Confident, CF 1, 2, 3, 4; EG 1, 4; InTASC 9, 10; ISLLC 2B, C, D)
5. Review concept instructional strategies (WCU 1; Confident, CF 1, 2, 3, 4; EG 1, 4; InTASC 9, 10;)
6. Review alternative assessments (WCU 1; Confident, CF 1, 2, 3, 4; EG 1, 4; InTASC 9, 10)
7. Emphasize the arts and multiage grouping in interdisciplinary curriculum. (WCU 1; Confident, CF 1, 2, 3, 4; EG 1, 4; InTASC 9, 10)

Assignment Details

On average, the weekly assignment should take approximately 225 minutes to complete.

Class Week	Readings	Assignment	Due Date
Week one August 26	Chapter 1	Chapter one reflection Biography Information	Sunday, September 1 by 11:50 PM
Week two September 2	Chapter 2	Chapter two reflection Chapter three discussion board opens Make sure you teach and video your lesson for Tasks One and Two! See syllabus for more information.	Sunday, September 8 by 11:50 PM
Week three September 9	Chapter 3 and 4	Article critique one You need a copy of this week's lesson plans in your class for the Lesson Plan Analysis Part One Make sure you teach and video your lesson for Tasks One and Two! See syllabus for more information. Chapter three discussion board closes Chapter four discussion board opens	Sunday, September 15 by 11:50 PM
Week four September 16		Chapter four discussion board closes Chapter five discussion board opens Interdisciplinary Task One	Sunday, September 22 by 11:50 PM
Week five September 23	Chapter 5	Article critique two Lesson Plan Analysis Part One Chapter five discussion board closes	Sunday, September 29 by 11:50 PM
Week six September 30	Chapter 6	Chapter six discussion board opens Article critique three	Sunday, October 6 by 11:50 PM
Week seven October 7	Chapter 7	Chapter six discussion board closes Chapter seven reflection TED Talks position paper	Sunday, October 13 by 11:50 PM
Week eight October 14		Article critique four Interdisciplinary Task Two	Sunday, October 20 by 11:50 PM
Week nine October 21	Chapter 8	Chapter eight reflection Lesson Plan Analysis Part Two	Sunday, October 27 by 11:50 PM
Week ten October 28		Upload Interdisciplinary Tasks One and Two in T20	Friday, November 1 by 11:50 PM

All late assignments are penalized 3% per day once they are late. After seven days, the assignment is closed.

Reflections should be approximately one-two pages in length (font 12 please). They should be written using the APA format and free of any grammar and/or punctuation errors. The goal of the reflection questions is for the student to apply the reading to the current educational assignment. **Each question must serve as a heading in your reflection.**

Chapters	Reflection Questions or Discussion Questions
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Chapter 1 Reflection	As a teacher, why would you find it more helpful to be given a document that states what students must KNOW factually, UNDERSTAND conceptually, and be ABLE TO DO in skills and processes rather than receiving a traditional framework of verb-driven curriculum objectives? Give two specific examples of how the College and Career Readiness Standards have assisted in your planning for student success.
Chapter 2 Reflection	Why does preK-Grade 12 curriculum need a conceptual structure in addition to a topic/skill structure? How does a concept-based model develop deeper levels of understanding? How does a concept-based model develop higher levels of thinking?
Chapter 3 Discussion Board	For this week's discussion, respond to the following: In your opinion, what value do curriculum maps have in the articulation of critical content and skills? How can curriculum maps help ensure teachers are teaching the correct standards? After reading this chapter, do you plan to add a curriculum map to your planning toolbox? Why or why not?
Chapter 4 Discussion Board	There are numerous differences between a "coordinated, multidisciplinary unit of study" and an "integrated, interdisciplinary unit of study." For this week's discussion, provide a brief description of how you, as the classroom teacher, choose which unit of study to use when writing a unit and the factors that are involved in that choice you make.
Chapter 5 Discussion Board	For this week's discussion, watch the youtube video regarding career technical education and the job hunt in America. Regardless of the grade or content you teach, briefly discuss three ways you can blend academic learning with career and technical education in your classroom. Chapter Five CTE and Academic connections
Chapter 6 Discussion Board	For this week's discussion, describe how you design a quality process assessment in reading, writing and thinking. Once you have gathered the data, describe two ways you use that data to drive follow up instruction in your classroom.
Chapter 7 Reflection	Why is it important for school level administrators to understand concept-based curriculum and instruction? If your evaluation was lower than you anticipated due to an administrator's lack of understanding of concept-based instruction, what information would you convey in a follow up conversation with that administrator?
Chapter 8 Reflection	At this point, you have taught your class for approximately 40 days. Reflect on those days. What academic improvement in your classroom based on the readings of this textbook and the accompanying assignments? Identify two ways you will plan differently because of this course.

Scoring Rubric for Reflection Questions

The reflection questions must be your response to experiences, opinions, or new information. It should explore your new learning regarding diversity. By responding to the reflection question, you should achieve clarity and better understanding of the importance of curriculum and planning in order to improve academic achievement. Your response should not just convey information, but rather, apply what you are studying to improve the current planning and instruction in your classroom.

Your last heading must be identified as **"Impact of Reflection on my Teaching Methodology"** in order to receive points for your reflection and must be a minimum of two paragraphs.

Portion of reflection	Total points
Each question of the reflection is identified by a heading and is sufficiently answered (must be formatted using the APA guidelines.)	20 points
Points for an error free reflection	5 points
The last heading is identified as "Impact of Reflection on my Teaching Methodology" and sufficiently discusses the impact of the chapter on instruction in the student's classroom. This section is a minimum of two paragraphs.	25 points
Points for each reflection	50 points

Scoring Rubric for Discussion Boards

The discussion boards are a great platform to discuss your new learnings and receive feedback from your classmates. Discussion boards are NOT text messages. Your discussion should answer the questions listed and you should provide enough information in your response that other educators will envision the instruction taking place in your classroom and be able to post comments, ask additional questions, or “borrow” your instructional practice based on your post.

Portion of discussion	Total points
Each question of the discussion is sufficiently answered	20 points
Points for an error free response	5 points
Total points per discussion	25 points

Research Article Critique

Utilizing professional journal articles, books, etc., critique four articles regarding the following topics:

- Implementation of professional learning communities in schools and/or school districts
- Bloom’s taxonomy and critical thinking instruction
- Essential Questions
- Concept of curriculum mapping
- The use of performance tasks in classrooms
- Blending of academic and career technical education in classrooms
- Ways to promote thinking and reasoning developmental processes in classrooms
- Concept based instruction
- Use of cooperative learning in classrooms
- Why constructivist learning is important in learning
- Differentiation of instruction that meets student’s needs
- Use of assessment in classrooms to drive quality instruction
- Different types of assessments and how to effectively use them in classrooms
- The use of understanding by design when planning for instruction
- Inquiry based lesson plans

Develop a two page overview on each of the four articles you selected. The articles must be written AFTER 2013.

Scoring Rubric for Article Critique

Portion of research article	Total points
The title and the source of the article (cite in APA format)	5 points
Three main ideas highlighted and discussed in the article (minimum three paragraphs)	15 points
Direct quote is provided as it relates to one of the three main ideas (document in APA format)	5 points
Agreement or disagreement is clearly articulated in article and includes explanation of opinion (minimum one paragraph)	10 points
Implication for educators is stated (How could this article impact instruction in your school?) minimum one paragraph	25 points
Correct grammar, spelling and sentence structure and is a minimum of two pages	10 points
Total points for each critique	70 points

Lesson Plan Analyses Part One and Two

Quality lesson plans are pivotal in a student’s academic growth. It is important that a teacher apply their learning to improve lesson plans. Lesson plans should be fluid and should reflect the district expectations and the academic goals for the content area. Lesson plans should also take into consideration differentiation of instruction, learning styles, and connection to previous content and other subject areas. Using your lesson plans from September 9-13, complete Lesson Plan Analysis Part One. Be sure to keep a hard copy of that assignment. You will need it for Lesson Plan Analysis Part Two. Use lesson plan from September 9-13 and October 21-25 to complete Lesson Plan Analysis Part Two. The two documents for this assignment are located at the end of the syllabus.

Scoring Rubric for Lesson Plan Analysis Part One

Portion of analysis	Total points
Lesson Plan is highlighted according to directions	20
Summary includes observation based on the highlighted portions of lesson plan	10
Two strengths identified and discussed in summary (minimum of two paragraphs)	20
Two weaknesses identified and discussed in summary (minimum of three paragraphs)	30
Correct grammar, spelling and sentence structure in summary	10
Total points	90

Scoring Rubric for Lesson Plan Analysis Part Two

Portion of analysis	Total points
Lesson Plan is highlighted according to directions	20
Summary includes observation based on the highlighted portions of lesson plan (minimum one paragraph)	10
Three paragraphs that include EXPLICIT connections between class and improvement of lesson plans	30
Two paragraphs that discuss weaknesses identified and how the weaknesses have improved through the learnings of the class	20
Three paragraphs that identify and discuss the activities completed in class that have positively impacted writing lesson plans	60
Correct grammar, spelling and sentence structure in summary	10
Total points	150

TED Talks position paper

As technology becomes a larger part of our school day, the forward thinking teacher seamlessly integrates its use into their classroom. Watch one of the three videos included in the Canvas shell regarding the use of technology in classrooms. Once you have watched the video:

1. Summarize the video, including the speaker’s stance on technology;
2. Provide your opinion of the video, including your agreement or disagreement of the speaker’s opinion;
3. Assess the current use of technology used in your classroom, including how much time students spend on the technology in your classroom (or computer lab) and what programs they are using;
4. Discuss at least one idea you have to increase the use of technology in your classroom as part of the instructional environment. This idea cannot be an established program already used in your classroom or school (for example, Study Island, i-Ready, Accelerated Math).

<https://youtu.be/iG9CE55wbtY>

Scoring Rubric for TED talks position paper

Portion of position paper	Total points
Summary of video (minimum one paragraph, includes title of TED talks video and speaker)	10 points
Student's opinion of video (minimum two paragraphs)	10 points
Description of technology in student's classroom (minimum two paragraphs)	10 points
Description of plan to increase use of technology in classroom (minimum three paragraphs)	15 points
Correct grammar, spelling and sentence structure	15 points
Total points for paper	60

Teacher Performance Interdisciplinary Unit Tasks

This unit will be centered on the College and Career Reading Standards you are currently teaching in your classroom, the discipline in your Masters of Education and one or more disciplines of your choosing for integration. It will follow the integrated, interdisciplinary curriculum model. This unit will include a minimum of five teaching days. In addition to creating the unit, you will analyze students' engagement throughout the unit, assess student ownership of the standards being taught and provide commentary on the planning, teaching, assessing and growth from the unit. Uploading the video is NOT required; it is a recommendation you record the lesson to better complete this assignment.

Task 1 – Planning Instruction & Assessment due September 22

Section One: Context for Learning Information, including the CCR standards you will teach in the unit (minimum two paragraphs)

Section Two: Learning Goals identify and discuss these in your document (minimum two paragraphs)

Section Three: Use of technology in the unit (the technology cannot be an established program being used in your classroom or school; i.e. i-Ready, Study Island, Classworks, etc.) (minimum two paragraphs)

Section Four: Planning Commentary, a reflection of student engagement and academic growth, what went well, what did not go well during instruction and what will you do differently to improve this unit for future use

A copy of the lesson plans you use must be included in the document. (minimum three paragraphs)

Scoring Rubric for Teacher Performance Interdisciplinary Unit Task 1

Portion of unit	Total points for each task
Section One contained context for Learning Information, including the CCR standards you will teach in the unit (minimum two paragraphs)	10
Section Two includes Learning Goals identified and discussed (minimum two paragraphs)	10
Section Three adequately discussed use of technology in the unit (the technology cannot be an established program being used in your classroom or school; i.e. i-Ready, Study Island, Classworks, etc.) (minimum two paragraphs)	10
Section Four included Planning Commentary, a reflection of student engagement and academic growth, what went well, what did not go well during instruction and what will you do differently to improve this unit for future use (minimum three paragraphs)	21
A copy of the lesson plans was included in the document	15
Correct grammar, spelling and sentence structure	9
Total points	75

Task 2 – Analysis of Student Academic Growth Through the Unit due October 20

This unit will be centered on the College and Career Reading Standards you are currently teaching in your classroom, the discipline in your Masters of Education and one or more disciplines of your choosing for integration. It will follow the integrated, interdisciplinary curriculum model. Much of your reading throughout the course will lead you through the steps of developing this type of unit. By the time you are ready to begin, you should be very comfortable with this requirement. This unit will include a minimum of five teaching days. In addition to creating the unit, you will analyze students' engagement throughout the unit, assess student

ownership of the standards being taught and provide commentary on the planning, teaching, assessing and growth from the unit.

Section One: Pre Assessment of students: identify the pre assessment utilized to determine any background knowledge students have regarding unit. Discuss analysis of pre assessment of how the depth of knowledge students have changed the outcomes of the unit.

Section Two: Post Assessment of students: identify the post assessment utilized to determine the growth students made at the end of the unit. Discuss the origin of the assessment (whether created by yourself or created by textbook/district) and if the post assessment changed based on the outcome of the pre assessment.

Section Three: Assessment Commentary-Reflect on the pre and post assessment data and conduct a brief analysis of student academic growth based on the unit outcomes. By reflecting on the data, describe how you will teach the unit differently in the future to increase student growth. Provide a table of data to support your reflection.

Scoring Rubric for Teacher Performance Interdisciplinary Unit Task 2

Portion of unit	Total points for each task
Pre assessment was identified and adequate analysis of pre assessment was made (minimum two paragraphs)	20
Post assessment was identified, the origin of the assessment and data was sufficiently analyzed (minimum two paragraphs)	25
Adequate analysis of academic growth based on student outcomes, including reflection of how the unit will change (minimum two paragraphs)	30
Section Four included Planning Commentary, a reflection of student engagement and academic growth, what went well, what did not go well during instruction and what will you do differently to improve this unit for future use (minimum three paragraphs)	21
A table of data including pre assessment, post assessment and indication of growth was included in assignment	15
Correct grammar, spelling and sentence structure	10
Total points	100

Note the due dates. Even though this unit takes five days to teach, the due dates for each task is different. This gives you the opportunity to reflect on each task and include all requirements. You should begin planning this unit immediately, so it can be taught in your class no later than the week of September 13.

Note the due dates. Even though this unit takes five days to teach, the due dates for each task is different. This gives you the opportunity to reflect on each task and include all requirements. You should begin planning this unit immediately, so it can be taught in your class no later than the week of **September 13**.

Your interdisciplinary unit will be submitted on TK20 for points. Your final grade will not be posted until your tasks are uploaded in TK20.

Evaluations and Grading Scale

	Points	Points Evaluation	Grading Scale
Reflections (50 points each)	200 points		
Discussion board posts (25 points each)	100 points	1255-1175= A	A = 100-93
Research Article Critiques (70 points each)	280 Points	1174-1075=B	B = 92-86
Lesson Plan Analysis Part One	90 points	1074-950=C	C = 76-85
Lesson Plan Analysis Part Two	150 points	875 and below F	
Teacher Performance Interdisciplinary Unit Task One	75 points		F=69 and below
Teacher Performance Interdisciplinary Unit Task One	100 points		
TED Talks Position paper	60 points		

Weekly attendance as noted by completion of assignments by due dates	100 points		
Interdisciplinary Tasks One and Two uploaded in TK20	100 points		
Total points 1255			

Lesson Plan Analysis Part One

These statements are taken directly from the Professional Growth System, Mississippi Department of Education's evaluation system found on the website.

Lessons include student learning outcomes and instructional activities that:	
are fully aligned to current Mississippi College and Career Ready Standards or Framework	green
are part of a coherent and focused sequence of learning with meaningful connections made to previous and future learning	yellow
reflect connections across disciplines to enrich learning	blue
connect lesson content to real-world application	blue
Lesson plans provide assignments and activities that contain the following components:	
opportunities for students to choose challenging tasks and instructional materials	orange
relevant connections to students' prior experiences or learning	blue
student-centered learning whenever appropriate	orange
differentiation based on students' abilities and learning styles	orange
appropriate scaffolding that effectively builds student understanding	yellow
formative and summative assessments to effectively monitor student progress	pink
opportunities for students to demonstrate connections between what they are learning and how it advances their personal and professional goals/interests	blue

1. Print out a copy of your lesson plans for the week of September 9-13, 2019.
2. Highlight statements on your lesson plan that indicates the components above. Highlight statements in your lesson plan according to the color listed next to the component.
3. Circle any Bloom's Taxonomy verbs with a blue or black pen.
4. Write a one page summary of your analysis. Describe what you observe regarding your lesson plans, based on the highlights (one paragraph). Identify and discuss two strengths in your lesson plans (minimum two paragraphs). Identify and discuss two weaknesses in your lesson plan (minimum three paragraphs).
5. File the copy of your lesson plans somewhere! You will use the SAME lesson plan in week eight.

Lesson Plan Analysis Part Two

These statements are taken directly from the Professional Growth System, Mississippi Department of Education's evaluation system found on the website.

Lessons include student learning outcomes and instructional activities that:	
are fully aligned to current Mississippi College and Career Ready Standards or Framework	green
are part of a coherent and focused sequence of learning with meaningful connections made to previous and future learning	yellow
reflect connections across disciplines to enrich learning	blue
connect lesson content to real-world application	blue
Lesson plans provide assignments and activities that contain the following components:	
opportunities for students to choose challenging tasks and instructional materials	orange
relevant connections to students' prior experiences or learning	blue
student-centered learning whenever appropriate	orange
differentiation based on students' abilities and learning styles	orange
appropriate scaffolding that effectively builds student understanding	yellow
formative and summative assessments to effectively monitor student progress	pink
opportunities for students to demonstrate connections between what they are learning and how it advances their personal and professional goals/interests	blue

1. Print out a copy of your lesson plans for the week of October 21-25, 2019.
2. Highlight statements on your lesson plan that indicates the components above. Highlight statements in your lesson plan according to the color listed next to the component.
3. Circle any Bloom's Taxonomy verbs with a blue or black pen.
4. Compare this lesson plan to the one you highlighted in week two (the lesson plan from September 9-13).
5. Write a two page summary on how your planning has improved based on the learnings from this class. Make **EXPLICIT** connections between the improvement of your lesson plans and the assignments you have completed, the chapters from the textbook, the articles you have researched and the discussion boards (minimum three paragraphs).
6. Review the Lesson Plan Analysis Part One assignment that you completed. Identify the two weaknesses you discussed in that assignment. How have you improved that area of weaknesses in your lesson plans? (minimum two paragraphs) What have you learned in this class to help you write better lesson plans to improve instruction and student ownership? (minimum three paragraphs)

Field Experience Documentation

(Revised 8/15/19)

This chart describes activities that may be used to complete the 40 points of field experience required in the Masters of Education. As you matriculate through the course work, select projects which will define your commitment to excellence and innovation. Please remember documentation is required for each experience and should be within the dates of your MED program. Questions concerning experience qualifications and hours may be directed to your program advisor at WCU.

Date completed	Observations	Pts.
	1-Visit a school.	5
	2-Observe and evaluate a master teacher.	5
	3-Observe and evaluate a teacher candidate.	5
	4-Observe a special education class or interventions.	5
	Mentoring	
	5-Mentor a Residency I teacher candidate	15
	6-Mentor a Residency II teacher candidate	30
	7-Mentor a first year teacher.	15
	8-Serve as a cooperating teacher for an EDU 300 Field Practica or other pre-intern field practica.	10
	Professional Training	
	9-Present a faculty/staff training seminar.	5
	10-Lead a Professional Learning Community.	5
	11-Present a paper, poster, or lecture at a local, state, regional, or national conference.	5
	12-Mentor a colleague in co-teaching strategies	5
	13-Design a cultural diversity lesson plan	5
	Conferences	
	14-Attend a local, state, regional, or national conference.	5
	15-Attend a school board meeting.	5
	16-Attend a court trial or legislative session pertaining to education.	5
	Publishing and Research	
	17-Conduct a value-added action research project in your classroom.	20
	18-Conduct a value-added action research project in a colleague's classroom	20
	19-Book Review	10
	20-Journal Manuscript	15
	21-Grant Proposal	10
	Service	
	22-Volunteer in the community or in your profession.	5
	23-Join a board (professional or community), serve as an officer or board member.	5
	24-Mentor a student.	15
	25-Design a school improvement plan.	10
	26-Serve as a guest lecturer in a university class.	5
	27-Optional Activity with Instructor Approval	5

Classroom Procedures and Requirements

This class is an online class. All assignments and their corresponding due dates are listed in this syllabus and on the Canvas class shell. The textbook will be utilized as a primary resource. Additional resources will be found on the internet.

1. All work should be turned in ON THE ASSIGNED DATE BY THE ASSIGNED TIME using the specified method. Points will be deducted from work turned in late. Per WCU policy, an absence will be recorded when an assignment is turned in late.
2. Submit original work. *Turnitin.com* will be used to monitor plagiarism. Possible penalties for submitting someone else's work or work you have submitted to another class are discussed in detail later in syllabus.
3. Once the class has begun, you may feel free to work ahead if you choose, after the first week. (Please understand that even though you turn an assignment in early, it will be graded when it is due. If you turn an assignment in late, it will be graded at the instructor's convenience or as time permits.)
4. Submit high-quality work. As a graduate student, you should produce work that is free of grammatical, spelling, or punctuation errors, is structurally correct, and completed according to the directions given.
5. At least one or more assignment(s) for this education class must be uploaded to TK20 in order to receive credit for the class.

6. Due to the nature of the assignments, you must be a current teacher in order to take this course.

Drop Date for the Fall Trimester

The last day to drop any class for the Fall trimester is August 27, 2019.

Norms of class

All students are expected to actively participate during class. Participation in an online class is considered by assignments turned in by their established due date.

Technology

Computer Literacy: Students taking online or hybrid courses should have a basic knowledge of computer and Internet skills in order to be successful. As part of your online experience, you can expect to utilize a variety of technology mediums as part of your curriculum:

- Communicate via email including sending attachments
- Navigate the World Wide Web using a Web browser such as Internet Explorer
- Use office applications such as Microsoft Office (or similar) to create documents
- Be willing to learn how to communicate using a discussion board and upload assignments to a classroom Web site
- Be comfortable uploading and downloading saved files
- Have easy access to the Internet
- Able to navigate Canvas, including using the email component within Canvas.

For presentations, you are expected to have your own technology in order to present.

TK20

The activation of a TK20 account is a requirement for any student taking Education courses at William Carey University. Uploading one or more assignments in this course is a requirement of this Education course. **The neglect to upload the required assignment to your TK20 by the specified deadline will result in receiving an "I" (incomplete) or a grade of an "F" for this course at your instructors' discretion.** If they choose to give you an "I", you will then have one term to complete the upload to receive a reduced grade, preventing the "I" from turning to an "F" automatically. If you have questions about what TK20 is or how to purchase your account, contact your TK20 Administrator at tk20@wmcarey.edu.

- For technical assistance for Canvas, go to <http://wmcarey.edu/student-guides>.

- To access Canvas without going to the university website go to <https://wmcarey.instructure.com>
- To access the university's guides for online students go to <https://wmcarey.edu/student-guides>
- To access the university's library go to <http://www.wmcarey.edu/departments/library>

William Carey University School of Education Assessment System

The School of Education's Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission; School of Education's Conceptual Framework (CF) and Outcomes; School of Education's Educational Goals; Interstate Teacher Assessment and Support Consortium (INTASC) Standards; and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

William Carey University Expanded Statement of Mission	<p>WCU 1 - Provide academic programs to promote student learning;</p> <p>WCU 2 - Promote Christian development and social responsibility;</p> <p>WCU 3 - Strengthen ties with Baptist churches, associations, and conventions;</p> <p>WCU 4 - Provide an environment that supports student learning;</p> <p>WCU 5 - Strengthen organizational and operational effectiveness;</p> <p>WCU 6 - Strengthen financial resources.</p>
School of Education Conceptual Framework and Outcomes	<p>CF – Confident, Caring, and Reflective Professional Educators</p> <p>CF 1 - An innovative thinker</p> <p>CF 2 – An effective communicator</p> <p>CF 3 – An advocate for diverse learners</p> <p>CF 4 – An integrator of technology</p> <p>CF 5 – A life-long learner</p> <p>CF 6 - A steward of the profession</p>
School of Education Goals	<p>EG 1 - apply current research and technology related to the teaching-learning-assessment process;</p> <p>EG 2 – respond sensitively to individual differences and diversity;</p> <p>EG 3 – understand and anticipate the needs of a global society;</p> <p>EG 4 – plan and implement learning experiences that support the highest level of student potential;</p> <p>EG 5 – continue to reflect, refine, and revise professional practices;</p> <p>EG 6 - collaborate with others to promote learning;</p>
Interstate Teacher Assessment and Support Consortium (INTASC) Standards	<p>1 – Learner Development</p> <p>2 - Learner Differences</p> <p>3 – Learning Environment</p> <p>4 – Content Knowledge</p> <p>5 – Application of Content</p> <p>6 – Assessment</p> <p>7 – Planning for Instruction</p> <p>8 – Instructional Strategies</p> <p>9 – Professional Learning and Ethical Practice</p> <p>10 – Leadership and Collaboration</p>
Learned Society Standards (SPA)	<p>Association of Childhood Education International (ACEI)</p> <p>Council for Exceptional Children (CEC)</p> <p>Educational Leadership Constituency Council (ELCC)</p> <p>International Dyslexia Association (IDA)</p> <p>National Association for Sport and Physical Education (NASPE)</p> <p>National Association of the Gifted Child (NAGC)</p> <p>National Council for Social Studies (NCSS)</p> <p>National Council for Teachers of English (NCTE)</p> <p>National Council for Teachers of Mathematics (NCTM)</p> <p>National Science Teachers Association (NSTA)</p>

Academic Integrity Policy

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University's academic standards and Cristian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student services, the Office of Academic affairs, each academic dean's office and each campus dean's office.

ADA Policy

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact Ms. Valerie Bridgeforth, 601-318-6188, Student Services Office in Lawrence Hall.

Tradition campus: Dr. Cassandra Conner, 228-702-1802.

Keesler Center: Ms. Amanda Knesal, 228-376-8480.

Baton Rouge: Dr. Catherine Belden,

Attendance Policy and Late Assignment Statement

Attendance will be documented by timely submissions into CANVAS. Submissions more than a week late will constitute an absence. More than four absences will result in a failing grade. There are no excused or unexcused absences. Please see The Graduate Catalog of WCU. Excessive absences may seriously affect the work of the whole class as well as that of the individual students who are absent. Graduate students must attend 80% of their classes. The total number of absences of each student shall be reported for each class by each faculty member at the time of filing trimester grade reports.

If submissions are late it is the responsibility of the student to contact the instructor. The instructor will respond in writing whether they choose to accept a late assignment. Otherwise the student will not receive credit for the assignment. Students are expected submit assignments on time. This is critical due to the nature of this course.

Disaster Plan

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website <http://wmcarey.edu>, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of course work will be posted on the university's course management system at <https://wmcarey.instructure.com>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through SaderWatch, and the WCU emergency message service. Sign up instructions can be found at <http://wmcarey.edu/saderwatch>.

Incompletes

All of the following criteria must be met in order for a student to receive an incomplete:

- class (and university) attendance requirements must have been met;
- 80% of the required work for the class must have been completed;
- the student must be passing the class at the time the incomplete is granted;
- the student must request the incomplete on the WCU incomplete request form prior to the time at which faculty must submit grades;
- the student must have provided appropriate documentation regarding the reason for requesting the incomplete (e.g., accident reports, medical records, etc.)
- the Academic Dean must have determined that unavoidable circumstances have prevented the student from completing the course on schedule.

If any one of the above conditions is not met, a student cannot receive an incomplete for the course.

Plagiarism

In education the writing style required is that of the American Psychological Association (APA). According to the APA Manual, psychologists do not present substantial portions or elements of another's work or data as their own, even if the other work or data source is cited occasionally. The manual has much to say about plagiarism. In the sixth edition, this information can be found from page 12 through page 16. One will benefit from reading this information.

The following are key points:

- DO NOT PLAGIARIZE
- Before writing one should read the article and write a summary of the article.
- When summarizing an article, refrain from looking at the article.
- Claiming to “not know you were plagiarizing” is not an acceptable defense.
- If help is needed one should come see me before there is an issue.
- Consequences of plagiarism are severe and could jeopardize your career as a student.

Sexual Misconduct Statement

It is the policy of William Carey University to comply with all federal and state laws governing sexual misconduct. Further, William Carey University reaffirms its principle, as well as Title IX of the Civil Rights Act, that all students have a right to be free from sexual discrimination in the form of sexual harassment and sexual violence. Students are referred to the Student Handbook, The Translation (The Red Book), for policy statements regarding sexual harassment and sexual assault and for procedures for reporting and responding to sexual offenses. The policies and procedures may also be found on the University’s website under Campus Life – Security.

<http://wmcarey.edu/sexual-misconduct>.

Tobacco-Free Campus

William Carey University is a tobacco-free campus. All WCU students are asked to respect this policy by refraining from smoking or other tobacco use while on campus.

Additional Note

This syllabus is subject to revision due to student needs, time constraints, or other unforeseen circumstances that may arise.

Bibliography

Banks, J.A. (199). Teaching Strategies for Ethnic Studies. Boston: Allyn and Bacon.

Gardner, H. (1993). Frames of Mind: The Theory of Multiple Intelligences. New York; Basic Books.

SCANS. (1991). What Work Requires of Schools; A SCANS Report for America 2000. Washington, DC: U.S. Department of Labor, Secretary's Commission On Achieving Necessary Skills.

Taba, H. (1966). Teaching Strategies and Cognitive Functioning in Elementary School

Children (Cooperative Research Project). Washington, DC: Office of Education, U.S. Department of Health, Education, and Welfare; San Francisco: San Francisco State College.

Wang, M.C., Haertel, G. D., and Walbert, H.J. (1993). Toward a Knowledge Base for School Learning. Review of Educational Research, 63(3), 249-294.

**EDU 640 Curricula Planning
William Carey University
School of Education
Course Syllabus Fall 2019**

Instructor: Teresa Poole PhD
Phone: 601-318-6603

E- Mail: tpoole@wmcarey.edu
Office Hours: 8:30-5:00 Monday-Friday

WCU Theme

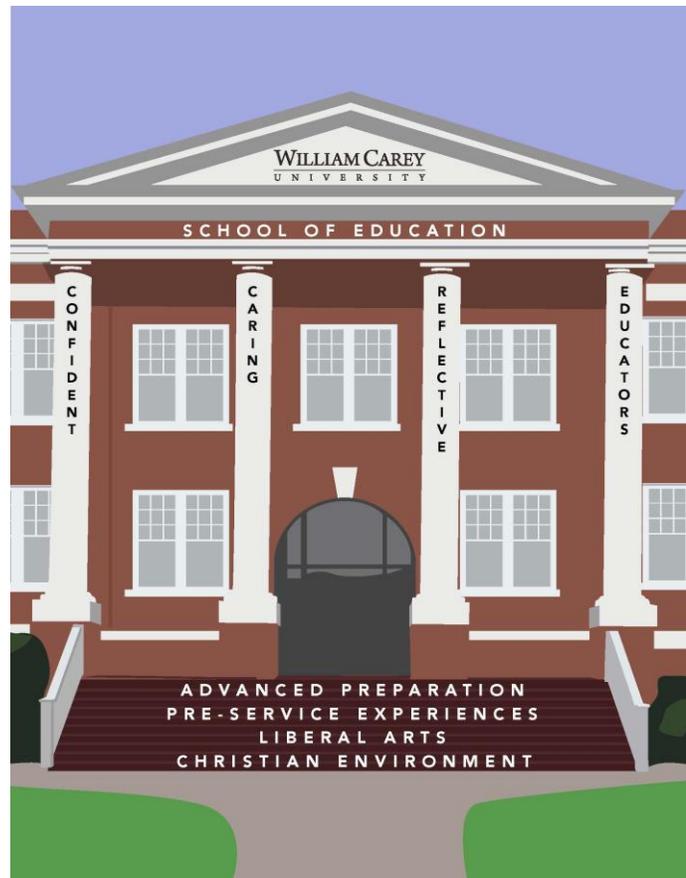


WILLIAM CAREY
UNIVERSITY

Desiderium Sciendi – “Longing to Know”
Philippians 3:10

Vision (Conceptual Framework): “Confident, Caring, and Reflective Professional Educators”

The School of Education serves to prepare *confident, caring, and reflective* educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for in-service educators.



** The TK20 account is a requirement for any student taking Education courses at William Carey University. Uploading one or more assignments in this class is a requirement of this Education course. Neglecting to upload the required assignment to your TK20 by the specified deadline will result in receiving a grade of “F” for this course. If you have questions about what TK20 is contact your TK20 Administrator at tk20@wmcarey.edu.

Catalog Description

EDU 640 is a survey of general curriculum development with emphasis on current practices in curriculum design and organization, evaluation, curriculum materials, and curriculum development including instructional objectives.

Credit Hours

Upon satisfactory completion of this class, the student will be awarded three credit hours.

Required Text

Erickson, H. Lynn. (2008) *Stirring the Head, Heart and Soul: Redefining Curriculum and Instruction*. Third Edition. Thousand Oaks, CA: Crown Press.

Course Content and Objective

This course is designed to give students an awareness of the state-of-educational change as it relates to curriculum development and how societal trends influence curriculum and shape learning outcomes. Students will study different types of curricula designs, current and effective practices in the development of instructional management plans. This course will include the study of the basic structure of curriculum development as it relates to translating the educational vision of the nation, state, and community into actual experiences for the learner.

Field Experience Points

The field experience provides opportunities to experience professional growth in diverse settings and communities. It is built on the premise that well-grounded educators are effective practitioners of best practices. As you matriculate through the course work, you will select or receive assignments to complete the 40 points required for the Master of Education degree. If you have any questions regarding the field experience, please contact your program advisor. The form is at the bottom of this syllabus and will also be placed under files in Canvas.

Learning Outcomes of class

1. Articulate a personal philosophy of education as it relates to curriculum development (WCU 1; Confident, CF 1, 2, 3, 4; EG 1, 4; InTASC 9; ISLLC 4A)
2. Describe the forces shaping curriculum development (business and industry, the media, and social issues) (WCU 1; Confident, CF 1, 2, 3, 4; EG 1, 4; InTASC 9, 10; ISLLC 1)
3. Describe current trends in teaching/learning theory that affect curriculum development (WCU 1; Confident, CF 1, 2, 3, 4; EG 1, 4; InTASC 8, 9, 10; ISLLC 2A, and B)
4. Review and develop samples of interdisciplinary integrated unit with technology used in the development or/and performance of the unit ((WCU 1; Confident, CF 1, 2, 3, 4; EG 1, 4; InTASC 9, 10; ISLLC 2B, C, D)
5. Review concept instructional strategies (WCU 1; Confident, CF 1, 2, 3, 4; EG 1, 4; InTASC 9, 10;)
6. Review alternative assessments (WCU 1; Confident, CF 1, 2, 3, 4; EG 1, 4; InTASC 9, 10)
7. Emphasize the arts and multiage grouping in interdisciplinary curriculum. (WCU 1; Confident, CF 1, 2, 3, 4; EG 1, 4; InTASC 9, 10)

Assignment Details

On average, the weekly assignment should take approximately 225 minutes to complete.

Class Week	Readings	Assignment	Due Date
Week one August 26	Chapter 1	Chapter one reflection Biography Information	Sunday, September 1 by 11:50 PM
Week two September 2	Chapter 2	Chapter two reflection Chapter three discussion board opens Make sure you teach and video your lesson for Tasks One and Two! See syllabus for more information.	Sunday, September 8 by 11:50 PM
Week three September 9	Chapter 3 and 4	Article critique one You need a copy of this week's lesson plans in your class for the Lesson Plan Analysis Part One Make sure you teach and video your lesson for Tasks One and Two! See syllabus for more information. Chapter three discussion board closes Chapter four discussion board opens	Sunday, September 15 by 11:50 PM
Week four September 16		Chapter four discussion board closes Chapter five discussion board opens Interdisciplinary Task One	Sunday, September 22 by 11:50 PM
Week five September 23	Chapter 5	Article critique two Lesson Plan Analysis Part One Chapter five discussion board closes	Sunday, September 29 by 11:50 PM
Week six September 30	Chapter 6	Chapter six discussion board opens Article critique three	Sunday, October 6 by 11:50 PM
Week seven October 7	Chapter 7	Chapter six discussion board closes Chapter seven reflection TED Talks position paper	Sunday, October 13 by 11:50 PM
Week eight October 14		Article critique four Interdisciplinary Task Two	Sunday, October 20 by 11:50 PM
Week nine October 21	Chapter 8	Chapter eight reflection Lesson Plan Analysis Part Two	Sunday, October 27 by 11:50 PM
Week ten October 28		Upload Interdisciplinary Tasks One and Two in T20	Friday, November 1 by 11:50 PM

All late assignments are penalized 3% per day once they are late. After seven days, the assignment is closed.

Reflections should be approximately one-two pages in length (font 12 please). They should be written using the APA format and free of any grammar and/or punctuation errors. The goal of the reflection questions is for the student to apply the reading to the current educational assignment. **Each question must serve as a heading in your reflection.**

Chapters	Reflection Questions or Discussion Questions
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Chapter 1 Reflection	As a teacher, why would you find it more helpful to be given a document that states what students must KNOW factually, UNDERSTAND conceptually, and be ABLE TO DO in skills and processes rather than receiving a traditional framework of verb-driven curriculum objectives? Give two specific examples of how the College and Career Readiness Standards have assisted in your planning for student success.
Chapter 2 Reflection	Why does preK-Grade 12 curriculum need a conceptual structure in addition to a topic/skill structure? How does a concept-based model develop deeper levels of understanding? How does a concept-based model develop higher levels of thinking?
Chapter 3 Discussion Board	For this week's discussion, respond to the following: In your opinion, what value do curriculum maps have in the articulation of critical content and skills? How can curriculum maps help ensure teachers are teaching the correct standards? After reading this chapter, do you plan to add a curriculum map to your planning toolbox? Why or why not?
Chapter 4 Discussion Board	There are numerous differences between a "coordinated, multidisciplinary unit of study" and an "integrated, interdisciplinary unit of study." For this week's discussion, provide a brief description of how you, as the classroom teacher, choose which unit of study to use when writing a unit and the factors that are involved in that choice you make.
Chapter 5 Discussion Board	For this week's discussion, watch the youtube video regarding career technical education and the job hunt in America. Regardless of the grade or content you teach, briefly discuss three ways you can blend academic learning with career and technical education in your classroom. Chapter Five CTE and Academic connections
Chapter 6 Discussion Board	For this week's discussion, describe how you design a quality process assessment in reading, writing and thinking. Once you have gathered the data, describe two ways you use that data to drive follow up instruction in your classroom.
Chapter 7 Reflection	Why is it important for school level administrators to understand concept-based curriculum and instruction? If your evaluation was lower than you anticipated due to an administrator's lack of understanding of concept-based instruction, what information would you convey in a follow up conversation with that administrator?
Chapter 8 Reflection	At this point, you have taught your class for approximately 40 days. Reflect on those days. What academic improvement in your classroom based on the readings of this textbook and the accompanying assignments? Identify two ways you will plan differently because of this course.

Scoring Rubric for Reflection Questions

The reflection questions must be your response to experiences, opinions, or new information. It should explore your new learning regarding diversity. By responding to the reflection question, you should achieve clarity and better understanding of the importance of curriculum and planning in order to improve academic achievement. Your response should not just convey information, but rather, apply what you are studying to improve the current planning and instruction in your classroom.

Your last heading must be identified as **"Impact of Reflection on my Teaching Methodology"** in order to receive points for your reflection and must be a minimum of two paragraphs.

Portion of reflection	Total points
Each question of the reflection is identified by a heading and is sufficiently answered (must be formatted using the APA guidelines.)	20 points
Points for an error free reflection	5 points
The last heading is identified as "Impact of Reflection on my Teaching Methodology" and sufficiently discusses the impact of the chapter on instruction in the student's classroom. This section is a minimum of two paragraphs.	25 points
Points for each reflection	50 points

Scoring Rubric for Discussion Boards

The discussion boards are a great platform to discuss your new learnings and receive feedback from your classmates. Discussion boards are NOT text messages. Your discussion should answer the questions listed and you should provide enough information in your response that other educators will envision the instruction taking place in your classroom and be able to post comments, ask additional questions, or “borrow” your instructional practice based on your post.

Portion of discussion	Total points
Each question of the discussion is sufficiently answered	20 points
Points for an error free response	5 points
Total points per discussion	25 points

Research Article Critique

Utilizing professional journal articles, books, etc., critique four articles regarding the following topics:

- Implementation of professional learning communities in schools and/or school districts
- Bloom’s taxonomy and critical thinking instruction
- Essential Questions
- Concept of curriculum mapping
- The use of performance tasks in classrooms
- Blending of academic and career technical education in classrooms
- Ways to promote thinking and reasoning developmental processes in classrooms
- Concept based instruction
- Use of cooperative learning in classrooms
- Why constructivist learning is important in learning
- Differentiation of instruction that meets student’s needs
- Use of assessment in classrooms to drive quality instruction
- Different types of assessments and how to effectively use them in classrooms
- The use of understanding by design when planning for instruction
- Inquiry based lesson plans

Develop a two page overview on each of the four articles you selected. The articles must be written AFTER 2013.

Scoring Rubric for Article Critique

Portion of research article	Total points
The title and the source of the article (cite in APA format)	5 points
Three main ideas highlighted and discussed in the article (minimum three paragraphs)	15 points
Direct quote is provided as it relates to one of the three main ideas (document in APA format)	5 points
Agreement or disagreement is clearly articulated in article and includes explanation of opinion (minimum one paragraph)	10 points
Implication for educators is stated (How could this article impact instruction in your school?) minimum one paragraph	25 points
Correct grammar, spelling and sentence structure and is a minimum of two pages	10 points
Total points for each critique	70 points

Lesson Plan Analyses Part One and Two

Quality lesson plans are pivotal in a student’s academic growth. It is important that a teacher apply their learning to improve lesson plans. Lesson plans should be fluid and should reflect the district expectations and the academic goals for the content area. Lesson plans should also take into consideration differentiation of instruction, learning styles, and connection to previous content and other subject areas. Using your lesson plans from September 9-13, complete Lesson Plan Analysis Part One. Be sure to keep a hard copy of that assignment. You will need it for Lesson Plan Analysis Part Two. Use lesson plan from September 9-13 and October 21-25 to complete Lesson Plan Analysis Part Two. The two documents for this assignment are located at the end of the syllabus.

Scoring Rubric for Lesson Plan Analysis Part One

Portion of analysis	Total points
Lesson Plan is highlighted according to directions	20
Summary includes observation based on the highlighted portions of lesson plan	10
Two strengths identified and discussed in summary (minimum of two paragraphs)	20
Two weaknesses identified and discussed in summary (minimum of three paragraphs)	30
Correct grammar, spelling and sentence structure in summary	10
Total points	90

Scoring Rubric for Lesson Plan Analysis Part Two

Portion of analysis	Total points
Lesson Plan is highlighted according to directions	20
Summary includes observation based on the highlighted portions of lesson plan (minimum one paragraph)	10
Three paragraphs that include EXPLICIT connections between class and improvement of lesson plans	30
Two paragraphs that discuss weaknesses identified and how the weaknesses have improved through the learnings of the class	20
Three paragraphs that identify and discuss the activities completed in class that have positively impacted writing lesson plans	60
Correct grammar, spelling and sentence structure in summary	10
Total points	150

TED Talks position paper

As technology becomes a larger part of our school day, the forward thinking teacher seamlessly integrates its use into their classroom. Watch one of the three videos included in the Canvas shell regarding the use of technology in classrooms. Once you have watched the video:

1. Summarize the video, including the speaker’s stance on technology;
2. Provide your opinion of the video, including your agreement or disagreement of the speaker’s opinion;
3. Assess the current use of technology used in your classroom, including how much time students spend on the technology in your classroom (or computer lab) and what programs they are using;
4. Discuss at least one idea you have to increase the use of technology in your classroom as part of the instructional environment. This idea cannot be an established program already used in your classroom or school (for example, Study Island, i-Ready, Accelerated Math).

<https://youtu.be/iG9CE55wbtY>

Scoring Rubric for TED talks position paper

Portion of position paper	Total points
Summary of video (minimum one paragraph, includes title of TED talks video and speaker)	10 points
Student's opinion of video (minimum two paragraphs)	10 points
Description of technology in student's classroom (minimum two paragraphs)	10 points
Description of plan to increase use of technology in classroom (minimum three paragraphs)	15 points
Correct grammar, spelling and sentence structure	15 points
Total points for paper	60

Teacher Performance Interdisciplinary Unit Tasks

This unit will be centered on the College and Career Reading Standards you are currently teaching in your classroom, the discipline in your Masters of Education and one or more disciplines of your choosing for integration. It will follow the integrated, interdisciplinary curriculum model. This unit will include a minimum of five teaching days. In addition to creating the unit, you will analyze students' engagement throughout the unit, assess student ownership of the standards being taught and provide commentary on the planning, teaching, assessing and growth from the unit. Uploading the video is NOT required; it is a recommendation you record the lesson to better complete this assignment.

Task 1 – Planning Instruction & Assessment due September 22

Section One: Context for Learning Information, including the CCR standards you will teach in the unit (minimum two paragraphs)

Section Two: Learning Goals identify and discuss these in your document (minimum two paragraphs)

Section Three: Use of technology in the unit (the technology cannot be an established program being used in your classroom or school; i.e. i-Ready, Study Island, Classworks, etc.) (minimum two paragraphs)

Section Four: Planning Commentary, a reflection of student engagement and academic growth, what went well, what did not go well during instruction and what will you do differently to improve this unit for future use

A copy of the lesson plans you use must be included in the document. (minimum three paragraphs)

Scoring Rubric for Teacher Performance Interdisciplinary Unit Task 1

Portion of unit	Total points for each task
Section One contained context for Learning Information, including the CCR standards you will teach in the unit (minimum two paragraphs)	10
Section Two includes Learning Goals identified and discussed (minimum two paragraphs)	10
Section Three adequately discussed use of technology in the unit (the technology cannot be an established program being used in your classroom or school; i.e. i-Ready, Study Island, Classworks, etc.) (minimum two paragraphs)	10
Section Four included Planning Commentary, a reflection of student engagement and academic growth, what went well, what did not go well during instruction and what will you do differently to improve this unit for future use (minimum three paragraphs)	21
A copy of the lesson plans was included in the document	15
Correct grammar, spelling and sentence structure	9
Total points	75

Task 2 – Analysis of Student Academic Growth Through the Unit due October 20

This unit will be centered on the College and Career Reading Standards you are currently teaching in your classroom, the discipline in your Masters of Education and one or more disciplines of your choosing for integration. It will follow the integrated, interdisciplinary curriculum model. Much of your reading throughout the course will lead you through the steps of developing this type of unit. By the time you are ready to begin, you should be very comfortable with this requirement. This unit will include a minimum of five teaching days. In addition to creating the unit, you will analyze students' engagement throughout the unit, assess student

ownership of the standards being taught and provide commentary on the planning, teaching, assessing and growth from the unit.

Section One: Pre Assessment of students: identify the pre assessment utilized to determine any background knowledge students have regarding unit. Discuss analysis of pre assessment of how the depth of knowledge students have changed the outcomes of the unit.

Section Two: Post Assessment of students: identify the post assessment utilized to determine the growth students made at the end of the unit. Discuss the origin of the assessment (whether created by yourself or created by textbook/district) and if the post assessment changed based on the outcome of the pre assessment.

Section Three: Assessment Commentary-Reflect on the pre and post assessment data and conduct a brief analysis of student academic growth based on the unit outcomes. By reflecting on the data, describe how you will teach the unit differently in the future to increase student growth. Provide a table of data to support your reflection.

Scoring Rubric for Teacher Performance Interdisciplinary Unit Task 2

Portion of unit	Total points for each task
Pre assessment was identified and adequate analysis of pre assessment was made (minimum two paragraphs)	20
Post assessment was identified, the origin of the assessment and data was sufficiently analyzed (minimum two paragraphs)	25
Adequate analysis of academic growth based on student outcomes, including reflection of how the unit will change (minimum two paragraphs)	30
Section Four included Planning Commentary, a reflection of student engagement and academic growth, what went well, what did not go well during instruction and what will you do differently to improve this unit for future use (minimum three paragraphs)	21
A table of data including pre assessment, post assessment and indication of growth was included in assignment	15
Correct grammar, spelling and sentence structure	10
Total points	100

Note the due dates. Even though this unit takes five days to teach, the due dates for each task is different. This gives you the opportunity to reflect on each task and include all requirements. You should begin planning this unit immediately, so it can be taught in your class no later than the week of September 13.

Note the due dates. Even though this unit takes five days to teach, the due dates for each task is different. This gives you the opportunity to reflect on each task and include all requirements. You should begin planning this unit immediately, so it can be taught in your class no later than the week of **September 13**.

Your interdisciplinary unit will be submitted on TK20 for points. Your final grade will not be posted until your tasks are uploaded in TK20.

Evaluations and Grading Scale

	Points	Points Evaluation	Grading Scale
Reflections (50 points each)	200 points		
Discussion board posts (25 points each)	100 points	1255-1175= A	A = 100-93
Research Article Critiques (70 points each)	280 Points	1174-1075=B	B = 92-86
Lesson Plan Analysis Part One	90 points	1074-950=C	C = 76-85
Lesson Plan Analysis Part Two	150 points	875 and below F	
Teacher Performance Interdisciplinary Unit Task One	75 points		F=69 and below
Teacher Performance Interdisciplinary Unit Task One	100 points		
TED Talks Position paper	60 points		

Weekly attendance as noted by completion of assignments by due dates	100 points		
Interdisciplinary Tasks One and Two uploaded in TK20	100 points		
Total points 1255			

Lesson Plan Analysis Part One

These statements are taken directly from the Professional Growth System, Mississippi Department of Education's evaluation system found on the website.

Lessons include student learning outcomes and instructional activities that:	
are fully aligned to current Mississippi College and Career Ready Standards or Framework	green
are part of a coherent and focused sequence of learning with meaningful connections made to previous and future learning	yellow
reflect connections across disciplines to enrich learning	blue
connect lesson content to real-world application	blue
Lesson plans provide assignments and activities that contain the following components:	
opportunities for students to choose challenging tasks and instructional materials	orange
relevant connections to students' prior experiences or learning	blue
student-centered learning whenever appropriate	orange
differentiation based on students' abilities and learning styles	orange
appropriate scaffolding that effectively builds student understanding	yellow
formative and summative assessments to effectively monitor student progress	pink
opportunities for students to demonstrate connections between what they are learning and how it advances their personal and professional goals/interests	blue

1. Print out a copy of your lesson plans for the week of September 9-13, 2019.
2. Highlight statements on your lesson plan that indicates the components above. Highlight statements in your lesson plan according to the color listed next to the component.
3. Circle any Bloom's Taxonomy verbs with a blue or black pen.
4. Write a one page summary of your analysis. Describe what you observe regarding your lesson plans, based on the highlights (one paragraph). Identify and discuss two strengths in your lesson plans (minimum two paragraphs). Identify and discuss two weaknesses in your lesson plan (minimum three paragraphs).
5. File the copy of your lesson plans somewhere! You will use the SAME lesson plan in week eight.

Lesson Plan Analysis Part Two

These statements are taken directly from the Professional Growth System, Mississippi Department of Education's evaluation system found on the website.

Lessons include student learning outcomes and instructional activities that:	
are fully aligned to current Mississippi College and Career Ready Standards or Framework	green
are part of a coherent and focused sequence of learning with meaningful connections made to previous and future learning	yellow
reflect connections across disciplines to enrich learning	blue
connect lesson content to real-world application	blue
Lesson plans provide assignments and activities that contain the following components:	
opportunities for students to choose challenging tasks and instructional materials	orange
relevant connections to students' prior experiences or learning	blue
student-centered learning whenever appropriate	orange
differentiation based on students' abilities and learning styles	orange
appropriate scaffolding that effectively builds student understanding	yellow
formative and summative assessments to effectively monitor student progress	pink
opportunities for students to demonstrate connections between what they are learning and how it advances their personal and professional goals/interests	blue

1. Print out a copy of your lesson plans for the week of October 21-25, 2019.
2. Highlight statements on your lesson plan that indicates the components above. Highlight statements in your lesson plan according to the color listed next to the component.
3. Circle any Bloom's Taxonomy verbs with a blue or black pen.
4. Compare this lesson plan to the one you highlighted in week two (the lesson plan from September 9-13).
5. Write a two page summary on how your planning has improved based on the learnings from this class. Make **EXPLICIT** connections between the improvement of your lesson plans and the assignments you have completed, the chapters from the textbook, the articles you have researched and the discussion boards (minimum three paragraphs).
6. Review the Lesson Plan Analysis Part One assignment that you completed. Identify the two weaknesses you discussed in that assignment. How have you improved that area of weaknesses in your lesson plans? (minimum two paragraphs) What have you learned in this class to help you write better lesson plans to improve instruction and student ownership? (minimum three paragraphs)

Field Experience Documentation

(Revised 8/15/19)

This chart describes activities that may be used to complete the 40 points of field experience required in the Masters of Education. As you matriculate through the course work, select projects which will define your commitment to excellence and innovation. Please remember documentation is required for each experience and should be within the dates of your MED program. Questions concerning experience qualifications and hours may be directed to your program advisor at WCU.

Date completed	Observations	Pts.
	1-Visit a school.	5
	2-Observe and evaluate a master teacher.	5
	3-Observe and evaluate a teacher candidate.	5
	4-Observe a special education class or interventions.	5
	Mentoring	
	5-Mentor a Residency I teacher candidate	15
	6-Mentor a Residency II teacher candidate	30
	7-Mentor a first year teacher.	15
	8-Serve as a cooperating teacher for an EDU 300 Field Practica or other pre-intern field practica.	10
	Professional Training	
	9-Present a faculty/staff training seminar.	5
	10-Lead a Professional Learning Community.	5
	11-Present a paper, poster, or lecture at a local, state, regional, or national conference.	5
	12-Mentor a colleague in co-teaching strategies	5
	13-Design a cultural diversity lesson plan	5
	Conferences	
	14-Attend a local, state, regional, or national conference.	5
	15-Attend a school board meeting.	5
	16-Attend a court trial or legislative session pertaining to education.	5
	Publishing and Research	
	17-Conduct a value-added action research project in your classroom.	20
	18-Conduct a value-added action research project in a colleague's classroom	20
	19-Book Review	10
	20-Journal Manuscript	15
	21-Grant Proposal	10
	Service	
	22-Volunteer in the community or in your profession.	5
	23-Join a board (professional or community), serve as an officer or board member.	5
	24-Mentor a student.	15
	25-Design a school improvement plan.	10
	26-Serve as a guest lecturer in a university class.	5
	27-Optional Activity with Instructor Approval	5

Classroom Procedures and Requirements

This class is an online class. All assignments and their corresponding due dates are listed in this syllabus and on the Canvas class shell. The textbook will be utilized as a primary resource. Additional resources will be found on the internet.

1. All work should be turned in ON THE ASSIGNED DATE BY THE ASSIGNED TIME using the specified method. Points will be deducted from work turned in late. Per WCU policy, an absence will be recorded when an assignment is turned in late.
2. Submit original work. *Turnitin.com* will be used to monitor plagiarism. Possible penalties for submitting someone else's work or work you have submitted to another class are discussed in detail later in syllabus.
3. Once the class has begun, you may feel free to work ahead if you choose, after the first week. (Please understand that even though you turn an assignment in early, it will be graded when it is due. If you turn an assignment in late, it will be graded at the instructor's convenience or as time permits.)
4. Submit high-quality work. As a graduate student, you should produce work that is free of grammatical, spelling, or punctuation errors, is structurally correct, and completed according to the directions given.
5. At least one or more assignment(s) for this education class must be uploaded to TK20 in order to receive credit for the class.

6. Due to the nature of the assignments, you must be a current teacher in order to take this course.

Drop Date for the Fall Trimester

The last day to drop any class for the Fall trimester is August 27, 2019.

Norms of class

All students are expected to actively participate during class. Participation in an online class is considered by assignments turned in by their established due date.

Technology

Computer Literacy: Students taking online or hybrid courses should have a basic knowledge of computer and Internet skills in order to be successful. As part of your online experience, you can expect to utilize a variety of technology mediums as part of your curriculum:

- Communicate via email including sending attachments
- Navigate the World Wide Web using a Web browser such as Internet Explorer
- Use office applications such as Microsoft Office (or similar) to create documents
- Be willing to learn how to communicate using a discussion board and upload assignments to a classroom Web site
- Be comfortable uploading and downloading saved files
- Have easy access to the Internet
- Able to navigate Canvas, including using the email component within Canvas.

For presentations, you are expected to have your own technology in order to present.

TK20

The activation of a TK20 account is a requirement for any student taking Education courses at William Carey University. Uploading one or more assignments in this course is a requirement of this Education course. **The neglect to upload the required assignment to your TK20 by the specified deadline will result in receiving an "I" (incomplete) or a grade of an "F" for this course at your instructors' discretion.** If they choose to give you an "I", you will then have one term to complete the upload to receive a reduced grade, preventing the "I" from turning to an "F" automatically. If you have questions about what TK20 is or how to purchase your account, contact your TK20 Administrator at tk20@wmcarey.edu.

- For technical assistance for Canvas, go to <http://wmcarey.edu/student-guides>.

- To access Canvas without going to the university website go to <https://wmcarey.instructure.com>
- To access the university's guides for online students go to <https://wmcarey.edu/student-guides>
- To access the university's library go to <http://www.wmcarey.edu/departments/library>

William Carey University School of Education Assessment System

The School of Education's Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission; School of Education's Conceptual Framework (CF) and Outcomes; School of Education's Educational Goals; Interstate Teacher Assessment and Support Consortium (INTASC) Standards; and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

William Carey University Expanded Statement of Mission	<p>WCU 1 - Provide academic programs to promote student learning;</p> <p>WCU 2 - Promote Christian development and social responsibility;</p> <p>WCU 3 - Strengthen ties with Baptist churches, associations, and conventions;</p> <p>WCU 4 - Provide an environment that supports student learning;</p> <p>WCU 5 - Strengthen organizational and operational effectiveness;</p> <p>WCU 6 - Strengthen financial resources.</p>
School of Education Conceptual Framework and Outcomes	<p>CF – Confident, Caring, and Reflective Professional Educators</p> <p>CF 1 - An innovative thinker</p> <p>CF 2 – An effective communicator</p> <p>CF 3 – An advocate for diverse learners</p> <p>CF 4 – An integrator of technology</p> <p>CF 5 – A life-long learner</p> <p>CF 6 - A steward of the profession</p>
School of Education Goals	<p>EG 1 - apply current research and technology related to the teaching-learning-assessment process;</p> <p>EG 2 – respond sensitively to individual differences and diversity;</p> <p>EG 3 – understand and anticipate the needs of a global society;</p> <p>EG 4 – plan and implement learning experiences that support the highest level of student potential;</p> <p>EG 5 – continue to reflect, refine, and revise professional practices;</p> <p>EG 6 - collaborate with others to promote learning;</p>
Interstate Teacher Assessment and Support Consortium (INTASC) Standards	<p>1 – Learner Development</p> <p>2 - Learner Differences</p> <p>3 – Learning Environment</p> <p>4 – Content Knowledge</p> <p>5 – Application of Content</p> <p>6 – Assessment</p> <p>7 – Planning for Instruction</p> <p>8 – Instructional Strategies</p> <p>9 – Professional Learning and Ethical Practice</p> <p>10 – Leadership and Collaboration</p>
Learned Society Standards (SPA)	<p>Association of Childhood Education International (ACEI)</p> <p>Council for Exceptional Children (CEC)</p> <p>Educational Leadership Constituency Council (ELCC)</p> <p>International Dyslexia Association (IDA)</p> <p>National Association for Sport and Physical Education (NASPE)</p> <p>National Association of the Gifted Child (NAGC)</p> <p>National Council for Social Studies (NCSS)</p> <p>National Council for Teachers of English (NCTE)</p> <p>National Council for Teachers of Mathematics (NCTM)</p> <p>National Science Teachers Association (NSTA)</p>

Academic Integrity Policy

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University's academic standards and Cristian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student services, the Office of Academic affairs, each academic dean's office and each campus dean's office.

ADA Policy

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact Ms. Valerie Bridgeforth, 601-318-6188, Student Services Office in Lawrence Hall.

Tradition campus: Dr. Cassandra Conner, 228-702-1802.

Keesler Center: Ms. Amanda Knesal, 228-376-8480.

Baton Rouge: Dr. Catherine Belden,

Attendance Policy and Late Assignment Statement

Attendance will be documented by timely submissions into CANVAS. Submissions more than a week late will constitute an absence. More than four absences will result in a failing grade. There are no excused or unexcused absences. Please see The Graduate Catalog of WCU. Excessive absences may seriously affect the work of the whole class as well as that of the individual students who are absent. Graduate students must attend 80% of their classes. The total number of absences of each student shall be reported for each class by each faculty member at the time of filing trimester grade reports.

If submissions are late it is the responsibility of the student to contact the instructor. The instructor will respond in writing whether they choose to accept a late assignment. Otherwise the student will not receive credit for the assignment. Students are expected submit assignments on time. This is critical due to the nature of this course.

Disaster Plan

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website <http://wmcarey.edu>, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of course work will be posted on the university's course management system at <https://wmcarey.instructure.com>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through SaderWatch, and the WCU emergency message service. Sign up instructions can be found at <http://wmcarey.edu/saderwatch>.

Incompletes

All of the following criteria must be met in order for a student to receive an incomplete:

- class (and university) attendance requirements must have been met;
- 80% of the required work for the class must have been completed;
- the student must be passing the class at the time the incomplete is granted;
- the student must request the incomplete on the WCU incomplete request form prior to the time at which faculty must submit grades;
- the student must have provided appropriate documentation regarding the reason for requesting the incomplete (e.g., accident reports, medical records, etc.)
- the Academic Dean must have determined that unavoidable circumstances have prevented the student from completing the course on schedule.

If any one of the above conditions is not met, a student cannot receive an incomplete for the course.

Plagiarism

In education the writing style required is that of the American Psychological Association (APA). According to the APA Manual, psychologists do not present substantial portions or elements of another's work or data as their own, even if the other work or data source is cited occasionally. The manual has much to say about plagiarism. In the sixth edition, this information can be found from page 12 through page 16. One will benefit from reading this information.

The following are key points:

- DO NOT PLAGIARIZE
- Before writing one should read the article and write a summary of the article.
- When summarizing an article, refrain from looking at the article.
- Claiming to “not know you were plagiarizing” is not an acceptable defense.
- If help is needed one should come see me before there is an issue.
- Consequences of plagiarism are severe and could jeopardize your career as a student.

Sexual Misconduct Statement

It is the policy of William Carey University to comply with all federal and state laws governing sexual misconduct. Further, William Carey University reaffirms its principle, as well as Title IX of the Civil Rights Act, that all students have a right to be free from sexual discrimination in the form of sexual harassment and sexual violence. Students are referred to the Student Handbook, The Translation (The Red Book), for policy statements regarding sexual harassment and sexual assault and for procedures for reporting and responding to sexual offenses. The policies and procedures may also be found on the University’s website under Campus Life – Security.

<http://wmcarey.edu/sexual-misconduct>.

Tobacco-Free Campus

William Carey University is a tobacco-free campus. All WCU students are asked to respect this policy by refraining from smoking or other tobacco use while on campus.

Additional Note

This syllabus is subject to revision due to student needs, time constraints, or other unforeseen circumstances that may arise.

Bibliography

Banks, J.A. (199). Teaching Strategies for Ethnic Studies. Boston: Allyn and Bacon.

Gardner, H. (1993). Frames of Mind: The Theory of Multiple Intelligences. New York; Basic Books.

SCANS. (1991). What Work Requires of Schools; A SCANS Report for America 2000. Washington, DC: U.S. Department of Labor, Secretary's Commission On Achieving Necessary Skills.

Taba, H. (1966). Teaching Strategies and Cognitive Functioning in Elementary School

Children (Cooperative Research Project). Washington, DC: Office of Education, U.S. Department of Health, Education, and Welfare; San Francisco: San Francisco State College.

Wang, M.C., Haertel, G. D., and Walbert, H.J. (1993). Toward a Knowledge Base for School Learning. Review of Educational Research, 63(3), 249-294.

William Carey University
EDU 646.40- Secondary Methods-School of Education
Course Syllabus – Fall 2019

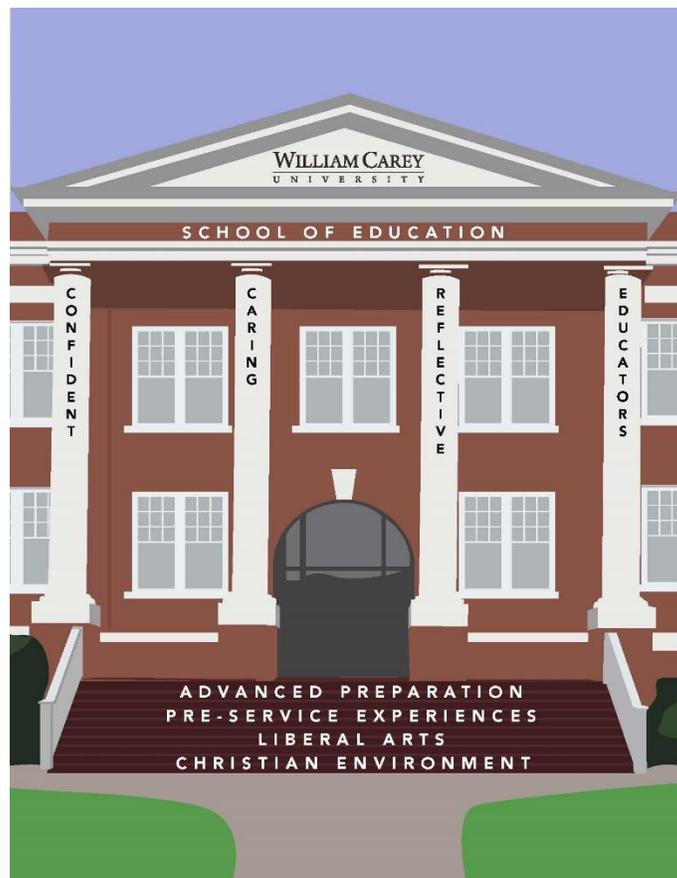
Instructor: Dr. Rosemary Woullard
Phone: 601-550-4206 - cell
601- 318 6716- office

E- Mail: rwoullard@wmcarey.edu
Office Hours: 10 to 2 P.M. on Mon. & Wed.

WCU Theme: “Desiderium Sceindi” : Longing to Know
Philippians 3:10

Vision: “Confident, Caring, and Reflective Professional Educators”

The School of Education serves to prepare **confident, caring, and reflective** educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for inservice educators.



William Carey University School of Education

Assessment System Foundation

The School of Education's Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission, School of Education's Conceptual Framework (CF) and Outcomes, School of Education's Education Goals (EG), Interstate Teacher Assessment and Support Consortium (INTASC) Standards, and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

Mission	Outcome
William Carey University Expanded Statement of Mission	WCU 1- Provide academic programs to promote student learning. WCU 2-Promote Christian development and social responsibility. WCU 3-Strengthen ties with Baptist churches, associations, and conventions. WCU 4-Provide an environment that supports student learning. WCU 5-Strengthen organizational and operational effectiveness. WCU 6-Strengthen financial resources.
School of Education Conceptual Framework and Outcomes	CF-Confident, Caring, and Reflective Professional Educators CF 1-An innovative thinker CF 2-An effective communicator CF 3-An advocate for diverse learners CF 4-An integrator of technology CF 5-A life-long learner CF 6-A steward of the profession
School of Education Goals	EG 1-Apply current research and technology related to the teaching-learning-assessment process. EG 2-Respond sensitively to individual differences and diversity. EG 3-Understand and anticipate the needs of a global society. EG 4-Plan and implement learning experiences that support the highest level of student potential. EG 5-Continue to reflect, refine, and revise professional practices. EG 6-Collaborate with others to promote learning.

<p>Interstate Teacher Assessment and Support Consortium (InTASC) Standards</p>	<ul style="list-style-type: none"> 1-Learner Development 2-Learner Differences 3-Learning Environment 4-Content Knowledge 5-Application of Content 6-Assessment 7-Planning for Instruction 8-Instructional Strategies 9-Professional Learning and Ethical Practice 10-Leadership and Collaboration
<p>Learned Societies (SPA)</p>	<ul style="list-style-type: none"> Association of Childhood Education International (ACEI) Council for Exceptional Children (CEC) Educational Leadership Constituency Council (ELCC) National Association for Sport and Physical Education (NASPE) National Association for the Gifted Child (NAGC) National Council for Social Studies (NCSS) National Council for Teachers of English (NCTE) National Council for Teachers of Mathematics (NCTM) National Science Teachers Association (NSTA)
<p>Professional dispositions</p>	<p>All WCU candidates will:</p> <ul style="list-style-type: none"> 1. Exhibit professional behaviors that indicate all students can learn and are a vital part of the learning environment; 2. Collaborate and seek to create positive relationships with all stakeholders to improve the learning environment; 3. Exhibit an awareness of all students’ needs; 4. Exhibit poise, mature reflection, and sound judgment; 5. Engage in ongoing reflection, self-evaluation, and improvement in the profession; and 6. Act as a steward of the profession.

Text for Secondary Methods Course: Gregory, Gayle H. and Chapman, Carolyn. (2002). Differentiated Instructional Strategies. (Third Edition), Thousand Oaks, CA: Corwin Press, Inc.

COURSE DESCRIPTION:

EDU 646 is an in-depth study of current instructional management and evaluation processes and practices within secondary schools. Method and problems related to teaching and learning in the major areas will be emphasized. This course will immerse students in various differentiated instructional strategies that are educationally sound for utilizing with secondary students in grades five through twelve. The focus will be on all aspects of differentiated instruction as it relates to how best to plan lessons for all levels of diversified population in schools. (3 hours)

COURSE OBJECTIVES:

The objectives of this course are to:

1. Introduce students to the importance of differentiated instruction as a way of providing diversified instruction and learning on all levels in the classroom.
2. Acquaint students with various differentiated instructional strategies to use for students' success.

STUDENT LEARNING OUTCOMES:

Students will be able to:

1. Become familiar with various differentiated Instructional strategies.
2. Read, respond and reflect on select questions from various chapters in the textbook.
3. Create lesson plans that include differentiated instructions for all levels of classroom diversity.
4. Review and respond to a video on Differentiated Instruction.
5. Write about a favorite website and teaching strategy.
6. Examine and write an essay on Bloom's Taxonomy, Gardener's Multiple Intelligences and State Frameworks and connect them to differentiated instructional planning.
7. Create a case scenario by making a lesson plan using the six steps to preparing for differentiated instruction.
8. Compare and Contrast various choice boards.
9. Design a choice board
10. Complete a final exam.

CLASS PROCEDURES AND REQUIREMENTS:

This course is entirely online. Assignments are due each week. Therefore, you are required to read the information provided. Each assignment is graded and reflects the above student learning outcomes. **The Turnitin plagiarism level should not be above 30% on all assignments. If your Turnitin percentage is more than 30 percent your assignment will not be graded.**

One or more assignments in this course require submission to two links in CANVAS. Failure to do so will result in a grade of “I”. You will then have one term to complete the upload to receive a reduced grade, preventing the “I” from converting to an “F” automatically. If you have questions or need help with your upload to the link that hasTK20 in the title, contact your TK20 Administrator at tk20@wmcarey.edu

All assignments should be submitted through Word online so I will be able to make comments and give feedback.

Review the syllabus, guiding principles, rubrics, and files located in Canvas before attempting to complete all assignments.

1. **READ THE DESIGNATED CHAPTERS IN THE TEXT BOOK (EVERY PAGE AND DIAGRAM).**
2. Answer the Guiding Principles questions for each chapter located in the syllabus and the Reflections after each chapter in the textbook.
3. Research and Critique two articles on Differentiating Instruction.
4. Present in paragraph format a favorite website and teaching strategy. Make sure to follow the rubrics for each assignment located in this syllabus.
5. Review specific Videos in Canvas on Differentiated Instruction.
6. Compose an essay on Bloom’s Taxonomy, Gardener’s Multiple Intelligences, and State Frameworks.
7. Complete a Case Scenario using Gregory and Chapman’s Six –step plan for Differentiating Instruction.
8. Closely examine and Compare several choice boards from the text and submit findings.
9. Create and prepare a power point presentation of your Choice Board to submit to Canvas .
10. Complete a Final Exam.

Evaluation Methods:

Intro paragraph	5 pts
Video Discussion Questions	10 pts
2 Article Critiques	20 pts each
Favorite Teaching Strategy	15 pts
Favorite Website	10 pts
Power Point Review	10 pts
Guiding Principles (7)	10 pts each
Reflections (6)	10 pts each
Case Scenario	25 pts
Choice board activity	15 pts
Choice Board Presentation	50 pts
Essay on Bloom, Gardener and Frameworks	25 pts
Figure Comparison	20 pts
Question Starter activity	15 pts

Concluding Paper
Final Exam

10 pts
120 pts

Grading Scale: based on 500 point-465- 500 = A 435 – 464 = B 400 – 434 = C

Please note that your grades will be determined by the total number of points you receive for each assignment and not by the average that may show up on Canvas. Please follow the grading scale below to determine your grade.

All assignments must be submitted to Canvas by Thursday of each week no later than 11:59 P.M. Points will be deducted from each late assignment. Assignments one week late will not be graded. Look in the syllabus for the guiding principle questions for each chapter and the rubrics for many of the assignments. The reflections are located at the end of each chapter in your text book. Answers to All guiding principle questions and reflection questions must be written in complete sentences. The Turnitin plagiarism level should not be above 30% on all assignments. It is best not to repeat the question word for word in your answer. Simply give the answer to the question in complete sentences.

SPECIFIC WEEKLY REQUIREMENTS: Remember- Assignments that are one week late will not be graded.

Chapter Content and Assignments for this Course

Week One- Content and Assignments-

Complete and submit (1) Introduction Essay- Tell me: who you are, where and what you teach and how long. Please include your direct phone number in case I need to call you. Make sure to add the goals you want to achieve and how this class will help you to accomplish them. End your paper with a discussion of your philosophy on differentiation. (2) Look at the video on Differentiated Instruction by Carol Tomlinson and answer the questions for that assignment. **Remember to submit all assignment through "Word online".**

Chapter one: Stresses the importance of knowing that **"One Size Doesn't Fit All."** All learners have areas of strength and need based on their interests, backgrounds, experiences, and knowledge. In this chapter the philosophy of Differentiated Instruction (DI) is defined with an explanation of why, what, and how to differentiate. It identifies content, formative assessments, performance tasks and instructional strategies by means of a six step planning model for Differentiated Instructions to be used for DI instructions when planning your lessons.

After reading Chapter One from the textbook, submit (1) Guiding Principles one and (2) Reflection one answers into Canvas. **The Guiding Principles for each chapter are located on pages 12-18 of your syllabus and Reflections are located at the end of each chapter in your text. Answers to All guiding principle questions and reflection questions must be written in complete sentences.**

Week Two- Content-

Chapter Two: “Creating a Climate for Learning” An important strategy for planning effective classroom DI is establishing a healthy, safe and nourishing environment for every student. This chapter discusses tips, examines ideas, and looks at strategies that can help the teacher build effective learning communities that are emotionally, cognitively, socially and physically sound.

Assignments-After reading Chapter Two,(1) submit the first article critique on Differentiated Instruction, (2) Guiding principles two, (3) Reflections two, and (4) Examine and compose in writing a comparison/contrast paragraph of figure 2.1,p. 14 and figure 2.2 p. 21. Make sure to follow the rubrics located in your syllabus for all assignments.

Week Three- Content

Chapter Three: “Knowing the Learner”- The key to providing effective differentiated learning is taking the time to get to know each learner from day one. The more an educator learns about the student, the easier it is to plan effective lessons for that student. This chapter provides many strategies for targeting students’ specific personalities, personal styles, preferences and intelligences.

Assignments-After reading Chapter Three, submit into canvas (1) Guiding Principles three,(2) Reflection three and (3) a review of the video located in Canvas files on Differentiated instruction. Write on what a Differentiated Classroom looks like.

Week Four- Content

Chapter Four: “Assessing the Learner” -Assessment is vital to learning in that it drives the lesson planning. This chapter takes a look at assessing the students and reminds us of the importance of pre-assessing. It explores formal and informal assessments used for productive feedback and adjusting remediation for more effective learning opportunities. This chapter provides pre-assessment tools that help teachers create a plan based on every student’s background, knowledge, and experience. While using the appropriate tools and observation during the learning process, the classroom teacher can pace instruction and make conscious decisions during the process.

Assignments-After reading Chapter Four submit to Canvas (1) Your Favorite Website (checkout the rubric for this assignment), (2) Guiding Principles four, and (3) Reflections four.

Week Five-Content

Chapter Five: Adjusting, Compacting, and Grouping”- While teaching a specific unit, you will find students on different levels of learning. One way to challenge students at their knowledge base is to plan adjusted assignments based on their pre-assessment data. Because students learn information and develop skills at different times, individual and group activities must be planned to be fluid and flexible. Using **TAPS** (the acronym for **T**otal, or whole group instruction, **A**lone or independent work, and **P**artner tasks and **S**mall group assignments) will help with flexible grouping.

Assignments-After reading Chapter Five and submit into Canvas (1) Your favorite teaching strategy, (2) Paper on Bloom’s Taxonomy, Gardener’s Multiple Intelligence and The State Frameworks. Explain what each is and tell how knowing how to implement them into your lesson plans can help you differentiate instruction. Point out several teaching strategies that can be effective with each. Check the rubrics on these two assignments in your syllabus.

(3) Submit answers to chapter five Guiding Principles. During week five, I will send out the final exam to be completed for submission in Week Ten.

Week Six- Content

Chapter Six: “Instructional Strategies for Student Success” –

When teachers present various learning strategies in different and engaging ways, students learn and succeed. Teachers must establish a tool box of strategies to motivate and engage their students. This chapter is full of best assessment activities and teaching strategies to use before, during and after learning.

Assignments- After reading Chapter Six, submit (1) Examine carefully the chart on Question Starters on pages 144-145 in the textbook, or look for Figure 6.17 if you have a textbook online. Give in details one way you can use this information in your classroom to plan differentiated instruction with the subject you teach. Make sure to give complete details (include the questions you will create) and examples of how you can use this information. (2) Reflection six and (3) Guiding principles six.

Week Seven-Content

Chapter Seven: “Curriculum Approaches for Differentiated Classrooms”

This chapter provides and emphasizes the importance of planning and managing many useful curriculum approaches for Differentiated Instructional planning. Using centers, stations, projects contracts, cubes, and choice boards engage and motivate learners to develop skills outlined in your school districts’ standards.

Assignments-After reading Chapter Seven, Submit (1) Guiding Principles seven, (2) Reflection seven, and (3) case scenario assignment. Make sure to select one of the scenarios from the files and prepare a written introduction in paragraph format of the scenario on which you will use before listing your six-step Planning Model for Differentiated Learning from chapter one.

Week Eight-

Assignments-

(1) Submit a review of the choice boards from figures 7.7- 7.13 on pages 172-178. Examine closely these various choice boards and discuss in paragraph format how and why they are used to differentiate instruction. Write a short review of what you have noticed about these boards. Mention which ones you might use to create your choice board. (2) Submit Article Critique 2.

Week Nine- Content

Chapter Eight: “Putting It All Together”

The most important thing about successfully differentiating instruction is planning and implementing it. This helps to increase student achievement by individualizing students’ needs. In this chapter, the authors revisit the six step planning model for Differentiated Learning given in chapter one. They provide examples for adjustable assignments and lesson plan formats for different grade levels.

Assignments (1) After reading Chapter Eight in your text submit a concluding paper pointing out several ways you plan to honor diversity to help your students learn new concepts and skills after reading Gregory and Chapman’s Differentiated Instructional Strategies.(2) Submit your choice board presentation **to Canvas / TK20. This assignment requires submission to two links in CANVAS. Failure to do so will result in a grade of “I”. You will then have one term to complete the upload to receive a reduced grade, preventing the “I” from converting to an “F” automatically. If you have questions or need help with your upload to the link that hasTK20 in the title, contact your TK20 Administrator at tk20@wmcarey.edu**

Week Ten- (1) Submit Final Exam

ADA POLICY/STATEMENT:

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations, should contact Mrs. Valerie Bridgeforth, 601-318-6188, Student Services Office in Lawrence Hall.

UNIVERSITY'S POLICY ON ACADEMIC INTEGRITY:

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The college places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and violation of William Carey University's academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the University.

Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean's office and each campus dean's office.

ATTENDANCE/PARTICIPATION POLICY:

Your posting of completed assignments each week is required and recognized as attendance.

Assignments not submitted/posted in Canvas are considered as absences. All assignments are due as listed in the syllabus. Points will be deducted for late work. ANY ASSIGNMENT THAT IS ONE WEEK LATE WILL NOT BE GRADED. All assignments must be typed and should be free of grammatical, typographical and spelling errors. These assignments must be submitted specifically as directed in the syllabus.

PROCTORED EXAMS:

There are no proctored exams.

PLAGIARISM

The Turnitin plagiarism level should not be above 30% on all assignments.

If you do not understand the concept of plagiarism, you need to read the section on plagiarism in the APA Manual. www.plagiarism.org/pla_what_is_plagiarism.htm!

According to the Merriam-Webster Online Dictionary, to "plagiarize" means

- to steal and pass off (the ideas or works of another) as one's own
- to use (another's production) without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source

All of the following are considered plagiarism:

- turning in someone else's work as yours

- copying works or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not

WCU's on line Journal Search: JSTOR, ERIC, Etc. Go to the website of the Library. Wikipedia is NOT an acceptable source.

STANDARDS SPECIFIC TO DISCIPLINE: The Interstate Teacher Assessment and Support Consortium (InTASC) Standards are closely aligned with Students Learning Outcomes as well as standards of: Association of Childhood Education International (ACEI), National Council for Teachers of English (NCTE), National Council for Teachers of Mathematics (NTCM), National Science Teachers Association (NSTA), and National Council for Social Studies (NCSS). s.

ONLINE COURSE CREDIT:

This course receives the same number of credits as a traditional one.

CREDIT HOURS:

3 Hours

OFFICE HOURS:

I am available in the office on Tuesdays and Thursdays from 10 a.m. to 2 p.m. During Other hours I will be available by email.

COURSE COMMUNICATION:

Please communicate via the Canvas email and the University's email address established for students. My email address is rwoullard@wmcarey.edu. Telephone numbers are 601-268-7736 or 601-550-4206.

LATE ASSIGNMENTS OR PROJECTS:

Assignments are expected to be submitted on the dates specified. At the discretion of the instructor, up to five (5) points may be deducted for each day an assignment is tardy. **No assignments will be graded if they are one week late.**

TECHNOLOGY REQUIREMENTS:

To complete this course, Microsoft Word is required. In some assignments, specific internet links are provided. These links are usually located in the Resource Module of Canvas. Two videos are provided regarding certain aspects of standard-based integrated units. Double space all assignments. The Discussion Board is also utilized.

TECHNICAL ASSISTANCE:

Inside Canvas, there is an orientation module for students.

DISASTER PLAN STATEMENT:

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website <http://wmcarey.edu>, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the University's course management system at

<https://wmcarey.instructure.com>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through SaderWatch, the WCU emergency message service. Sign up instructions can be found at <http://wmcarey.edu/saderwatch>.

Assignments should be completed in Microsoft Office Word. DO NOT forward E-mail attachments without CONSENT FROM the professor.

GUIDING PRINCIPLES TO CHAPTER Readings for Secondary Methods

Answers to All guiding principle questions and reflection questions must be written in complete sentences.

Chapter One- Guiding principles: One Size Doesn't Fit All

1. What is meant by the phrase "One size does not fit all?"
2. How does the textbook define differentiation?
3. List some of the beliefs of supporters of differentiation.
4. Identify Gregory and Chapman's steps for planning differentiated learning.
5. What are educators doing when they are "honoring the diversity of students?"
6. What are the procedures for differentiation according to Carol Tomlinson?
7. How does the teacher differentiate assessment?
8. How does the teacher differentiate performance?
9. How does the teacher differentiate instructional strategies?
10. Discuss the research of Canady.
11. Complete the following: "Through differentiation, we give all these students...."
12. What type of climate should educators set for designing inclusive differentiated classrooms for diverse learners?
- 13. What is meant by **apply and adjust**?**
14. What are some 'curriculum approaches' for differentiation?

Chapter Two- Guiding Principles: Creating a Climate for Learning

Answers to All guiding principle questions and reflection questions must be written in complete sentences.

1. What do effective teachers believe?
2. Complete the phrase: "...but beneath the diversity, there are fundamental..."
3. What is the phrase that means "believing in oneself?"
4. What are trust statements?
5. Complete the following: "People need to know you care...."
6. Complete the statement: "It is essential that students bond...."
7. Define emotional intelligence.
8. What are the five stages for changing and managing our moods?
9. What are two strategies for helping students with "self motivation" according to the text?
10. What is Rozman's discovery?
11. Who is Renate Caine?
12. What do Deporter, Reardon and Singer-Nourie caution teachers about?
13. Who coined the statement: "...We can minimize the impact of stress by building a supportive environment?"
14. What is meant by the phrase "Climate is influenced by the physical attributes of the classroom?"
15. How does music impact energy?

Chapter Three- Guiding Principles : Knowing the Learner

Answers to All guiding principle questions and reflection questions must be written in complete sentences.

1. Who are Robert Sylwester? Rita Dunn? And Ken Dunn? Why would you need to know these people
2. Complete the following: "The more teachers can involve...."
3. According to the text what are 7 factors to consider that affect learning styles?
4. How is successful intelligence defined?
5. What are Kolb's learning profiles? On what did he base them?
6. What are the characteristics of the clip board learner?
7. What did Gregorc base his learning styles on?
8. Who are the assimilators and the accommodators?
9. What is metaphorical thinking?
10. What are Gardner's multiple intelligences?
11. How do tactile learners learn?
12. Who are the dynamic learners?
13. What are two valuable tools to help students reflect on their learning and their enjoyment or preference of one learning activity over another?
14. Who are the interpersonal learners?
15. What learning styles have been identified with Silver, Strong and Perini?
16. Complete the following: Learning is affected by such factors as auditory, visual, kinesthetic mobility tactile, sound, _____, _____, _____, _____.

Chapter Four-Guiding Principles: Assessing the Learner

Answers to All guiding principle questions and reflection questions must be written in complete sentences.

1. Differentiate among assessment, evaluation, and grading.
2. Complete the following: "Assessment as ongoing feedback...."
3. What are three purposes of pre assessments?
4. Complete the following: "By doing a pre assessment of knowledge, teachers..."
5. Explain two samples of informal pre assessments as per the text.
6. Complete the following statement and explain it: "Surveys may help you..."
7. What are portfolios and the four steps associated with them?
8. How do Wiggins and McTighe define authentic tasks?
9. What are some assessment tools for authentic performances?
10. What is meant by the following phrase: "Teachers need to honor persistence, tenacity and effort?" How do you feel about this?
11. Explain the Grand finale strategy.
12. Complete the following and explain it: "If we wait until the end,..."
13. Complete the statement: "Our challenge is to find ways to facilitate ongoing feedback...."

Chapter Five: Guiding Principles-Adjusting, Compacting, and Grouping . Answers to All guiding principle questions and reflection questions must be written in complete sentences.

1. List three reasons why we use adjustable assignment according to Gregory and Chapman.
2. Complete the following phrase: "Adjustable assignments allow teachers to help students focus..."
3. Complete the following statement: "Yet we often force.... This is why adjustments need to be made in their learning."
4. What were the findings of Marzano, Pickering, and Pollock?
5. When students are placed in adjustable groups, according to the text, what are the three grouping and mastery categories of students?
6. What is the major question the educator asks about students in the three categories of learners?
8. Who developed curriculum compacting and what does it provide?
9. Identify the purpose for compacting/enriching.
10. Explain collaborative jigsaw
11. What is the purpose of a double duty log?
12. What is an agenda? Name and explain one kind of agenda strategy.
13. Who are social butterflies and how are they useful in learning?
14. What are some rules needed for groups to work effectively according to suggestions in the text?

15. What is the purpose of ability grouping? Multiage grouping? Cluster Grouping?

16. When is it a good time to use peer-to-peer tutoring?
17. Complete the phrase: "Differentiated instruction accommodates..."

18. Who developed the Wagon Wheel Teaming and what is its purpose?

19. Why should teachers tap into a student's interest in a topic

Chapter Six- Guiding Principles: instructional Strategies for Student Success

Answers to All guiding principle questions and reflection questions must be written in complete sentences.

1. What is a 3 and 3 organizer and give example of one
2. Explain the jigsaw strategy and identify its purpose.
3. Complete and explain the following phrase: "A way to help students deal with massive amounts of content is...."
4. What are sponge activities? Explain TASK.
5. What is the purpose of metaphorical analogous thinking?
6. Complete the following phrase and explain its meaning "Positive or negative...."
7. In cooperative learning, groups why are roles usually assigned?
8. Complete the following phrase: "Using focus activities at the beginning of class"
9. Complete the following phrase "Although uniqueness is an issue, there are some things we know about how the brain works:..."
10. What is one strategy for differentiated levels of thinking and questioning?
11. Differentiate between rote and elaborative rehearsals.
12. Complete the following phrase regarding the jigsaw strategy: it has inter- and intrapersonal components...."
13. Complete: "Focus on sponge activities should...."
14. Complete the following: "Other focus activities can take various forms. They"
15. When cooperative group learning is used as a vehicle for student learning, what are four questions that teachers need to ask?
16. Explain cubing?
17. What are graphic organizers?
18. What opportunities does role-playing allow the student?
19. To aid students in learning the skills of summarizing and note taking, what are some learning strategies to be utilized as per the text?
20. Who are two researchers of cooperative group learning and how does working in groups help students?
21. Complete the phrase "Cooperative group learning only helps students learn content and..."

Chapter Seven- Guiding Principles: Curriculum Approaches for Differentiated Classrooms
Answers to All guiding principle questions and reflection questions must be written in complete sentences.

1. Define a center.
2. What are some centers for the student who has the multiple intelligence of being a naturalist according to the text?
3. How does Gardner define intelligence?
4. How should rubrics be designed according to the text?
5. What are two assessments students can use for self-assessments?
6. The internet and technology are valuable tools and should be considered for project work. They are....”
7. What is the purpose of effective questioning techniques?
8. Complete the following: “All projects need to be designed with the end in mind. That means....”
9. What are choice boards?
10. What is the purpose of an inquiry model?
11. What do students have to do when they enter the math rotation centers and what are agendas?
12. Complete the following “Centers are places where the work can be made to fit”
13. Complete the following “Centers should not be just for”
14. What are some assessment strategies for the learners while they are in the center according to the text?
15. What is a project and what does it do?
16. Differentiate between structure and exploratory centers.
17. What is problem-based learning?
18. Complete the following “when preparing differentiated activities for a center, it can....”
19. How did secondary teacher Diane Huggler set up her learning centers?
20. List some management techniques for utilizing centers.

Rubrics for Edu 646-

Favorite Teaching strategy -15 points

1. Title is clearly stated 2
2. The subject and grade levels are clearly stated. 2
3. Major purpose(s) of strategy are clearly given and promote higher levels of thinking (DOK 2+ and Bloom's 2 +). 5
4. Materials needed to execute the strategy are clearly stated. 2
5. Clear instructions/procedures for executing strategy are given. 4
6. Extra 3 points if you include a rubric for a cooperative learning strategy.

***** If the strategy is a cooperative learning strategy, a rubric must be attached for keeping students on task (see p. 166-167 in the textbook). REMEMBER, LECTURES DO NOT COUNT.**

Choice Board- 50 pts

1. The subject and grade level are clearly given. 4
2. The teaching objectives/standards from curriculum frameworks are clearly stated. 5
3. The choice activities (at least 6) clearly mirror the stated objectives and provide a variety of Learning- style activities. 10
4. Clear instructions for using the choice board are given at the beginning. 7
5. Grouping decisions clearly stated. 7
6. Instructions for each choice activity are clear. 8
7. Overall design is readable and neat. 5
8. Student goes beyond the call of duty in designing the project. 4

Lectures do not count

Favorite Website – 10 points

1. Clearly identified subject or subject areas. 2
2. Identified grade levels and appropriate for secondary students 2
3. Ease of Navigation 1
4. (Purpose)when and how it is used for instruction (Focus activity, extended activities, introductory activities, projects) 3
5. Cost if applicable
6. Connection to other links 1
7. Specific name of website 1

Article Critique Information- 20 points

1. Use WCU's online Journal Search: JSTOR, ERIC, Etc. Go to the website of the Library. Wikipedia is not an acceptable source.
2. You may use Scholars of Google or Library Databases.
3. The article review must be written in essay form with introduction, body and conclusion paragraphs.
4. Give a brief review of the article. 6 pts
5. You must include a relevant quotation from the article in your critique. 5pts
6. Begin the assignment with a. the topic, b. the title and author c. the bibliographic form (APA) Please notice that the bibliographic form is in APA style and that it comes before the article critique. 5pts
7. Give a professional critique of the article stating your opinions about the article. 4pts

Sample format

Sally Doe

Edu 646

Date

Topic- Man Power Planning

Bunson, K (1988). Future Workers will not need extensive computer training: Planning is for training. Phi Delta Kappan, 67, 79-80.

This article refers to the fact that the use of computers in the workplace is rapidly expanding, but teachers and students should not fear being passed over for jobs because they lack computer expertise. This article goes on to elaborate that most workers learn what they need to know about computers on the job and do not require extensive training in computer courses. By the year 1995, only 1 percent of all jobs in the U.S. will require technical expertise in computers. This will include computer science teaching, computer engineering, and design programming systems analysis, and computer maintenance. "A very small proportion of the 2.5 million teachers in the U.S. have had to learn programming." P.79.

It seems strange this occurs at a time when schools are struggling to get more money for

computers and teachers are encouraged to update or even learn computer literacy. Educators have education journals to suggest that learning how to use computers is unnecessary unless computer programming is used as a discipline like any foreign language. I believe the content of this article will be of very little solace to the teachers out in the field who are having to learn how to operate computers which school boards are placing in their rooms and then asking teachers to make full use of them. This writer feels the dilemma educators are continually facing. “Are we educating for the workforce or for lifelong learning? “

Comparing/Contrasting Two figures -20 points

1. Introduce the two figures by their chart numbers and stating something about them in the first paragraph. Make sure to include the name of the text book and writers. 6pts
2. Tell how the two figures are alike and how they are different in paragraph two. 8pts
3. Conclude with a paragraph that lets me know what you have learned about these two figures that will help you as a teacher 6pts

Case Scenario- 25 points

1. Clear statement in the introduction of the scenario you chose to do. 3pts
2. Proper and clear use of the six steps for planning differentiated instruction. 7pts
3. Clearly connects the steps to the activities used for differentiation. 7 pts
4. Clearly connects the steps to the scenario chosen .5pts
5. Scenario is clearly written and well done. 3pts

Bloom’s, Multiple Intelligence and Framework Paper – 25 points

1. An introduction that gives information about the three subjects and states a thesis. 5pts
2. The paper is written in paragraphs (essay) form and explains what each of the three topics is and how they help to differentiate instruction when they are implemented into lesson plans. 15pts.
3. There is a conclusion that sums up the thesis statement and brings the thoughts together. 5pts

Question Starter Activity -15 points

Present your plan for using information from this chart to create a differentiated instruction activity with the subject you teach. 10 pts

State in complete details the questions you will create. 5 pts

EDU 650 Tests, Measurements, & Evaluation
William Carey University: School of Education
Course Syllabus

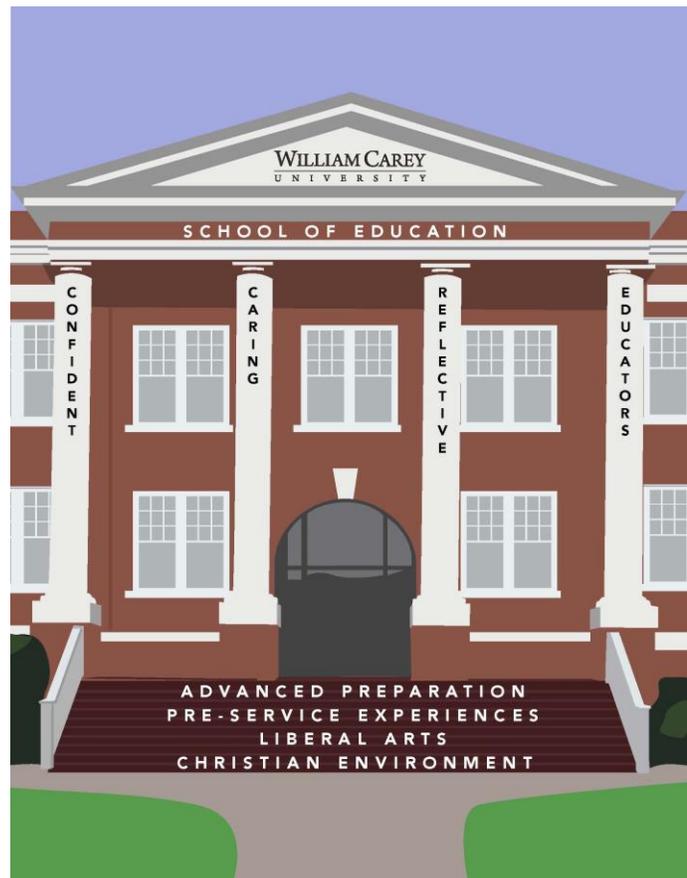
Instructor: Bradford L. Harrison, Ed. D.
601-763-4689 (Home)
601-318-6600 (Education Office)
blharrison@bayspringstel.net
601-408-6091 (Cell) (best way to contact me)



Desiderium Sciendi – “Longing to Know”

Philippians 3:10

The School of Education serves to prepare *confident, caring, and reflective* educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for inservice educators.



Catalog Description:

(Three hours) The study of measurement and evaluation of student learning with both criterion and norm-referenced procedures.

Required Readings:

Kubiszyn, T., & Borich, G. (2016). *Educational testing and Measurement: Classroom application and practice* (11th ed.). New York: John Wiley & Sons.

For Additional information and Chapters Go to or Click:

<http://www.wiley.com/college/kubiszyn> Click on Student Companion Site

*Older Chapters 19 and 20 that are NOT in the physical textbook, but in CANVAS.

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.

TST (RtI) Manuals and Documents (Link below)

<http://www.mde.k12.ms.us/ESE/links/response-to-intervention-teacher-support-team>

Plagiarism Tutorial (Either below)

<http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php>

<http://www.acts.twu.ca/Library/plagiarism.swf>

NOTE: NO CELL PHONES NO PERSONAL COMPUTERS/IPADS etc...
(Special Permission ONLY)

Tentative Course Schedule: NOTE: Print and bring handouts for face-to-face meetings**Use dates & times in syllabus (NOT CANVAS)****No Later Than (NLT)**

Date	Topic	Readings	Activities	Assignments & Discussion Boards
Class 1 June 4 Meet	<ul style="list-style-type: none"> Review Syllabus and Requirements Q&A Canvas, Indigo, Student Emails, etc. An Introduction to Contemporary Educational Testing and Measurement 	Chapter 1 PPTs Supplementals	Class participation	Class 1 Assignment (C1A) DUE NLT Sept. 1, (Sun) at 6:00 pm
Class 2 Online	<ul style="list-style-type: none"> National Developments: Impact on Classroom Testing and Measurement (TIAI) Testing and Educational Decision Making Norm-Referenced and Criterion-Referenced Tests and Content Validity Evidence Measuring Learning Outcomes Part 1 (pp. 87-94) 	Chapters 2, 4, 5, & 6, PPTs Docs TIAI	Doc Activities: •Types of Ed Decisions •Activity Outcome Humanistic Behavioral •Measuring Learning Outcomes	Discussion National Developments (TIAI) DUE NLT Sept. 1, (Sun) 6:00 pm Discussion Types of Ed Decisions DUE NLT Sept. 1, (Sun) 6:00 pm Discussion NRT/CRT/Objectives DUE NLT Sept. 1, (Sun) 6:00 pm Discussion Measuring Learning Outcomes DUE NLT Sept. 1, (Sun) 6:00 pm Class 2 Quiz (C2Q) DUE NLT, Sept. 1 (Sun) 6:00 pm
Class 3 June 11 Meet	<ul style="list-style-type: none"> Measuring Learning Outcomes Part 2 (pp. 94-105) Writing Objective Test Items Writing Essay Test Items 	Chapters 6, 7, 8, & 11, PPTs Docs CCRS/MSFW	Class participation	Bring CCRSs or MSFWs you plan to use for your test project, & print and bring other handouts for class (e.g., bell curve, activities ...)
Class 4 Online	<ul style="list-style-type: none"> Administering, Analyzing, and Improving the Test or Assessment (AAITA) PART 1 (pp. 190-195) Overview of Test Project TEST PROJECT 	Chapter 11, Template		Discussion AAITA DUE NLT Sept. 8, (Sun) 6:00 pm Test Project (Upload in Canvas) DUE NLT Sept. 8,(Sun) 6:00 pm
Class 5 June 18 Meet	<ul style="list-style-type: none"> Administering, Analyzing, and Improving the Test or Assessment Part 2 (pp. 196-212) Marks and Marking Systems Summarizing Data and Measures of Central Tendency Variability, The Normal Distribution, and Converted Scores 	Chapters 11, 12, 13, & 14	Class participation	In Canvas - Print and bring handouts for class (e.g., bell curve, activities ...)

Class 6 Online	<ul style="list-style-type: none"> Overview of AB ANNOTATED BIBLIOGRAPHY (AB) Overview of PowerPoint PowerPoint based on AB in Discussion 	Readings, Template	NOTE: AB PP is uploaded in TWO places – UPLOAD box and Discussion!	AB (Upload in Canvas) DUE NLT Sept. 15, (Sun) at 9:45 pm AB PowerPoint uploaded in Discussion DUE NLT Sept. 15, (Sun) at 9:45 pm Discussion AB PowerPoint DUE NLT Sept. 15, (Sun) at 6:00 pm
Class 7 June 25 Meet	<ul style="list-style-type: none"> Standardized Tests Types of Standardized Tests Response to Intervention/Teacher Support Teams Curriculum-Based Measurement/Assessment Rubrics (e.g., Value-Added) 	Chapters 3, 19, 20, TST Manual & Supplementals	Class Participation	In Canvas - Print and bring handouts for class
Class 8 Online	<ul style="list-style-type: none"> Section A <ul style="list-style-type: none"> Correlation Validity Reliability Accuracy of Error Section B <ul style="list-style-type: none"> Performance Assessment Portfolio Assessment 	Section A: Chapters 15, 16, 17, 18 Supplementals Section B: Chapters 9 & 10	Doc Activities: •Correlation, Val, Rel, A&E •Performance •Portfolio	Class 8A Quiz (C8AQ) DUE NLT Sept. 22 (Sun) 6:00 pm Discussion Performance DUE NLT Sept. 22 (Sun) 6:00 pm Discussion Portfolio DUE NLT Sept. 22 (Sun) 6:00 pm Class 8B Quiz (C8BQ) DUE NLT Sept. 22 (Sun) 6:00 pm

It is expected that chapters are read before attending class and beginning any work.

Print PowerPoints (as handouts) and other material before you come to class (for face-to-face meetings).

Please note in this syllabus date, day, & times requirements are due. Please also note that times in CANVAS may differ. The times in this syllabus are the due dates and times. If there is extra time provided in CANVAS, that is grace. **Assignments sent to instructor's email will NOT be accepted.** All assignments are due as indicated **in this syllabus.**

REQUIREMENTS

Technology is an important and vital part of the instruction delivery of this class. Refer to your tentative course schedule found in this syllabus for course requirements and due dates. This is a hybrid class that is technologically enhanced. Assignments are due in MICROSOFT WORD '97 OR NEWER. If an assignment is not in Microsoft WORD '97 version or newer, it will NOT be graded. If you miss turning in an online assignment, that will count as an absence.

Only major assignments (Test Project & Annotated Bibliography) may be accepted late. These two major assignments due on a Sunday, will NOT be accepted after the close date. Work submitted late will be graded when and if time permits and reduced grades will be given.

QUIZZES

Quizzes can be found in CANVAS in Modules for that class. Quizzes will not be reopened after due date. **If you miss the deadline for a quiz, it will count as a 0; NO exceptions.**

DISCUSSION BOARDS

Discussion Boards can be found in Canvas in Modules. Directions are provided in Canvas for each. **If you miss a deadline for a discussion board, it will count as a 0; NO exceptions.**

TEST PROJECT

USE TEMPLATE PROVIDED FOR YOU IN CANVAS!

Download the template, save it, type on it, save it, and upload that document when you complete the assignment.

Rubric provided toward end of syllabus.

Each student is to develop a criterion-referenced test. The subject and grade level must be specified (**no lower than 4th grade**). The test will be based upon predetermined learning objectives.

YOU MAY NOT USE ADD/SUB WITH OR WITHOUT CARRYING (ANY GRADE).

The assignment box for this assignment will be open until the Thursday after the due date. If this assignment is turned in late, it may or may not be graded. If it is graded, points will be deducted for it being late. It will not be accepted after the close date.

ANNOTATED BIBLIOGRAPHY

- **USE TEMPLATE PROVIDED FOR YOU IN CANVAS!**
 - **Download the template, save it, type on it, save it, and upload that document when you complete the assignment.**
- **USE THE RESEARCH SHEET PROVIDED FOR YOU IN ORDER TO FIND READINGS!**
- **USE THE WCU LIBRARY SITE!**
- **Rubric provided toward end of syllabus.**

COVER PAGE

Included on template. Highlight the relevant components and type in your information.

ALPHABETICAL ORDER

You alphabetize according to the **FIRST** author of a publication. You **DO NOT** change the order of authors for a particular publication!

FIVE ENTRIES (Criteria)

- Scholarly and/or peer reviewed information (Use the reference sheet provided for you & WCU Online Library site to find readings!)
- **One entry has to be from a book** obtained from WCU. You may cite the **entire book or a chapter from a book**. If you cite chapters from a book, **you may only use one chapter from one book**.
- You may use only 1 publications that is an ERIC document (will have an ED#)
- Articles have to be a **MINIMUM of 10 full pages** of text.
- I need to approve any information that has
 - Pictures
 - No references
 - No author cited
- 20 points will automatically be deducted for each entry that does not meet criteria
- **NO WWW sites allowed**
- **NO Book Reviews allowed**

APPEARANCE

- Everything is in 12 Font and Times New Roman.
- Black ink
- Organized and neat
- Default margins (1" all around)
- Double spaced

APA You are expected to correctly cite your bibliographies. Use the APA Manual.

Quality of Writing

This is a **master's level course**. Quality of writing is expected. It is your responsibility to write clearly and correctly. **If you have trouble writing well, you are advised to have someone edit your work before you turn it in for a grade.**

Just a few possible topics for bibliography:

- Gardner's Multiple Intelligences
- IQ
- Portfolio Assessment
- Performance-Based Assessment
- Every Student Succeeds Act (ESSA): Reauthorization of ESEA (nothing earlier than Dec 2015 unless with special permission)
- Functional Assessment (Functional Behavioral Assessment)
- Cultural issues related to testing, measurement, and/or evaluation
- Response-to-Intervention (in relation to interventions/assessment)
- Learning Styles (if you choose this, you have to have at least one reading, preferably two readings, that is/are anti-learning styles)
- Technology and Assessment/(Computer-based assessment)/Using computers to assess
- Differentiated Instruction
- Curriculum-Based Assessment/Measurement
- Formative Assessment
- Summative Assessment
- Your own topic – present it to me for approval before you conduct any research

STUDENT DEVELOPED POWERPOINT BASED ON AB

Goes along with annotated bibliography.

Rubric provided toward end of syllabus**Grading:**

Class 1 Assignment	3%
Quizzes (3 at 5% each)	15%
Discussion Boards (7 at 2% each)	14%
Test Project	30%
Annotated Bibliography (AB)	30%
Student Developed PowerPoint (Based on AB)	5%
Discussion ABPP	3%

A	90-100
B	80-89
C	70-79
F	Below 70

Note: There are no Ds in Graduate Courses.

IMPORTANT!

Please take note that the last day to drop with a “W” is **September 11.**

LATE ASSIGNMENTS

- It is your responsibility to have assignments in on time.
- Major assignments (Test Project & Annotated Bibliography) **will NOT be accepted after the close date!** Late assignments will be graded when and if time permits. Reduced grades will be given for late assignments.
- Quizzes **will NOT be accepted late.** No exceptions. It will count as a 0 and as an absence.
- Use the dates and times provided in the tentative course schedule. Go by syllabus dates and times instead of what is in Canvas.

If you miss the presentation, it will be a 0. No exceptions.

FORMAT:

It is your responsibility to have assignments in the appropriate format.

All assignments are to be in Microsoft WORD '97 or newer version. If it is not, it will not be graded, and it will count as an absence.

All assignments are due in appropriate assignment section in CANVAS. **Always check what you upload after you upload it to make sure that you are providing what you meant to provide.**

ATTENDANCE:

Attendance for all class meetings is expected. If you are late with a major assignment (Test Project or Annotated Bibliography), it will count as an absence. The policy is that a student must attend at least 75% of an undergraduate course or 80% of a graduate course to receive credit. If you are late (late to class or leave class early) twice, that will count as one absence. You are expected to be on time and stay the entire time. Online works the same way. Please see The Graduate Catalog of WCU. If attendance becomes an issue, you will need to contact Dr. Garry Breland, the vice-president of academic affairs.

ADA Statement:

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact (here give the name and contact information for the appropriate campus).

The contact information:

Hattiesburg campus: Dr. Allen Bonner, (601) 318-6211, Hattiesburg Campus, Lawrence Hall 124.

ACADEMIC INTEGRITY:

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University's academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean's office, and each campus dean's office.

PLAGIARISM:

Carefully read the Academic Integrity Policy provided in the student handbook. Carefully read Appendix A in the student handbook on academic integrity. All work should be original. You cannot use work you have done for previous classes. All work has to be original to this course. You may not use work from this course in a later course.

Go through one or both of these tutorials.

<http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php>

<http://www.acts.twu.ca/Library/plagiarism.swf>

Disaster Plan Statement

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website <http://wmcarey.edu>, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university's learning management system (LMS), which is called Canvas, at <https://wmcarey.instructure.com>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through SaderWatch, the WCU emergency message service. Sign up instructions can be found at <http://wmcarey.edu/saderwatch>.

Sexual Misconduct Statement

It is the policy of William Carey University to comply with all federal and state laws governing sexual misconduct. Further, William Carey University reaffirms its principle, as well as Title IX of the Education Amendments Act of 1972, that all

students have a right to be free from sexual discrimination in the form of sexual harassment and sexual violence. Students are referred to the Student Handbook, The Translation (The Red Book), for policy statements regarding sexual harassment and sexual assault and for procedures for reporting and responding to sexual offenses. The policies and procedures may also be found on the university's website under Campus Life – Security. <http://wmcarey.edu/sexual-misconduct>

**Test Project Rubric
30 Points**

Name:

Grade

	0 Missing or Incorrect	1 Unacceptable	2 Emerging	3 Acceptable	4 Target	5 Excellent/Above Expected All criteria in this section are met.
Format, Organization, & Test Key	All/most are missing an/or are incorrect	One criterion is correct	Two or 3 of 6 criteria are correct	Four or 5 of 6 criteria are correct	Five of 6 criteria are correct	<input type="checkbox"/> Student used template (downloaded, saved, typed on it, saved it again to be uploaded in Canvas) <input type="checkbox"/> ONE document uploaded in Canvas <input type="checkbox"/> Cover Page includes all info required in correct format <input type="checkbox"/> Assignment is Neat, Organized, and in Correct Format <input type="checkbox"/> Test as student sees it is included <input type="checkbox"/> Test is copied, pasted, and included & made the key. Test key is after the test students would see
CCRS or MSFW & Specific Learning Outcomes (SLOs)	All/most are incorrect &/or not graduate level:	One criterion is correct	Two of 5 criteria are correct	Three of 5 criteria are correct	Four of 5 criteria are correct	<input type="checkbox"/> CCRS or MSFW provided in correct format <input type="checkbox"/> Appropriate Content Standard(s) (CCRS/MSFW) Selected <input type="checkbox"/> SLOs appropriately written with behavior, criteria (if needed – if 80%, omit), and condition(s) (if needed, e.g., given a ...). <input type="checkbox"/> SLOs are written from CCRS or MSFW <input type="checkbox"/> Appropriate Cognitive Taxonomy (Bloom's) Verbs Utilized
Test Blueprint	All/most criteria are not met	One criterion or two criteria are met 1	Three criteria are met	Four or five criteria are met	Six of seven criteria are met	<input type="checkbox"/> In correct format <input type="checkbox"/> Correctly completed <input type="checkbox"/> Contains SLOs from 2 nd page (exactly) <input type="checkbox"/> Contains question types (e.g., Matching, MC, SA, etc...) <input type="checkbox"/> Contains Totals (down and across) <input type="checkbox"/> Contains percentages (down and across) <input type="checkbox"/> Grand total and 100% are in correct places
Assessment Content, SLOs & Question selection	All/most criteria are not met	One criterion or two criteria are met 1	Two or three criteria are met	Four or five criteria are met	Six of seven criteria are met	<input type="checkbox"/> Content on test is material that could be covered in a 5 to 7 day lesson <input type="checkbox"/> Number of questions on the assessment are appropriate for a 5 to 7 day lesson for age group & subject area selected. <input type="checkbox"/> How much each question is worth is on test as students see it & on key <input type="checkbox"/> Question types are appropriate for age group <input type="checkbox"/> Question types are appropriate for subject area <input type="checkbox"/> Question types are appropriately chosen for SLO <input type="checkbox"/> Question types are appropriately utilized for the SLO NOTE: CANNOT use T/F or any question type that is 50/50 chance of getting it correct

SLO & Questions Match	All/most criteria are not met	One criterion is correct		Two of three criteria are correct		<ul style="list-style-type: none"> ___ SLOs (NOT CCRS or MSFW) are in text boxes left of questions (usually in the LEFT margin) (e.g., Qs 1-10, SLO1) ___ Test questions are appropriately matched to a SLO ___ SLOs have to be on the key (only the key, not on test students would see). If SLOs are missing, this section is a zero. ___ Appropriate number of questions per SLO
Test Question Rules	All/most criteria are not met	One criterion or two criteria are met 1	Two or three criteria are met	Four or five criteria are met	Six of seven criteria are met	<ul style="list-style-type: none"> ___ Minimum of two different question types are utilized. ___ If a student misses a question, he/she will not make a B (there are exceptions such as an essay) ___ How much each question is worth is logical (Point distribution) ___ Order of question types (e.g., matching, MC, short answer, essay...) ___ If a question is a short answer/essay, an explanation (or rubric) is provided (on test as students see it and on key) for how students get those points. ___ Test Question Rules are appropriately implemented based on question type (e.g., matching, multiple-choice, completion, essay, etc.). ___ Directions are provided and are clear

Quality of Writing	Criteria are not met	One criterion are met	Two or 3 of 7 criteria are met	Four or 5 of 7 criteria are met	Six of 7 criteria are met	<input type="checkbox"/> Graduate-Level Writing <input type="checkbox"/> Appropriate Word Choice <input type="checkbox"/> Correct Grammar <input type="checkbox"/> Thoughts Clearly Organized <input type="checkbox"/> Thoughts Cleary Conveyed <input type="checkbox"/> Article Well-Summarized in an Understandable Fashion <input type="checkbox"/> Comprehensive Summary
Thoughts & Recommendation	All not met	1 to 3 of 10 met	Five to 4 of 10 met	Six to 7 of 10 met	Eight to 9 of 10 met	<input type="checkbox"/> Quality thoughts on if material could be utilized or not in a classroom for each of the five readings. Why or why not? What was learned from the reading? Do NOT critique author(s) or research. Brief (one to three sentences) 1. 2. 3. 4. 5. <input type="checkbox"/> Logical recommendation for each of the five readings. To Whom? Why or why not? Brief (one or two sentences) 1. 2. 3. 4. 5.

**STUDENT DEVELOPED PowerPoint based on AB
20 Points**

Name: Grade

	0 Missing or Incorrect	1 Unacceptable	2 Emerging	3 Acceptable	4 Target	5 Excellent/Above Expected
Format	Major issues with all criteria	Issues with all criteria	One criterion not met, and/or minor issues with another criterion	Minor issues with two criteria	Minor issues(s) with one criterion	<input type="checkbox"/> Title slide <input type="checkbox"/> Color of slides and font (e.g, light background, dark lettering) <input type="checkbox"/> Easily legible (font size and choice of font) <input type="checkbox"/> No more than 7 lines per slide
Title Slide	Major issues with all criteria	Issues with all criteria	One criterion not met, and/or minor issues with another criterion	Minor issues with two criteria	Minor issues(s) with one criterion	Contains: <input type="checkbox"/> Name of student <input type="checkbox"/> Topic <input type="checkbox"/> EDU 650 <input type="checkbox"/> Term (e.g., Spring 2018) <input type="checkbox"/> William Carey University
PowerPoint	Major issues with all criteria	Issues with all criteria	One criterion not met, and/or minor issues with another criterion	Minor issues with two criteria	Minor issues(s) with one criterion	<input type="checkbox"/> PowerPoint is neat <input type="checkbox"/> PowerPoint information/content is organized <input type="checkbox"/> All five references provided at the end <input type="checkbox"/> Asterisks included next to readings recommended <input type="checkbox"/> APA in corrected format (AB feedback used to edit errors) <input type="checkbox"/> If quote(s) is/are included, proper citation used – reference, year, page number)
Content & Quality of Writing	Major issues with all criteria	Issues with all criteria	One criterion not met, and/or minor issues with another criterion	Minor issues with two criteria	Minor issue(s) with one criterion	<input type="checkbox"/> Writing free of errors (grammar, spelling, etc...) <input type="checkbox"/> Good quality information selected <input type="checkbox"/> Information provided is on TOPIC from AB (NOT a summary of each, individual article)

Learning Outcomes	Standards			
	INTASC	ISTE NETS-T	IRA	WCU CF
Describe &/or identify major aspects of measurement in education including trends in testing, the accountability movement, purposes of testing, different types of tests, and formal and informal assessments	1			2, 3, 4
Discriminate &/or identify between norm-referenced tests and criterion-referenced tests, and identify the advantages and disadvantages of both with regards to how children learn and develop and how students will differ in their approaches to learning	2, 3	4b		2, 3, 4
Develop &/or instructional goals and objectives focusing on a variety of strategies which encourage students' development of critical thinking and problem solving performance skills, and a positive classroom environment for active engagement in learning	4, 5			2, 3, 4, 5
Describe &/or identify the process by which broad goals become measurable, specific objectives and discriminate between learning outcomes and learning objectives with the goal of planning instruction for different and diverse students of all learning an ability levels, demonstrate how goals, instruction, and assessment are aligned	7	2a, 2b, 2c, 2d, 2e, 3a, 3b, 3d, 4a, 4b, 4c	2.14, 12.2, 12.7	2, 3, 4, 5
Write &/or identify objective test items, essay test items, other forms of test and measurements, while utilizing, recognizing and developing test-taking skills		4a, 4b, 4c	8.5, 10.1, 10.2	2, 3, 4, 5
Describe &/or identify pertinent information for performance based-assessment, attitude assessments, and other assessments to foster inquiry, collaboration, another forms off supportive interaction in the classroom	6, 8	4a, 4b, 4c	10.1, 10.2	4, 5
Use &/or identify statistical measure in evaluation including summarizing data, central measure of tendency, distributions, correlation coefficients, reliability and validity		4b		3, 5
State, explain &/or identify the purpose of standardized tests, their uses and misuses, and discriminate among the various types of standardized tests		4b		3, 4
Reflect on the materials and discussions of the class to foster learning through the use of various media and technology	9, 10	1a, 1b, 2d, 5a, 5b, 5c, 5d, 6a, 6b, 6c	16.2	3, 5
Foster relationships and communicate knowledge with members of the community, including parents, caregivers, paraprofessionals, professionals , allied professionals and others	9, 10	5a, 5b, 5c, 5d, 6b, 6c, 6d, 6e	5.8, 11.2, 11.3, 11.4, 11.5, 13.1, 15.1, 15.4, 16.1, 16.3, 16.6	1, 2, 3, 4
The student will (TSW) create a criterion-referenced test	2, 3, 4, 5	4a, 4b, 4c	2.4, 8.5, 10.1, 10.2, 12.2, 12.7	4, 5
TSW find, read, summarize and critique empirical writings related to tests, measurements and evaluations (annotated bibliography from research-based information)	9, 10	1a, 1b, 2d, 5a, 5b, 5c, 5d, 6a, 6b, 6c	5.8, 11.2, 11.3, 11.4, 11.5, 13.1, 15.1, 15.4, 16.1, 16.2, 16.3, 16.6	1, 2, 3, 4, 5
TSW identify via a criterion-referenced assessment pertinent information related to criterion-referenced (objective and essay information), norm-referenced assessments (interpretation and types of), advantages and disadvantages of each; development of goals and learning outcomes to drive instruction and assessment for all learners (differentiating)	1, 7	2a, 2b, 2c, 2d, 2e, 3a, 3b, 3d, 4a, 4b, 4c		1, 2, 3, 4, 5, 6
TSW present information to the class pertaining to research from annotated bibliography pertaining to a topic related to tests, measurements, and evaluation	6, 8, 9, 10	1a, 1b, 2d, 4a, 4b, 4c, 5a, 5b, 5c, 5d, 6a, 6b, 6c	5.8, 10.1, 10.2, 11.2, 11.3, 11.4, 11.5, 13.1, 15.1, 15.4, 16.1, 16.2, 16.3, 16.6	1, 2, 3, 4, 5, 6

William Carey University
School of Education
Assessment System Foundation

The School of Education's Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission, School of Education's Conceptual Framework (CF) and Outcomes, School of Education's Education Goals (EG), Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

Mission	Outcome
WCU Expanded Statement of Mission	WCU 1- Provide academic programs to promote student learning. WCU 2-Promote Christian development and social responsibility. WCU 3-Strengthen ties with Baptist churches, associations, and conventions. WCU 4-Provide an environment that supports student learning. WCU 5-Strengthen organizational and operational effectiveness. WCU 6-Strengthen financial resources.
School of Education Conceptual Framework and Outcomes	CF-Confident, Caring, and Reflective Professional Educators CF 1-An innovative thinker CF 2-An effective communicator CF 3-An advocate for diverse learners CF 4-An integrator of technology CF 5-A life-long learner CF 6-A steward of the profession
School of Education Goals	EG 1-Apply current research and technology related to the teaching-learning-assessment process. EG 2-Respond sensitively to individual differences and diversity. EG 3-Understand and anticipate the needs of a global society. EG 4-Plan and implement learning experiences that support the highest level of student potential. EG 5-Continue to reflect, refine, and revise professional practices. EG 6-Collaborate with others to promote learning.
Interstate Teacher Assessment and Support Consortium (InTASC) Standards	1. Learner Development 2. Learner Differences 3. Learning Environment 4. Content Knowledge 5. Application of Content 6. Assessment 7. Planning for Instruction 8. Instructional Strategies 9. Professional Learning and Ethical Practice 10. Leadership and Collaboration
Learned Societies (SPA)	Association of Childhood Education International (ACEI) Council for Exceptional Children (CEC) Educational Leadership Constituency Council (ELCC) National Association for Sport and Physical Education (NASPE) National Association for the Gifted Child (NAGC) National Council for Social Studies (NCSS) National Council for Teachers of English (NCTE) National Council for Teachers of Mathematics (NCTM) National Science Teachers Association (NSTA)
Professional dispositions	1. All WCU candidates will: 2. Exhibit professional behaviors that indicate all students can learn and are a vital part of the learning environment; 3. Collaborate and seek to create positive relationships with all stakeholders to improve the learning environment; 4. Exhibit an awareness of all students' needs; 5. Exhibit poise, mature reflection, and sound judgment; 6. Engage in ongoing reflection, self-evaluation, and improvement in the profession; and 7. Act as a steward of the profession.

EDU 651: The Gifted Child
William Carey University
School of Education
Course Syllabus – fall 2019

Instructor: Christina B. Liverett, Ph.D.

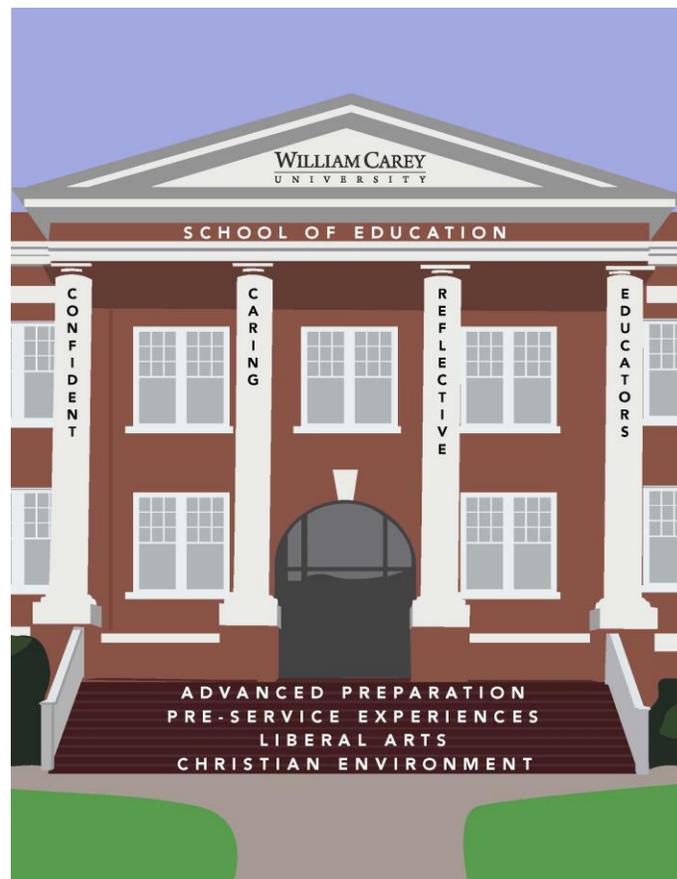
E- Mail: cliverett@wmcarey.edu

Phone: (601) 318-6609 or (601) 498-9403 Office Hours: H'burg campus M.- F 10-4 Tradition by appointment

Vision: "Confident, Caring, and Reflective Professional Educators"



The School of Education serves to prepare *confident, caring, and reflective* educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for inservice educators.



One or more assignments in this course require submission to two links in CANVAS. Failure to do so will result in a grade of "I" (incomplete) in this course. If you receive an "I", you will then have one term to complete the upload to receive a reduced grade, preventing the "I" from converting to an "F" automatically. If you have questions or need help with your upload to the link that has TK20 in the title, contact your TK20 Administrator at tk20@wmcarey.edu.

Catalog Description: A study of the social, emotional, physical, and intellectual characteristics of the gifted child including methods of identifying the gifted child, theorists behind the gifted movement and theory and pedagogy which shaped and continues to affirm gifted education.

Textbook:

Davis, G.A., Rimm, S. B., & Siegle, D. (2011). *Education of the gifted and talented*. (7th ed.). Upper Saddle River, NJ: Pearson

Class Attendance

Attendance at all class meetings is expected. **Since this is an online class, weekly online assignments will count for class attendance. If you do not complete your assignments in Canvas for that week, you will be counted as absent. There are no excused or unexcused absences. No credit will be received if more than 2 full classes are missed** (see The Graduate Catalog).

Reminders:

Please take note that the last day to drop with a “W” is April 5, 2019

If you plan to graduate in August 2019 the deadline for submitting a late application for degree is March 31, 2019

All assignments are due in Canvas by the assigned due date, or you may forfeit significant, applicable feedback.

All assignments are to be in Microsoft WORD '97 or newer version. It is your responsibility to have assignments in the appropriate format.

Late assignments will be graded when and if time permits, and may not have feedback.

Reduced grades will be considered for multiple assignments turned in late.

Incompletes:

All of the following criteria must be met in order for a student to receive an incomplete

- Attendance requirement must have been met
- 80% of the required work for the course must have been completed
- The student must be passing the class
- The student must request the incomplete on the WCU incomplete form and sign it prior to the time grades are submitted
- The student must provide appropriate documentation regarding the reason for the request of the incomplete
- The dean has the final say in determining that the unavoidable circumstances prevented the student from being able to complete the course on schedule
-

Schedule: see Canvas for due dates

Modules	Topics	Readings	Requirements
1-	Overview of the course History of Gifted Education	Ch.1 & Supplemental Information	Online assignment 1 History of Gifted Ed Discussion1 introduction
2-	Characteristics of Gifted Students	Ch. 2 & Supplemental Information	Online assignment 2 Terman’s Study Discussion2
3-	Identification/Referral to Placement	Ch. 3 & Supplemental Information	Discussion3 (IQ tests)

	IQ tests		
4-	Gifted from the Child's Point of View Deferential Differentiation	Supplemental Information: article Kanevsky	Interview: upload twice canvas and TK20 link Online assignment 3 Discussion4
5-	Program Planning NACG/CEC Teacher Preparation Standards in Gifted and Talented Education and position papers	Ch. 4 & Supplemental Information	Discussion5
6-	Grouping, Differentiation and Enrichment	Ch.5 & 6 & Supplemental Information	Online assignment 4 Grouping Discussion 6 Please have your theory/theorist text selected by this week for Integrated Theory Paper and include it in your discussion
7-	Creativity I and II	Ch. 8-9 & Supplemental Information	Online assignment 5 creativity Discussion7 (creativity tests)
8-	Work on your Integrated Theory Paper this week!		Integrated Theory Paper upload twice to canvas and TK20 link Discussion8
9-	Counseling Gifted Students Final Exam	Ch. 17 & Supplemental Information	Discussion 9 Exam
10-	The Take Away- what did you get out of this class?		Discussion 10

Course Assignments

Your assignments count for class attendance for that week. If you do not complete your course assignment, discussion, &/or quiz, you are considered absent.

Online assignments

Read the text and other supplemental information provided in the modules on Canvas. Grades will be assigned on the accuracy and completeness of reports. The first portion of the response should be research based, and the second section should be a thoughtful reflection (relate to your experience, practice, etc.). **Each online assignment must be a minimum of 1-2 pages in length and uploaded as a pdf, doc, or docx document and should be completed through Canvas. Responses are requested by the following Sunday by 11:59p.m.**

Rubric for Online Assignments

_____ Content [1st part] (30)

Clearly connects to assigned readings and supplemental information

_____ Critical Thinking/Global Picture [2nd part] (30)

Clear evidence of critical thinking: application, reflection, synthesis, analysis, and evaluation

_____ Quality of writing (30)

_____ Layout requirements (10)

A minimum of 1-2 pages in length, double-spaced please, Times New Roman, Microsoft Word, uploaded as a pdf, doc, or docx.

Online Assignment Responses

1. Discuss two major events in the history of gifted education and how they have influenced change in the field of education. (History of Gifted Education)
2. Why would teachers have only chosen well-adjusted students for Terman's study? Does the same type of bias occur in the identification of gifted children today and why? (Characteristics)
3. Read the article by Kaenvsky. In past case studies I have read, gifted learners, regardless of age, grade, or gender, dislike their regular classrooms greatly, and only enjoy their day of gifted pull out learning. Reflect on this concept of deferential differentiation and discuss how it might make regular classroom learning more enjoyable and effective for your gifted learners. (Program Planning)
4. A regular classroom teacher has come to you for ideas on how to arrange the gifted learners in her classroom during centers. She would like to differentiate the material presented in the centers. The class is comprised of 24 students, three are gifted, six are SPED learning disabled, two are ESL and the remaining 13 are "regular" students. Design a grouping plan for the learners for center time and the differentiation process to her. Provide rationale from the chapter and supplemental readings for your choices. (Grouping, Differentiation, and Enrichment)
5. Watch the TED talk by Ken Robinson "Do Schools Kill Creativity" and respond with your own take on this idea. Bear in mind his comment, "If you're not prepared to be wrong you will never come up with anything original." and how it relates to our system of testing and its lack of creative, valued, original ideas.

Discussions

Discussion questions will be posted each week. Discussion questions may vary from requiring you to read an article, playing an intellectually challenging game from a website or checking out a news article online. You must respond to the prompt and at least one other classmate's post. I encourage you to read more than one if possible because in an online setting, discussion contributes to understanding.

Integrated Theory Paper

Select a noted theorist in Gifted Education. Chapter 1 of the textbook outlines some of the most relevant, but you are in no way limited to those few. Present his or her theory through definition of terms, introduction of the theorist and tensions/agreements with the theory or domain. Follow with historical background of the theorist and his/her theory including the problem recognized, theorist's developments and summarization of two additional articles/texts that adhere to theory. Interpret the theory in your professional view and discuss potential usefulness in gifted practice regarding the teacher, learner and public benefit. **I dislike giving page requirements, but this paper should be at least 5 pages in order to address each of the bullets below appropriately.** You will be graded on your quality of writing, APA guidelines, and the required components listed below.

Components of the paper:

Presentation of Theory/theorist

- **Introduction**
- **Abstract**
- Definition of key terms
- Introduction of the theorist
- Tensions and agreements with theory in the field/domain of gifted education

Historical Background

- Problem recognized and addressed by theorist
- Series of author's developments with theory
- Discussion of theory in two other articles by other authors

Interpretation of Theory

- As it related to gifted learners today in pedagogy and practice
- Potential usefulness/constraints for teacher, learner, public
- **Conclusion**

Integrated Theory Paper Rubric		
Component	Explanation	Points
Presentation of theory/theorist Standard 6- Professional Learning and Ethical Practice	Clear, succinct abstract and explanation of key terms Presents theory, philosophy, model relating to gifted ed. Author/theorist providing theory and tensions/agreements from the field	25
Historical Background Standard 3- Curricular Content Knowledge	Discussion of the background of the theorist and his/her topic and developments over time, reflection applying philosophical beliefs. Discussion of theory in empirical research. Two additional sources/articles by authors researching the theory	25
Interpretation of Theory Standard 1 – Learning Development and Individual Learning Differences Standard 5- Instructional Planning and Strategies Standard 3- Curricular Content Knowledge	How has this theory/practice influenced the field of gifted education? Societal, cultural, economic factors, personal and cultural frames of reference, diversity? How is it used or how should it be used? Will it enhance excellence? Could it possibly inhibit excellence in atypical learners? (this section can be in first person using I, me etc.)	45
APA Usage	Citations and references should be in APA format	5

If you have any doubt of your knowledge of proper APA style, get an APA 6th edition manual and brush up on correct citation methods. Don't trust the Internet sites, they can be misleading.

Interview/Case Study

You are to interview a gifted student, the parent of the gifted student, and the teacher of the gifted student. Compile your interview and responses in a narrative case study format.

The document should be divided into sections, each focusing on your different interview subject. Your narrative and commentary should include synthesis across interviews that reveals insight into the interconnection of educational triad comprised of student/parent/teacher. References should include your textbook(s) and other scholarly materials you may need to support your commentary.

Interview/Case Study Outline:

- I. (25%) Introduction of student/parent/teacher: Maintain anonymity by using only first names of student and parent and teacher as “Mrs. or Mr. with last initial. Include demographic information such as gender, race and age, but also other culturally specific particulars that help identify the subjects and form an early understanding of your subject choices. (Set the stage)
- II. (25%) Interview dialogue with each subject: This can be written as a script with questions and responses or in a narrative such as I asked and he said... Address issues of cultural diversity, language, socio-economic status, societal values, family and community, and/or underachieving or anti-intellectual trends, and determine what role, if any they play in the gifted life of your student, and the student’s parent. Also relate similar questions with the teacher and the student responses and let them guide your teacher interview.
- III. (25%) Commentary: Based on your understanding of gifted learners and what you have learned from the text, readings and other classes, how does this student “fit” your idea of a gifted learner? How does the parent’s support and involvement (or lack of) contribute to the student’s feelings about being gifted and his or her success in the program? How does the teacher accommodate for this particular student’s learning style and ultimate progress and success in her (or his) program?
- IV. (25%) Conclusion: Give a brief review of your findings and offer some positive direction for this educational triad based on readings and your professional opinion as a case study interviewer.

Interview question examples:

Of course, you must devise and create your own questions in order to glean the information you need. You should develop questions that could glean input about issues regarding conceptions, definitions and identification of gifted individuals including those from diverse or atypical backgrounds. You should address the role of family and community in supporting the development of gifted individuals and address the influence of diversity factors on the gifted individual, parent and teacher. You may find other things you wish to ask to ascertain the responses you need to formulate your study. However, the following may be a guide as you begin your discussions.

Student:

Do you have brothers and sisters? How many people live in your house with you? What do mom, dad, brothers, sisters do for jobs, or work? Do you like school? What do you like most about school? What do you like least about school? What are challenges for you? What comes most easy? What do you like about your teachers? What are similarities, differences between your classroom teacher and your gifted teacher? What do you like to do in your free time? On weekends?

Ask them to elaborate on any or all questions to glean more information in the area in which you are seeking information and record all responses to use in your case study narrative.

Teacher:

Gifted Teacher unless you are the gifted teacher, then classroom teacher and you can compare her/his answers to what YOU see in the student and vice versa.

What intelligence test was administered to this student? (What did he/she score?) *This information may not be available to you* How does that compare to the other students at this age/level? What is this student like in class? How does this student work best? (Small group, large group, one on one) What are some strengths and challenges you see in this student? What sort of grades is he/she making in his/her subjects? Are there any atypical characteristics that manifest in this student, and how do you accommodate/differentiate for it? What sort of relationship do you have with this student’s parent? How involved would you say he/she is in the student’s giftedness and ability? What would you say this student really enjoys? Dislikes?

Parent:

When did you first notice your student's gifted abilities and talents? What other talents does he/she possess? How do you help accommodate for your learner? How do you feel your student's teachers accommodate for your student's gifts and talents? Does your school do an adequate/exceptional job in training and accommodating for gifted learners? Are you part of a gifted parent advocacy group? What would you consider a perfect learning situation for your student? What are your student's major likes and dislikes and how do they handle their dislikes?

Exam

A comprehensive final exam will be given online.

Evaluation Criteria

Online assignments – 5 @ 100 pts=500

Discussions – 10 @ 20 pts= 200

Integrated Theory Paper – 100 pts

Interview/Case Study – 100 pts

Exam – 100 pts

Grades

A = 1000-950 points; B = 949 – 850 points; C = 849-750 points

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3. Commitment and Initiative – takes assignments seriously, demonstrates commitment to learning and students rather than just completing assignments for a grade, and explores professional sources for new ideas.
4. Responsiveness – seeks and values constructive feedback from others (peers, instructors), and relates well with others.
5. Collaboration – helps create positive relationships in the university classroom and field experiences in schools, participates in the learning process by sharing diverse experiences and perspectives, participates productively in group activities, and establishes productive and professional relationships with professors and colleagues.
6. Open-Mindedness – demonstrates a willingness to question both traditional and innovative practices in the quest for doing what is best for students and shows a willingness to be flexible when dealing with the uncertainty and complexity of educational issues.
7. Knowledgeable – is aware of current educational issues, demonstrates an ability to illustrate and apply subject matter concepts.
8. Communication – demonstrates effective communication, models standard English in writing and speaking, and expresses thoughts clearly and succinctly.
9. Academic Honesty – takes responsibility for producing independent, original work.

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Tobacco-Free Campus

William Carey University is a tobacco-free campus. All William Carey University students are asked to respect this policy by refraining from smoking and other tobacco use while on campus.

SUGGESTIONS FOR THEORISTS IN AREAS OF INTELLIGENCE, CREATIVITY, AND MOTIVATION/other books also suitable these authors

- Kenneth Heilman, *Creativity and the brain*, Taylor and Francis, 2005.
- Howard Gardner, *Frames of Mind; the theory of multiple intelligences*, Basic Books, 1983.
- Howard Gardner, *Art, Mind, and Brain; a cognitive approach to creativity*, Basic Books, 1982.
- Howard Gardner, *Creating Minds*, Basic Books, 1993.
- Martin E. Ford, *Motivating Humans*, Sage Publications, 1990.
- Rene Van der Veer & Jaan Valsiner, *Understanding Vygotsky*. Blackwell Publishers, 1993.
- Lev Vygotsky in one of the English translations of his work..
- Paul Torrance, *The Search for Satori & Creativity*, Creative Education Foundation, 1979. Out of print, but might find used paperback through used book sellers on internet.
- Robert J. Sternberg, *Thinking Styles*, Cambridge University, 1997.
- Giselle B. Esquivel & John C. Houtz, *Creativity and Giftedness in culturally diverse students*, Hampton Press, 2000.
- Mark A. Runco & Robert S. Albert, *Theories of Creativity*, Sage Publications, 1990.
- Mihaly Csikszentmihalyi, *Talented Teenagers; the roots of success & failure*. Cambridge University Press, 1993.
- Mihaly Csikszentmihalyi, *Flow*, Cambridge University Press, 1998.
- Mihaly Csikszentmihalyi, *Creativity; flow and the psychology of discovery and invention*, Harper Collins Publisher, 1996.
- Mihaly Csikszentmihalyi, *The evolving self*, HarperCollins, 1993.
- Don Abrose, L. Cohen, A. Tannenbaum, *Creative intelligence; Toward theoretical integration*, 2003.
- Arthur Jensen, *The g factor; the science of mental ability*, 1998.
- Albert Bandura, *Self-efficacy in changing societies*, 1995.
- Thomas Kuhn, *The road since structure*, University of Chicago Press, 2000. Must also read original treatment of theory, *The structure of scientific revolutions*.
- George Lakoff, *Moral politics*, University of Chicago Press, 1996.
- Antonio Damasio, *Descartes 'Error; emotion, reason, and the human brain*, 1993.
- Antonio Damasio, *Looking for Spinoza; joy, sorrow, and the feeling brain*. 2003.
- Adam Zeman, *Consciousness; a user's guide*. Yale University Press, 2002.
- Kenneth Heilman, *Creativity and the brain*. Taylor and Francis, 2005.
- George Lakoff & Mark Johnson, *Philosophy in the flesh*, 1999.

Edited volumes:

- Robert J. Sternberg (ed.), *Handbook of intelligence*, 2000.
- Robert J. Sternberg & Peter A. Frensch, *Complex Problem Solving*, Lawrence Erlbaum Associates, 1991.
- Robert J. Sternberg, *Wisdom; Its nature, origins, and development*. Cambridge University Press, 1990.
- Robert J. Sternberg, *The Nature of Creativity*, Cambridge University Press, 1988.
- Robert J. Sternberg & Richard K. Wagner, *Mind in Context*, Cambridge University Press, 1994.
- Mark A. Runco, *The Creativity Research Handbook*, Hampton Press, 1997.

**William Carey University
School of Education**

Assessment System Foundation

The School of Education’s Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission, School of Education’s Conceptual Framework (CF) and Outcomes, School of Education’s Education Goals (EG), Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

Mission	Outcome
William Carey University Expanded Statement of Mission	WCU 1- Provide academic programs to promote student learning. WCU 2-Promote Christian development and social responsibility. WCU 3-Strengthen ties with Baptist churches, associations, and conventions. WCU 4-Provide an environment that supports student learning. WCU 5-Strengthen organizational and operational effectiveness. WCU 6-Strengthen financial resources.
School of Education Conceptual Framework and Outcomes	CF-Confident, Caring, and Reflective Professional Educators CF 1-An innovative thinker CF 2-An effective communicator CF 3-An advocate for diverse learners CF 4-An integrator of technology CF 5-A life-long learner CF 6-A steward of the profession
School of Education Goals	EG 1-Apply current research and technology related to the teaching-learning-assessment process. EG 2-Respond sensitively to individual differences and diversity. EG 3-Understand and anticipate the needs of a global society. EG 4-Plan and implement learning experiences that support the highest level of student potential. EG 5-Continue to reflect, refine, and revise professional practices. EG 6-Collaborate with others to promote learning.
Interstate Teacher Assessment and Support Consortium (InTASC) Standards	1-Learner Development 2-Learner Differences 3-Learning Environment 4-Content Knowledge 5-Application of Content 6-Assessment 7-Planning for Instruction 8-Instructional Strategies 9-Professional Learning and Ethical Practice 10-Leadership and Collaboration
Learned Societies (SPA)	Association of Childhood Education International (ACEI) Council for Exceptional Children (CEC) Educational Leadership Constituency Council (ELCC) National Association for Sport and Physical Education (NASPE) National Association for the Gifted Child (NAGC) National Council for Social Studies (NCSS) National Council for Teachers of English (NCTE) National Council for Teachers of Mathematics (NCTM) National Science Teachers Association (NSTA)
Professional dispositions	All WCU candidates will: <ol style="list-style-type: none"> 1. Exhibit professional behaviors that indicate all students can learn and are a vital part of the learning environment; 2. Collaborate and seek to create positive relationships with all stakeholders to improve the learning environment; 3. Exhibit an awareness of all students’ needs;

	<ol style="list-style-type: none">4. Exhibit poise, mature reflection, and sound judgment;5. Engage in ongoing reflection, self-evaluation, and improvement in the profession; and6. Act as a steward of the profession.
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EDU 653 Curricular Development for the Gifted
William Carey University
School of Education
Course Syllabus – Fall 2019

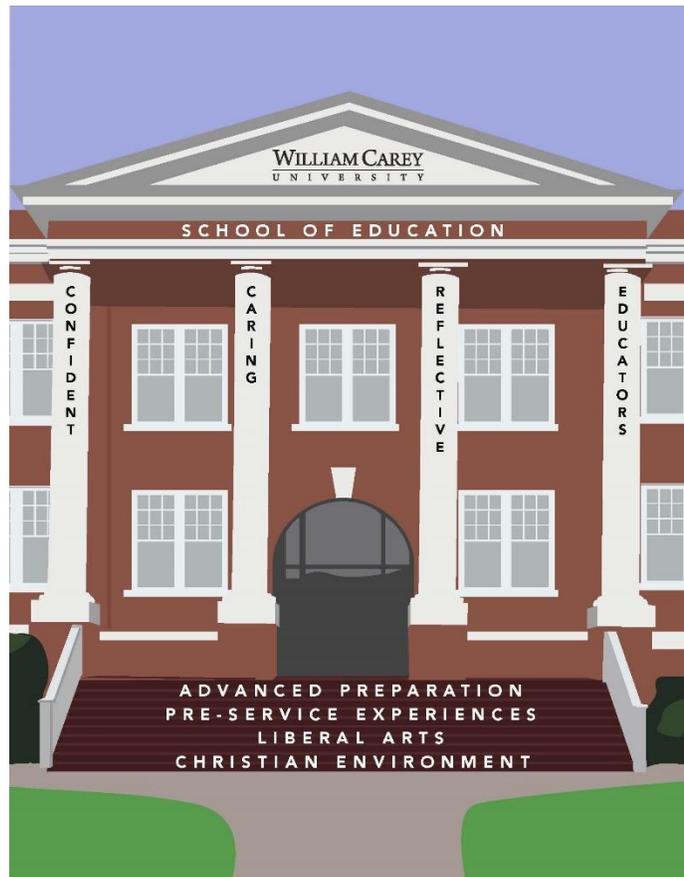
Instructor: Christina B. Liverett, Ph.D.
Phone: (601) 318-6609 or (601) 498-9403

E- Mail: cliverett@wmcarey.edu
Office Hours: M,T,W.,& Th.- 10:00am-4:00pm



Vision: “Confident, Caring, and Reflective Professional Educators”

The School of Education serves to prepare *confident, caring, and reflective* educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for inservice educators.



One or more assignments in this course require submission to two links in CANVAS. Failure to do so will result in a grade of “I” (incomplete) in this course. If you receive an “I”, you will then have one term to complete the upload to receive a reduced grade, preventing the “I” from converting to an “F” automatically. If you have questions or need help with your upload to the link that has TK20 in the title, contact your TK20 Administrator at tk20@wmcarey.edu.

Text Information:

REQUIRED:

Sylvia B. Rimm, Del Siegle, and Gary A. Davis. *Education of the gifted and talented* (7th edition, 2018

RECOMMENDED:

Joyce Van Tassel-Baska, *Excellence in Educating Gifted and Talented Learners* (3rd edition) 1998

(I will provide the chapters you need as pdfs on canvas, but this is a great resource if you are teaching gifted learners and it is out of print so you could find it quite cheap on amazon, ebay, etc.)

Course Description:

An exploration of theory, research, and practices related to the selection and organization of curriculum for the gifted student. Emphasis will be placed on curricular models and selecting materials used in gifted education. Opportunities will be provided for the development of curriculum for the gifted student.

General Goal: This course is designed to explore those basic principles and strategies which should be included in a curricular program for the gifted/talented. Each student will be also introduced to the nature, needs and identification of the gifted student, parent and teacher.

Major Topics for Discussion:

- Principles of Differentiating Curriculum for the Gifted Demands and Needs of the Gifted
- Content, Process and Product Modifications
- The Gifted Outcomes of Thinking Skills, Creativity, Information Literacy, Communication Skills, Success Skills and Affective Skills
- The Thematic Unit
- Curriculum Models
- Bloom's Taxonomy: yesterday, today and tomorrow
- Creative Problem Solving
- The new 2017 State Outcomes for Intellectually Gifted

Student Learning Objectives:

Upon concluding this course, the student will be able to....

- Discuss the nature, needs and identification issues associated with the gifted student.
- Discuss the basic curricular principles which should be addressed in any program for the gifted.
- Describe strategies to be used in developing a differentiated curriculum, and curriculum compacting
- Describe, compare, and contrast selected curricular models
- Discuss learning theories as they apply in developing programs for the gifted and talented.
- Develop a thematic instructional unit (as one example of curriculum for the gifted) based on an interdisciplinary theme which incorporates the new 2017 Outcomes of Thinking Skills, Creativity, Information Literacy, Communication Skills, Affective Skills, and Success Skills. The unit may include some of the following instructional strategies: Convergent, critical and creative thinking strategies, metacognitive strategies, career exploration, moral development, scientific method, reading, writing, listening and speaking, &/or any selected other strategies related to teaching the gifted in the regular classroom.
- Develop a staff development to present to regular education teachers outlining how to teach gifted learners in the regular classroom, highlighting strategies such as differentiation curriculum compacting, cluster grouping or a combination of such.

Evaluation Criteria

Online assignments – 4 @ 100 pts=400

Discussions – 8 @ 25 pts= 200

Article Critique- 100 pts

Thematic Unit – 100 pts

Staff Development -100 pts

Attendance and final presentation to canvas conferences-100 pts

Grading Scale: 1000-950 A; 949-850: B; 849-750: C *** Students who earn a C in this course may not be recommended for continuance in the Gifted Education track.

Description of Assignments:

Article Critique

You will choose an article that pertains to gifted curriculum read it thoroughly and write a two page article critique following the APA guidelines below.

Guidelines for an article critique includes...

Type your name in a header along with the words, Article Assignment. Critiques will be typed, using Times New Roman, 12 point with 1 inch margins. Include the headings as described below when you type your critique. Your response should be double-spaced under each of the main categories. The entire article critique should not be any longer than 2 typed pages. A title page is unnecessary.

REMEMBER, ONLY SECTION FOUR WILL MAKE USE OF PERSONAL PRONOUNS. Your response is expected to be written on a scholarly level using appropriate language, grammar, and sentence structure.

Each article critique will follow the format listed below...

I. Article Citation

This section will include the formal article citation by following the APA guidelines. For example citations, please refer to your APA manual. Remember, if your citation goes longer than 1 typed line, you need to double space and indent your 2nd and all other lines.

II. Article Summary

This section should discuss & identify the summary points addressed in the article. This section must be 1 page.

III. Article Relevance

Discuss the significance of this article. How does this article relate historical trends to what is happening now? How can higher education administrators use the information in this article? This section must be ½ of a page.

IV. Personal Critique of the Article

This is your opportunity to state your personal opinion about the article. Share what you enjoyed/learned and what you did not like about the article? Suggest ideas for improving the article if necessary. This section must be ½ of a page.

Online assignments

Read the text and other supplemental information provided in the modules on Canvas. Grades will be assigned on the accuracy and completeness of reports. The first portion of the response should be research based, and the second section should be a thoughtful reflection (relate to your experience, practice, etc.). **Each online assignment must be a minimum of 1-2 pages in length and should be completed through Canvas. Credit will not be given for online assignments after the closing date for that week. Responses are due by 11:59p.m.**

Rubric for Online Assignments

_____ Content [1st part] (30)

Clearly connects to assigned readings and supplemental information

_____ Critical Thinking/Global Picture [2nd part] (30)

Clear evidence of critical thinking: application, reflection, synthesis, analysis, and evaluation

_____ Quality of writing (30)

_____ Layout requirements (10)

A minimum of 1-2 pages in length, Times New Roman, Microsoft Word, etc.

Online Assignment Responses

Online Assignment 1: Personalized Learning Watch this TED ed from Malcolm Gladwell (a bit long, but bear with it) and then the TED talk with Ken Robinson. What is the connection? Make the case for diversity and personalized learning.

Online Assignment 2: Is there a relationship between the use of the strategies in chapter 20 and the philosophy of constructivism? How do you feel hands on learning benefits gifted learners? (chapter 19 & 20 reading)

Online Assignment 3: Can problem solving be taught in all subjects? Give an example for Reading/Language Arts, Math, Science and Social Studies.(Chapter 10 and article reading)

Online Assignment 4: After reading the article by Trinter, Brighton & Moon, briefly critique the article and give some ways that you would differentiate with math games. (Chapter 23 and article reading)

Discussions

Discussion questions will be posted on designated weeks. Discussion questions may vary from requiring you to read an article, visit a website or check out a news article online. You must respond to the question with a substantive post and one other classmate's post.

Discussion 1: Introduce yourself with good stuff like where you teach, your significant other, kids, pets, what you did over the summer, and why you have chosen to pursue gifted education.

Discussion 2: Read the article by Misset et al. Perhaps you are currently a regular education teacher but thinking like a teacher of the gifted, with your high ability students in mind, how would you make the case regarding acceleration, ability grouping, and formative assessment to your administration/board?

Discussion 3: Read the article by Hockett about high quality curriculum indicators and discuss which curriculum model you feel would be best fit for your school, teaching style and population.

Discussion 4: Read the article by Robbins and discuss how you feel about this unconventional approach to problem solving.

Discussion 5: Read the article by Sisk and discuss your feelings toward moral development with gifted learners. What would be your main focus in teaching moral development?

Discussion 6: Read the article by Trotman-Scott and discuss a multicultural, differentiated lesson you would develop using the Blooms-Banks Matrix.

Discussion 7: Watch the TED talk with Arthur Benjamin and discuss the benefits of teaching probability

and statistics to younger gifted learners.

Discussion 8: View this TED talk on TED ed lessons. At the end of the video, you can view some of the other TED lessons. Discuss a lesson you could produce for TED. Include objective, guiding questions, procedure and expected outcome.

Staff Development on working with gifted students in the regular classroom.

Create a research based staff development workshop for the peers in the class that is related to curricular development for the gifted, methods of teaching students with extraordinary potential, differentiated instruction in the regular classroom, creativity, critical thinking, curriculum compacting, enrichment, etc. The 1-2 page proposal should include short descriptions of your workshop, agenda, activities and the power point should present the material visually and informatively with a handout or brochures that you would give participants. Please prepare this with the mindset that you will actually present it one day to your faculty and that is why including scholarly research is so important so you speak from documented research and can get your point across professionally. You will briefly discuss this presentation during one of our final canvas conferences.

Rubric:

Proposal Summary (50 pts)

- *Agenda*
- *Detailed description of workshop constructs and theoretical resources*
- *Description of activities in the workshop*
- *Evidence of creativity, critical thinking, enrichment extensions, and differentiation*
- *Attention to experience level of teachers*

Supplemental Resources (50 pts)

- *Power point (or some presentation) with handout or brochure*

Thematic Unit Lesson Plan

Develop a differentiated and developmentally appropriate unit of study that offers a qualitatively different educational experience in addition to and different from the regular program of instruction. Unit should be based on student interest, the Mississippi Gifted Outcomes 2017, and structured after a theoretical curriculum model. The activities in the unit should be differentiated for different grade and learning levels. The length of the unit is completely at your discretion but should take several class meeting times.

1. Unit topic and overview

2. Objectives and guiding questions

3. Suggested outcomes

4. Assessment: pre and post

5. Activities: for each of the MS outcomes: Thinking Skills, Creativity, Information Literacy, Communication Skills, Affective Skills and Success Skills. Include an explanation for each learning activity, and how it fits the outcome, materials and resources, and differentiation for different levels. Include also traditional content learning: Math, Language Arts, Science, Social Studies.

6. Reflection opportunities for learners

7. References or resources

Course Agenda

Modules	Topics	Readings	Requirements
Module 1 8/26-9/1	Canvas Conference Online! Tuesday August 27th at 4 or Wednesday August 28th at 5. Log on either one at the designated time we will ... Review Syllabus and discuss all requirements Review guidelines for Article Critique according to APA Discuss Canvas capabilities		Discussion1: Introduction
Module 2 9/3-9/8	Chapter 6 (Rimm et al) Grouping Differentiation and Enrichment	Text, video, article	Online assignment 1 Discussion2: Misset et al article
Module 3 9/9-9/15	Chapter 7 (Rimm et al) Curriculum modules	Text, article	Article Critique Discussion3: Hockett article
Module 4 9/16-9/22	Chapter 19 & 20 (Van Tassel Baska) Appropriate curriculum, strategies and models	Text, websites	Online assignment 2 Discussion4: Robbins Article
Module 5 9/23-9/29	Thematic unit due	Read Sisk article for discussion	Discussion5: Moral development
Module 6 9/30-10/6	Chapter 10: Teaching Thinking Skills (Rimm et al)	Read chapter and articles	Online assignment 3 Discussion6: Blooms Banks Matrix
Module 7 10/7-10/13	Chapter 23: (Van Tassel-Baska) Math and Science	Read chapter and view TED talk on mathematics Read article	Online assignment 4 (article) Discussion7 (TED talk)
Module 8 10/14-10/20	Work this week on Staff Development		Upload staff development power point and materials
Module 9 10/21-10/27	Chapter24: (VanTassel- Baska) Social Studies and Language Arts	Text, video	Discussion 8 TED ed lesson
Module 10	Canvas Conference for Staff Development Tuesday October 29th at 5 or Wednesday October 30th at 4. failure to participate will result in written assignment		Presentation in canvas

Attendance regulations:

Graduate students are expected to attend all class meetings. However, an absence may be excused in the event of an emergency. We are all parents, teachers, care givers etc. and I know how things happen. Having said that, according to the graduate catalog, students must attend 80% of the course to receive credit. So, with ten class meetings you must not miss more than two to receive credit for this class.

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2. Respect – shows respect toward others, deals with frustrations, problems, and differences in opinion in mature ways.
3. Commitment and Initiative – takes assignments seriously, demonstrates commitment to learning and students rather than just completing assignments for a grade, and explores professional sources for new ideas.
4. Responsiveness – seeks and values constructive feedback from others (peers, instructors), and relates well with others.
5. Collaboration – helps create positive relationships in the university classroom and field experiences in schools, participates in the learning process by sharing diverse experiences and perspectives, participates productively in group activities, and establishes productive and professional relationships with professors and colleagues.
6. Open-Mindedness – demonstrates a willingness to question both traditional and innovative practices in the quest for doing what is best for students and shows a willingness to be flexible when dealing with the uncertainty and complexity of educational issues.
7. Knowledgeable – is aware of current educational issues, demonstrates an ability to illustrate and apply subject matter concepts.
8. Communication – demonstrates effective communication, models Standard English in writing and speaking, and expresses thoughts clearly and succinctly.
9. Academic Honesty – takes responsibility for producing independent, original work.

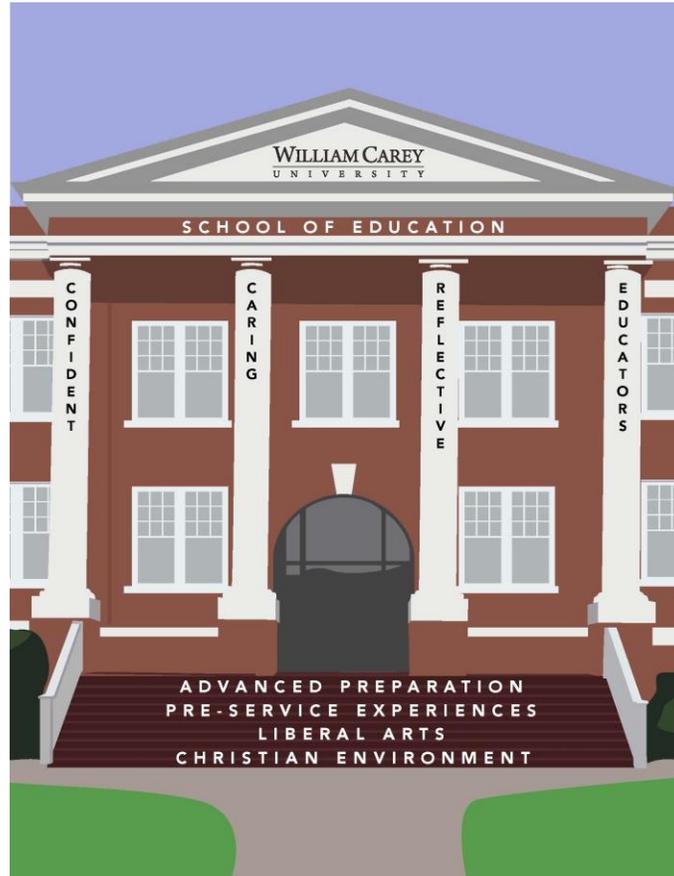
EDU 656: Social and Emotional Needs of the Gifted
William Carey University
School of Education
Course Syllabus

Instructor: Dr. Christina Liverett
Phone: (601) 498-9403 (601) 318-6609

E- Mail: cliverett@wmcarey.edu
Office Hours: M, T, W, 10-4



Vision: “Confident, Caring, and Reflective Professional Educators”



Course Description: This course will explore current research and material relevant to the social and emotional issues that may arise for gifted and talented students. Some topics include perfectionism, oversensitivities, gender issues, underachievement, and special populations. All required supplementary readings will be provided by the instructor on a weekly basis. Since the course will be conducted as an online class, it is essential that students complete the assignments, discussions and other responsibilities weekly. If an assignment, discussion is not completed, the student is considered absent for that week. The extent to which gifted and talented students have unique social and emotional needs is not universally agreed upon. Therefore, it is expected that within our class students will hold a variety of perceptions on this topic. Through reading of the current research, thoughtful discussions and projects, we will develop a deeper understanding of social and emotional issues that students with gifts and talents experience.

Required Textbook: none; we will use peer reviewed articles and guides from the leading experts in this area

Supplemental Materials: see canvas for posted materials to use weekly

Course Objectives:

Involvement in this course will enable educators to...

- Provide a rationale for the importance of studying the affective characteristics of high ability students.
- Develop an awareness of the affective issues confronting students labeled gifted and talented.
- Develop a personal perspective on the importance of the affective needs as well as the intellectual growth of high ability students.
- Explore related literature and research on the affective characteristics and needs of high ability students.
- Develop a broad base of knowledge regarding research on the affective growth of high ability students.
- Become proficient in skills that help to foster the emotional growth of high ability students.
- Design appropriate instructional strategies and curriculum for meeting the affective needs of high ability students.
- Become aware of the influences of individuals (family members, teachers, peers) and environments (home, school, and community) on the social and emotional development of high ability students.
- Become aware of the affective needs of special populations within the field of gifted education, e.g., culturally diverse, gifted females, gifted males, underachievers, gifted students with disabilities.

Course Responsibilities

Online Assignments

Read the text and other supplemental information provided in Canvas. Grades will be assigned on the accuracy and completeness of responses. Each online assignment must be a minimum of 1-2 pages in length and should be uploaded to Canvas or 5-6 well developed paragraphs completed in Canvas. Responses are due by Sunday night 11:59pm

Rubric for Online Assignments

_____ Answers contain relevant, accurate content (30)

Answers clearly connect to chapter and/or supplemental information

_____ Critical Thinking/Global Picture (30)

Clear evidence of critical thinking: application, reflection, synthesis, analysis, and evaluation

_____ Quality of writing -5 for each grammatical error (30)

_____ Layout requirements (10)

A minimum of 1-2 pages in length, Times New Roman, Microsoft Word, etc. or 5-6 well developed paragraphs if entered into text box on Canvas

Discussions

Discussion questions will be posted weekly. Discussion questions may vary from requiring you to discuss a question from the guide, reading an article, or checking out a video or blog online. You must respond to the question and one other classmate's post. Please read the guidelines as to what makes a substantive post in Canvas.

Movie Analysis

Watch a movie (NOT a documentary) that portrays a gifted child or young adult as a central character. Write a 3-4 page paper addressing (a) the significant social/emotional characteristics the character displayed, with discussion of how those characteristics affected the child and interacted with his or her cognitive (or other talent domain) characteristics (25%); (b) what special needs the character had, based on his or her affective characteristics (25%); and (c) how significant people in the individual's environment responded to the characteristics, positively or negatively (25%). Then write a brief critique (1 page) of the movie from your

perspective as a developing professional in gifted or general education – does the movie help to create stereotypes, dispel them, or both (25%)? **Due in Module 3**

Some possible movies are:

The Hours
Shine
Hidden Figures
A Beautiful Mind
August Rush
The Emperor's Club
Gifted
Little Man Tate
Dead Poet's Society
Finding Forrester
Ferris Bueller's Day Off
Good Will Hunting
October Sky
The Outsiders

Affective Lesson

Develop a unit of 5 15-minute-lessons to address a specific area of need in the affective development of gifted students. This unit may be designed for use in a regular classroom setting OR in a resource room setting. (Potential topics: stress management, coping with perfectionism, understanding giftedness, leadership, gender issues, careers, etc.). A teacher or counselor should be able to take your unit and teach it. In other words, it must contain all of the material and sufficient details for someone to execute the unit without your assistance. The format of the unit may be original, however the units will be graded for specificity regarding:

- (15%) *Overview and rationale for the unit:*

Theoretical rationale explaining the need for this particular unit (what issue/s is/are being addressed) with the selected group (for whom, how many, in what setting; citations from text and articles required plus outside readings of choice

- (25%) *Materials necessary for instruction:*

Include all materials, e.g., song lyrics, explanation of film clips, excerpts from books used; worksheets; student assessment procedures /forms /activities to evaluate student progress and success of unit

- (20%) *Goals, objectives, and anticipated outcomes of each lesson*

- (40%) *Detailed lesson plans with variety of activities and their instructions*

Due in Module 6

Article Critique

You will choose an article that pertains to the social and emotional development of the gifted, read it thoroughly and write a two page article critique following the APA guidelines below.

Guidelines for an article critique includes...

Type your name in a header along with the words, Article Assignment. Critiques will be typed, using Times New Roman, 12 point with 1 inch margins. Include the headings as described below when you type your critique. Your response should be double-spaced under each of the main categories. The entire article critique should not be any longer than 2 typed pages. A title page is unnecessary. REMEMBER, ONLY SECTION FOUR WILL MAKE USE OF PERSONAL PRONOUNS. Your response is expected to be written on a scholarly level using appropriate language, grammar, and sentence structure.

Each article critique will follow the format listed below...

I. *Article Citation*

This section will include the formal article citation by following the APA guidelines. For example citations, please refer to your APA manual. Remember, if your citation goes longer than 1 typed line, you need to double space and indent your 2nd and all other lines.

II. Article Summary

This section should discuss & identify the summary points addressed in the article. This section must be 1 page.

III. Article Relevance

Discuss the significance of this article. How does this article relate historical trends to what is happening now? How can higher education administrators use the information in this article? This section must be ½ of a page.

IV. Personal Critique of the Article

This is your opportunity to state your personal opinion about the article. Share what you enjoyed/learned and what you did not like about the article? Suggest ideas for improving the article if necessary. This section must be ½ of a page.

Due in Module 8

Final Exam

The exam will be short essay style and you may use all the supplemental information from the modules to compose your answers. It will be completed in Canvas under quizzes

Here is an overview of the course. See Canvas weekly for further directions on assignments, discussions and projects.

Weeks	Modules	Responsibilities
8/26-9/1	1	Read guide, online assignment 1, discussion board 1
9/2-9/8	2	Read guide, online assignment 2, discussion board 2
9/9-9/15	3	Movie analysis and discussion board 3
9/16-9/22	4	Read guide, online assignment 3, discussion board 4
9/23-9/29	5	Read guide, online assignment 4, discussion board 5
9/30-10/6	6	Affective lesson plan, discussion board 6
10/7-10/13	7	Read guide, discussion board 7
10/14-10/20	8	Article critique, discussion board 8
10/21-10/27	9	Read guide, online assignment 5, discussion board 9
10/28-11/3	10	Final exam, discussion board 10

Evaluation Criteria

Online assignments – 5 @ 100 pts=500

Discussions – 10 @ 10 pts= 100

Article Critique- 100 pts

Affective lesson plan – 100 pts

Movie analysis-100 pts

Exam – 100 pts

Grading Scale: 1000-950 A; 949-850: B; 849-750: C *** Students who earn a C in this course may not be recommended for continuance in the Gifted Education track.

University Statement on Academic Integrity

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is

considered unethical and in violation of William Carey University's academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the University. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the University's Policies and Procedures manual and in the student handbook, The Redbook.

Plagiarism

If you do not understand the concept of plagiarism you need to read the section on plagiarism in the APA Manual and take the plagiarism tutorial I have posted in Module one. If you have any questions about plagiarism after reading and taking the tutorial you need to contact me to set up an appointment to discuss this issue. If you do not talk with me, it will be assumed you understand the definition of plagiarism. Plagiarism will not be tolerated and will result in the consequences listed in the academic integrity statement.

Professionalism—Disposition for Teaching Excellence

You are expected to demonstrate professionalism throughout your graduate program. Failure to do so in this course may result in a significant reduction in your final course grade. Throughout the course, you are expected to demonstrate professionalism in the ways described below. Professionalism includes, but is not limited to, the ways that you participate in the classroom and the ways that you facilitate and participate in discussion of textbook chapters and other professional readings. Failure to demonstrate professionalism may result in a significant reduction of your final course grade.

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Catastrophic Event Plan

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website <http://wmcarey.edu>, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university's course management system at <https://elearning.wmcarey.edu>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through SaderWatch, the WCU emergency message service. Sign up instructions can be found at <http://wmcarey.edu/saderwatch>.

Americans with Disabilities Act Statement

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact Ms. Valerie Bridgeforth at 601-318-6188. Ms. Valerie Bridgeforth is located in the Student Services Offices in Lawrence Hall. On the Tradition campus the contact is Dr. Alesia Haynes-McCook, Assistant Director for Student Services, 228-702-1783.

Tobacco-Free Campus

William Carey University is a tobacco-free campus. All William Carey University students are asked to respect this policy by refraining from smoking and other tobacco use while on campus.

William Carey University
School of Education
Assessment System Foundation

The School of Education’s Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission, School of Education’s Conceptual Framework (CF) and Outcomes, School of Education’s Education Goals (EG), Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

Mission	Outcome
William Carey University Expanded Statement of Mission	<p>WCU 1- Provide academic programs to promote student learning.</p> <p>WCU 2-Promote Christian development and social responsibility.</p> <p>WCU 3-Strengthen ties with Baptist churches, associations, and conventions.</p> <p>WCU 4-Provide an environment that supports student learning.</p> <p>WCU 5-Strengthen organizational and operational effectiveness.</p> <p>WCU 6-Strengthen financial resources.</p>
School of Education Conceptual Framework and Outcomes	<p>CF-Confident, Caring, and Reflective Professional Educators</p> <p>CF 1-An innovative thinker</p> <p>CF 2-An effective communicator</p> <p>CF 3-An advocate for diverse learners</p> <p>CF 4-An integrator of technology</p> <p>CF 5-A life-long learner</p> <p>CF 6-A steward of the profession</p>
School of Education Goals	<p>EG 1-Apply current research and technology related to the teaching-learning-assessment process.</p> <p>EG 2-Respond sensitively to individual differences and diversity.</p> <p>EG 3-Understand and anticipate the needs of a global society.</p> <p>EG 4-Plan and implement learning experiences that support the highest level of student potential.</p> <p>EG 5-Continue to reflect, refine, and revise professional practices.</p> <p>EG 6-Collaborate with others to promote learning.</p>
Interstate Teacher Assessment and Support Consortium (InTASC) Standards	<p>1-Learner Development</p> <p>2-Learner Differences</p> <p>3-Learning Environment</p> <p>4-Content Knowledge</p> <p>5-Application of Content</p>

	6-Assessment 7-Planning for Instruction 8-Instructional Strategies 9-Professional Learning and Ethical Practice 10-Leadership and Collaboration
Learned Societies (SPA)	Association of Childhood Education International (ACEI) Council for Exceptional Children (CEC) Educational Leadership Constituency Council (ELCC) National Association for Sport and Physical Education (NASPE) National Association for the Gifted Child (NAGC) National Council for Social Studies (NCSS) National Council for Teachers of English (NCTE) National Council for Teachers of Mathematics (NCTM) National Science Teachers Association (NSTA)

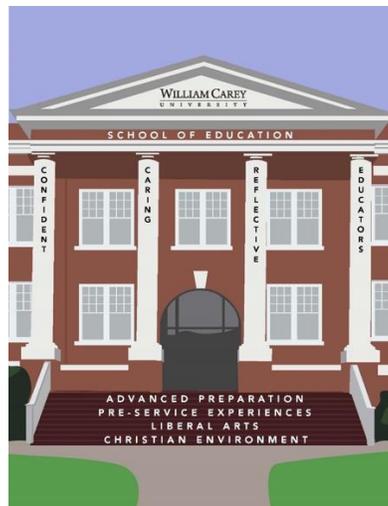
**EDU 663 Learning Disabilities
William Carey University
School of Education
Course Syllabus – Fall 2019 Online**

Instructor: Dr. Mark H. Yeager, CAS, FAIDD, Coordinator Special Education
E- Mail: myeager@wmcarey.edu
Phone: 601-497-1775 (cell, text before you call)
Office Hours: by appointment



Vision: “Confident, Caring, and Reflective Professional Educators”

The School of Education serves to prepare *confident, caring, and reflective* educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for inservice educators.



Course Text: *Learning Disabilities and Related Disabilities: Strategies for Success, Thirteenth Edition, 2015*, by Janet W. Lerner and Beverley H. Johns. Cengage Learning.

Course Description: This course is an overview of the field of learning disabilities including historical development, theoretical research bases, and social, emotional, physical, and learning characteristics. (3 hours)

Instructional Techniques

Technology will be an important and vital part of the instruction delivery of this class. Students **MUST** have access to a working computer in order to successfully complete the course. All assignments and quizzes can be found online on Canvas, the learning management system used by William Carey University.

WCU's Online Journal Search

You may use Academic Search premier, Educational Research complete, EJSE Journal, ERIC or JSTOR and resources from the WCU Library.

Course: EDU 663: Learning Disabilities

Learning Outcomes	CEC	INTASC	ACEI	WCU CF
To discriminate learning disabilities from non -disabled and disabilities of other categories.	2,3	1,2	1,3	1,2,5
To demonstrate understanding of historical phases within the field and contributions of past theorists.	1	1,3	1,3	1,2
To interpret to an untrained person a coherent definition and philosophy of LD.	1,2	4,5	4	1
To demonstrate understanding of diversity and LD.	2,3	3	3	4
To demonstrate understanding of etiology of LD.	1	1,3	1,3	1
To demonstrate an understanding of educational planning and service delivery options for children with LD.	4, 5	3	3.2	1,2,3
To demonstrate understanding of legal issues and learning disabilities.	9	5	4	3,4
To demonstrate understanding of concomitant exceptionalities.	2	3	3	1,2
To demonstrate understanding of working with families of students with LD.	9, 10	10	5.2, 5.3	4

Course: EDU 663 Learning Disabilities

Performance Assessments	CEC	INTASC	ACEI	WCU
How-to-Booklet: Create a comprehensive and decorative guide	1, 3, 4, 5	3	3.2	1,2,3,4,5

book of 15 strategies for reading, math and written expression (total of 45 strategies using template provided). Make it very “user-friendly” and ready to use; each strategy should be based on academic challenges that students with learning disabilities typically face in a general education classroom, with emphasis on Differentiated Instruction.				
Online Discussions. Respond to two questions on discussion board on the topics of assistive technology for written expression and strategies for teaching math facts automaticity. Respond to two classmate comments.	1,2,5	1,2	1,3	1,2,5
Chapter Assignments: Complete online chapter assignments Canvas. The assignments will be comprehensive and will involve all levels of depth of knowledge constructs and incorporate technology, internet search, history of LD, assessment, teaching strategies, memory, reading, math, inclusion, synthesis, and personal reflection	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	3	1,2	2,4,5
Annotated Bibliography: Conduct a professional literature review of an assigned topic on learning disabilities. Complete an annotated bibliography page on each reference, following the Canvas template contents, including cover page, abstract, and utilizing APA style.	1, 2, 3, 4, 5, 8, 10	6,8,9,10	2a,3b,3d 4,5a,5b	1,2,3,4,5,6
Content Exam: The final exam will be comprehensive in scope and will cover all course contents, including technology, disability definitions, history, classroom design, teaching strategies, differentiated instruction, alternative placements, and pertinent laws.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1,2,3	1,2,3	1, 2, 3, 4, 5, 6

Course Requirements:

The student is expected to:

- Attend and participate in all class sessions.
- Read the textbook, handouts, and other assigned readings.
- Complete the following:

Info About You

2

Introduction	3
Chapter Assignments (10 points each x 13)	130
Discussions (20 points each x 2)	40
Assistive Technology Resources List	20
How-to-Booklet	90
Annotated Bibliography	50
Final Exam	100
TOTAL POINTS	435

Note: The student is responsible for reading the text. Information included on a quiz or test may contain information taken from the text (even if not discussed in class), handouts, external links, lecture notes, and class discussion.

Work will be expected to reflect professional competencies and will be graded on content, spelling, mechanics, composition, and grammar. Assignments will be evaluated based on thoroughness and fulfillment of criteria for each assignment. All citations must be completed in APA style format. **All assignments must be typed and submitted in Microsoft Word format. Unless otherwise specified in canvas, all assignments are due by 11:59 p.m. on Sunday of each week.**

Evaluation Criteria

Grade Calculation: Your grade in the course will be based upon the number of points earned out of total course points. Letter grade percentages are listed in the chart. Please note that the graduate rating scale is different from the undergraduate rating scale.

Grading Scale:

A = 93 – 100%
B = 85 – 92%
C = 77 – 84%
F = 0 – 76

ASSIGNMENTS

Week One

1. **Complete Information About You:** Submit your name, phone number, and email address in this assignment. The purpose is to provide the instructor with contact details in case he/she needs to contact you during the course. **(2 points)**
2. **Complete Introductions:** Introductory information should be placed on the discussion board. Provide any professional information that you want to share with classmates. This information will help students become more familiar with one another as we move into discussions and teleconferencing. **(3 points)**
3. **Complete Chapter 1 Assignment (10 points).** The assignment for each chapter is found in the Canvas Modules. Download your assignment in Canvas to ensure proper receipt and documentation that it has been submitted.

Week Two

1. **Complete Chapter 2 Assignment (10 points)**
2. **Complete Chapter 3 Assignment (10 points)**
3. **Complete Discussion #1 Assistive Technology Assignment:** Locate 20 assistive technology resources that can be used with students with learning disabilities. In a list form or in a table, give a brief description, purpose, and the web link or website for each resource. Include such tangible items as classroom amplification systems (Redcat is one brandname), Smart pens, Alpha Smart products, calming products for students with ASD, apps and assistive technology for students with reading disabilities, apps and assistive technology for math disabilities, assistive technology for students with ADHD, etc. A list of apps is not acceptable. After submitting the 20 resources, make a comment to two classmates about his/her submissions on discussion board **(20 points)**.

Week Three

1. **Complete Chapter 4 Assignment (10 points)**
2. **Complete Chapter 5 Assignment (10 points)**

Week Four

1. **Complete Chapter 6 Assignment (10 points)**
2. **Complete Chapter 7 Assignment (10 points)**

Week Five

- 1. Complete Chapter 8 Assignment (10 points)**
- 2. Complete Chapter 9 Assignment (10 points)**

Week Six

- 1. Complete Chapter 11 Assignment (10 points)**
- 2. Complete Chapter 12 Assignment (10 points)**

Week Seven

- 1. Complete Chapter 13 Assignment (10 points)**
- 2. Complete Discussion #2 on Math Difficulties (20 points)**

Week Eight

- 1. Complete How-to Strategy Booklet:** Create a comprehensive and decorative guidebook of 10 strategies for reading, 10 for math and 10 for written expression (English/writing). Make it very “user-friendly” and ready to use...each strategy should be based on problems that students with learning disabilities typically face in a general education classroom, with emphasis on Differentiated Instruction for students with disabilities. Be cautious about the plagiarism percentage on the turn-it-in feature. **DO NOT COPY INFORMATION FROM A WEBSITE;** put the information in your own words to avoid plagiarism. You will have a total of 30 strategies to complete. Please use one page per strategy; total of 30 pages. (see rubric and template located in Canvas. **(90 points)**
- 2. Complete Chapter 10 Assignment (10 points)**

Week Nine

- 1. Complete Annotated Bibliography:** Complete research in professional literature on a topic on learning disabilities that will be assigned by the instructor. Students will be assigned only one topic. Topics are assigned (by student last name) in canvas on the assignment instructions. Each reference review (in the annotated bibliography format) should be one typed page in length. Follow the template/outline and rubric given in the assignment under annotated bibliography. No foreign journals. Wikipedia is NOT a professional reference. Double-spaced, 8.5 X 11-inch margin, 12 or 14-inch font, APA style format. Use a minimum of **10 references**; must be current **WITHIN THE PAST TEN YEARS** and must be from books, articles, and other reference material published and written on education in the U.S. (NO FOREIGN JOURNALS). Students should select a variety of references, focused on teaching strategies, accommodations, assessment, characteristics and diagnosis, medical aspects, parenting, transition, lesson plans, differentiated instruction **FOR THE DISABILITY ASSIGNED**. Specific requirements are noted in the assignment instructions in Canvas. **(50 points)**

Week Ten

- 1. Complete Final Exam:** One comprehensive multi-choice exam will be administered online during the course. It will cover all notes, handouts, textbook, and information discussed in class. A study guide for the exam is posted in modules for the final week. **(100 total points)**

Assignments

Assignments are due on the assigned date by 11:59 p.m. All assignments must be completed and submitted; there are NO passes or exceptions. **It is the student's responsibility to submit assignments on time.** Assignments **more than one week past the due date** will **not** be accepted. Assignments submitted within the week grace period (having had contact with instructor) will be accepted **with a late penalty**. If an emergency arises, it is the student's responsibility to contact the instructor immediately; cell phone contact is the most effective and immediate form of contact. **No work for extra credit will be allowed for any reason.** Work will be expected to reflect professional competencies and will be graded on content, spelling, mechanics, composition and grammar. Assignments will be evaluated based on thoroughness and fulfillment of criteria for each assignment. All citations must be completed in APA style format. **APA Style (6th Ed.)** <http://www.docstyles.com/apaguide.htm>. If an emergency arises it is the responsibility of the student to contact the instructor ASAP.

On-line Assignments

There is no make-up work or credit given for non-participation in interactive CANVAS assignments (such as Discussion Assignments). All on-line assignments must be submitted via CANVAS, unless otherwise specified. If you miss an assignment due date, it is considered an “absence” for that class.

Attendance Regulations

Students are expected to participate in class via discussion and assignments. Only one (1) absence is allowed without affecting a student’s grade. Two absences will result in a student receiving a final grade of ‘no higher than a B’. **Failure to submit weekly assignments on the due dates will be counted as an ‘absence.’** Three or more absences may be turned over to the office of academic affairs and may result in failure of the class. Remember, there is no differentiation between ‘excused’ or ‘unexcused’ absences; all absences count. **It is the student’s responsibility to provide documentation and notification of university activity absences. All assignments must be completed and submitted on CANVAS.**

Change of Schedule (Dropping a Course)

Please refer to The Red Book for policies/procedures for dropping or adding courses.

Courses *dropped* by permission of the student’s academic advisor and/or dean **within the first three weeks** of a trimester will be recorded as “W” (withdrawn). Courses dropped **after these dates and before the middle of a trimester (fifth week)** are recorded as “WP” (withdrawn passing) or “WF” (withdrawn failing), and courses dropped **after the midterm** are recorded as failures. Any student dropping a course at any time without the required approval of the vice president for academic affairs receives an “F” in that course. If you do not officially drop and stop submitting assignments, you will receive an “F” for the course.

Professionalism

Free discussion, inquiry, and expression are encouraged in this class. Professional behavior that interferes with either (a) the instructor’s ability to conduct class or (b) the ability of students to benefit from instruction is unacceptable. Professional behavior that is determined inappropriate and cannot be resolved by the student and the faculty member may be referred for administrative or disciplinary review.

Statement on Academic Integrity

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mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University's academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean's office, and each campus dean's office.

Plagiarism

All work must be the exclusive work of individual students, unless work is done in conjunction with a group project. There are no group projects for this course. This also applies to married couples and members of a cohort. A student must always submit work that represents his or her original words or ideas. If any words or ideas are used that do not represent the student's original words or ideas, the student must cite all relevant sources. A student should also make clear to what extent such sources were used. Failure to do so is plagiarism. *The Publications Manual of the APA (6th ed.) is the guide for formatting of citations and references.*

Two potential sites you may want to consider viewing are:

- <http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php>
- <http://www.acts.twu.ca/Library/plagiarism.swf>

ADA Statement

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Disaster Plan Statement

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website <http://wmcarey.edu>, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university's course management system at <https://elearning.wmcarey.edu>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through SaderWatch, the WCU emergency message service. Sign up instructions can be found at <http://wmcarey.edu/saderwatch>.

Sexual Misconduct Statement

It is the policy of William Carey University to comply with all federal and state laws governing sexual misconduct. Further, William Carey University reaffirms its principle, as well as Title IX of the Education Amendments Act of 1972, that all students have a right to be free from sexual discrimination in the form of sexual harassment and sexual violence. Students are referred to the Student Handbook, The Translation (The Red Book), for policy statements regarding sexual harassment and sexual assault and for procedures for reporting and responding to sexual offenses. The policies and procedures may also be found on the university's website under Campus Life – Security. <http://wmcarey.edu/sexual-misconduct>.

HELPFUL WEBSITES

<http://idea.ed.gov/> Individuals with Disabilities Education Act 2004

<http://nichcy.org/disability> National Dissemination Center for Children with Disabilities

<http://www.asperger.com>

<http://www.aspergersyndrome.org/>

<http://www.chadd.org/> Nationally recognized authority on ADHD

<http://www.discoveryeducation.com/teachers/> Free classroom resources

<http://www.scribd.com/doc/24470331/> Apps for special education using i-pad, i-pod, i-phone

www.corestandards.org/ National Common Core Standards 2010

www.ed.gov/nclb/ No Child Left Behind 2001

www.ldonline.org Learning Disabilities Online

www.mde.k12.ms.us/specialeducation Mississippi Department of Education

www.schoolmission.net Teacher resources for students with disabilities

SUGGESTED PROFESSIONAL JOURNALS:

Exceptional Children
Intervention in School and Clinic
Journal of Learning Disabilities
Learning Disabilities: Research and Practice
Learning Disability Quarterly
Professional Issues in Learning Disabilities
Remedial and Special Education
Teaching Exceptional Children

William Carey University
School of Education

Assessment System Foundation

The School of Education's Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission, School of Education's Conceptual Framework (CF) and Outcomes, School of Education's Education Goals (EG), Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

Mission	Outcome
William Carey University Expanded Statement of Mission	WCU 1- Provide academic programs to promote student learning. WCU 2-Promote Christian development and social responsibility. WCU 3-Strengthen ties with Baptist churches, associations, and conventions. WCU 4-Provide an environment that supports student learning. WCU 5-Strengthen organizational and operational effectiveness. WCU 6-Strengthen financial resources.
School of Education Conceptual Framework and Outcomes	CF-Confident, Caring, and Reflective Professional Educators CF 1-An innovative thinker CF 2-An effective communicator CF 3-An advocate for diverse learners CF 4-An integrator of technology CF 5-A life-long learner CF 6-A steward of the profession
School of Education Goals	EG 1-Apply current research and technology related to the teaching-learning-assessment process. EG 2-Respond sensitively to individual differences and diversity. EG 3-Understand and anticipate the needs of a global society.

	<p>EG 4-Plan and implement learning experiences that support the highest level of student potential.</p> <p>EG 5-Continue to reflect, refine, and revise professional practices.</p> <p>EG 6-Collaborate with others to promote learning.</p>
Interstate Teacher Assessment and Support Consortium (InTASC) Standards	<p>1-Learner Development</p> <p>2-Learner Differences</p> <p>3-Learning Environment</p> <p>4-Content Knowledge</p> <p>5-Application of Content</p> <p>6-Assessment</p> <p>7-Planning for Instruction</p> <p>8-Instructional Strategies</p> <p>9-Professional Learning and Ethical Practice</p> <p>10-Leadership and Collaboration</p>
Learned Societies (SPA)	<p>Association of Childhood Education International (ACEI)</p> <p>Council for Exceptional Children (CEC)</p> <p>Educational Leadership Constituency Council (ELCC)</p> <p>National Association for Sport and Physical Education (NASPE)</p> <p>National Association for the Gifted Child (NAGC)</p> <p>National Council for Social Studies (NCSS)</p> <p>National Council for Teachers of English (NCTE)</p> <p>National Council for Teachers of Mathematics (NCTM)</p> <p>National Science Teachers Association (NSTA)</p>
Professional dispositions	<p>All WCU candidates will:</p> <ol style="list-style-type: none"> 1. Exhibit professional behaviors that indicate all students can learn and are a vital part of the learning environment; 2. Collaborate and seek to create positive relationships with all stakeholders to improve the learning environment; 3. Exhibit an awareness of all students' needs; 4. Exhibit poise, mature reflection, and sound judgment; 5. Engage in ongoing reflection, self-evaluation, and improvement in the profession; and 6. Act as a steward of the profession.

THE END

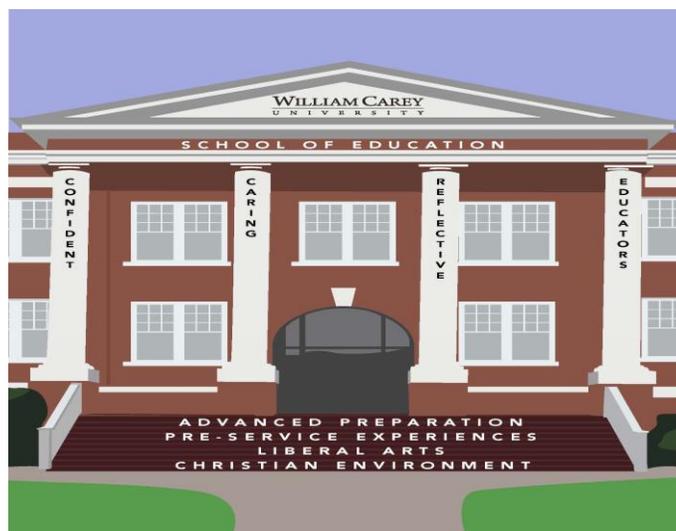
EDU 664 TEACHING INDIVIDUALS WITH LEARNING DISABILITIES
Hattiesburg Campus
Fall 2019 Syllabus

Instructor: Dr. S. Whitcomb
 E-mail: swhitcomb@wmcarey.edu
 Cell Phone: 256-337-7127

WCU Theme: “*Desiderium Sciendi*”- “*Longing to Know*”
 Philippians 3:10

Vision: “Confident, Caring, and Reflective Professional Educators”

The School of Education serves to prepare *confident, caring, and reflective* educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for in-service educators.



TK20** On or more assignments in this course *may* require submission to two links in CANVAS. Failure to do so will result in a grade of “I” (incomplete) in this course. If you received an “I”, you will then have one term to complete the upload to receive a reduced grade, preventing the “I” from converting to an “F” automatically. If you have questions or need help with your upload to the link that has TK20 in the title, contact your TK20 Administrator at tk20@wmcarey.edu

CATALOG DESCRIPTION: (3 hours). This course addresses basic assessment procedures, selection and utilization of instructional methods, technology, materials and individualized programming for individuals with specific learning disabilities.

PRE-REQUISITE:

COURSE RATIONALE: This course investigates programming options for students K-12 with learning disabilities. Alternative teaching models such as team teaching, collaboration, and teacher consulting will be researched in conjunction with inclusion as well as the traditional options of resource room and self-contained strategies. Students' cultural and ethnical diversity will be discussed as various teaching/learning/styles are examined and appropriated to facilitate success in a learning environment. This course will present a thorough foundation in methodology as students review a variety of teaching strategies and techniques available to the classroom teacher. Finally, an examination of materials will allow teachers to critique and evaluate for quality, appropriateness, durability, and cost.

REQUIRED COURSE TEXT: William N. Bender, (2012). (3rd ed). *Differentiating instruction for students with learning disabilities: Best teaching practices for general and special educators*. Corwin Press.

Supplemental Text: Fox, J. & Hoffman, W. (2011). *The differentiated instruction book of lists*. San, Francisco, CA: Jossey-Bass.

INSTRUCTIONAL METHODS:

Technology will be an important and vital part of the instruction delivery of this class. Students **MUST** have access to a working computer in order to successfully complete the course. Refer to your course calendar for scheduled assignments. This is an online enhanced class and attendance to on-line class sessions are considered the same as attendance to the face-to-face (on-campus) class meetings. **Late assignments will not be accepted beyond one week.**

CANVAS ASSIGNMENTS: All work must be placed in the assignment box on Sunday by 11:59 PM unless otherwise noted. Keep in mind the drop box time is not the same as yours and may be earlier. **DO NOT wait until the last minute to do your work or text message/email me for directions or question on the day it is due.**

ATTENDANCE: Students are expected to participate in class via on-line assignments. Attendance in the form of discussions will be mandatory. Any discussions not completed by the assignment due date will result in a loss of attendance points for that week. These missed discussion posts will result in failure to receive credit for the course. (Catalog pg. 31).

Only (1) absence is allowed without affecting a student's grade. **Failure to submit assignment on the due date(s) will be counted as an absence.** Two or more absences may result in failure of the class. Remember, there is no differentiation between excused and unexcused absences. It

is the student's responsibility to provide documentation and notification of university activity absences.

Keep a copy of all assignments. If an assignment is lost, the burden of proof that you completed the assignment rests with you.

- All assignments are due in DROPBOX in CANVAS by the assigned due date.
- All assignments are to be in Microsoft WORD 2000 or newer version. It is your responsibility to have assignments in the appropriate format.

WCU's Online Journal Search

You may use Academic Search premier, Educational Research complete, EJSE Journal, ERIC or JSTOR and resources from the WCU Library.

STUDENT LEARNING OUTCOMES:

Learning Outcomes	CEC	INTASC	WCU CF
1. Expound upon and evaluate the various program options for students with learning disabilities.	3	1	1, 2, 3, 4, 5, 6
2. Discuss learning and behavioral characteristics of students with disabilities.	1, 2	1, 2	1, 2, 4
3. Identify assessment strategies to determine what to teach and how to teach.	1, 2, 3, 8	8	1, 2, 3, 4, 5, 6
4. Develop plans for monitoring, maintaining, and assessing academic progress of students with learning disabilities.	1, 2, 7, 8	4, 8	1, 2, 3, 4
5. Collaborate with class members to develop a resource file of materials for students and teachers.	1, 4, 7	3, 4	1, 2
6. Develop strategies/methods to assess and teach the content areas of reading, math, language arts, and written expression.	1, 4, 5, 6, 7	3, 4, 7	1, 2, 3, 4, 5, 6
7. Implement methods to motivate, remediate, and teach students with learning disabilities.	4, 5, 6, 7, 8	3, 4, 7	1, 2, 3, 4
8. Improve ability to prepare, present, respond, process, and critique appropriate teacher questions.	1, 2, 3, 4, 5	6	1, 2, 5
9. Increase knowledge of current theories, research and practices in written language, reading, and math instruction.	1, 2, 9, 10	1	1, 2, 3

PERFORMANCE ASSESSMENTS:

Performance Assessments	CEC	INTASC	WCU
Instructional Unit: Design a 5-day unit of instruction, covering all major subject areas; include enrichment and remediation activities, differentiated instruction, accommodations/modifications, resources, teacher-made material, goals/ objectives aligned with state framework, handouts, materials, assessment tools, and procedures; follow template and rubric provided in Canvas.	1, 2, 3, 4	1	1, 2, 3, 4, 5
IEP Assignment: Develop a comprehensive Individualized Education Plan (IEP) on a virtual student; include present levels of performance, goals & objectives, supplementary aids and services, support for personnel, assessment selection, dates, progress monitoring; follow template and rubric provided in Canvas.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	4,8	1, 2, 3, 4, 5, 6
Technology Resource List: Compile a list of 15 technology resources, based on the textbook and individual internet research. Give the web-link for each resource and a brief description.		7	
Final Exam: Complete a comprehensive examination, covering all aspects of the course, including research, technology, instruction, assessment, and history.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1,3,8	1, 2, 3, 4, 5, 6

Course Requirements:

The student is expected to:

- Attend and participate in all class sessions.
- Read the textbook, handouts, and other assigned readings.
- Complete the following:

Chapter Assignments (20 points each x 6)	120
Discussion Responses	20
Technology Resource List	15
Individualized Educational Plan	50
5-Day Instructional Unit	50
Final Exam	100
TOTAL POINTS	355

Note: The student is responsible for reading the text. Information included on a quiz or test may contain information taken from the text (even if not discussed in class), handouts, external links, lecture notes, and class discussion.

Work will be expected to reflect professional competencies and will be graded on content, spelling, mechanics, composition, and grammar. Assignments will be evaluated based on thoroughness and fulfillment of criteria for each assignment. All citations must be completed in APA style format. All assignments must be typed and submitted in Microsoft Word format.

Grade Calculation: Your grade in the course will be based upon the number of points earned out of total course points. Letter grade percentages are listed in the chart.

Grading Scale:

A = 93 – 100%	A 328 - 355
B =85 -- 92 %	B 300 - 327
C = 75 – 84%	C 264 - 299
74% and below	F 263 & below

1. Chapter Assignments: After reading each chapter, go to Canvas and complete the online assignment for that chapter. Submit responses as an attachment to Canvas. Follow due dates on course calendar. Twenty points are allowed for each chapter. **(20 points each chapter, 120 points total)**

2. Online Discussion Assignments: Read and respond to the two Canvas Discussion Assignments on Assessment Strategies and Cognitive Strategy Instruction posted under discussion on Canvas. **(10 points each, total of 20 points)**

3. Technology Resource List: Compile a list of 15 technology resources, based on the textbook and individual internet research. Give the web-link for each resource and a brief description. **(15 points total)**

4. Individualized Education Plan (IEP: See module for blank IEP forms, instructions, and rubric. **(50 points total) THIS IS A TK20 ASSIGNMENT**

5. Five-day Instructional Unit: Follow instructions in the module to develop a five-day instructional unit. A template and rubric are provided in the module. **(50 points total) THIS IS A TK20 ASSIGNMENT**

6. Final Exam: One exam will be administered online during the course. It will cover all information in modules and textbook. **(100 total points)**

Assignments

Assignments are due on the assigned date. All assignments must be completed and submitted; there are NO passes or exceptions. **It is the student's responsibility to submit assignments on time.** Assignments **more than one week past the due date** will **not** be accepted. Assignments

submitted within the week grace period (having had contact with instructor) will be accepted with a late penalty of five points per day. If an emergency arises, it is the student's responsibility to contact the instructor immediately; email contact is the most effective and immediate form of contact. **No work for extra credit will be allowed for any reason.** Work will be expected to reflect professional competencies and will be graded on content, spelling, mechanics, composition and grammar. Assignments will be evaluated based on thoroughness and fulfillment of criteria for each assignment. All citations must be completed in APA style format. Please refer to the APA document in this syllabus or <http://www.docstyles.com/apaguide.htm>. If an emergency arises it is the responsibility of the student to contact the instructor ASAP. Points are automatically deducted for late work.

Professionalism

Free discussion, inquiry, and expression are encouraged in this class. Professional behavior that interferes with either (a) the instructor's ability to conduct class or (b) the ability of students to benefit from instruction is unacceptable. Professional behavior that is determined inappropriate and cannot be resolved by the student and the faculty member may be referred for administrative or disciplinary review.

ACADEMIC INTEGRITY

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University's academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean's office, and each campus dean's office. *The Redbook* (pages 9-11)

ADA STATEMENT

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact Ms. Valerie Bridgeforth, 601-318-6188, Student Services Office in Lawrence Hall.

DISASTER PLAN STATEMENT

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website <http://wmcarey.edu>, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university's course management

system at <https://elearning.wmcarey.edu>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through *SaderWatch*, the WCU emergency message service. Sign up instructions can be found at <http://wmcarey.edu/saderwatch>.

PLAGIARISM: Plagiarism is submitting an assignment as one's own original work when all or part was done by another individual or knowingly representing the ideas of another person as one in any academic exercise.

Self-plagiarism is when you have already submitted an assignment of your own in another class and reuse it for a different course.

If you do not understand the concept of plagiarism you need to read the section of plagiarism in the APA Manual on pages 15-16, 170. If you have any questions about plagiarism after reading this section, please contact me. If you do not talk with me, it will be assumed you understand the definition of plagiarism. Assignments that are plagiarized CANNOT be redone for a better grade on the assignment. Plagiarism will not be tolerated and will result in the student receiving a final grade of "F". *Note: All required assignments in this course may be checked for plagiarism using Turnitin.com*

SEXUAL MISCONDUCT STATEMENT

It is the policy of William Carey University to comply with all federal and state laws governing sexual misconduct. Further, William Carey University reaffirms its principle, as well as Title IX of the Education Amendments Act of 1972, that all students have a right to be free from sexual discrimination in the form of sexual harassment and sexual violence. Students are referred to the Student Handbook, *The Translation (The Red Book)*, for policy statements regarding sexual harassment and sexual assault and for procedures for reporting and responding to sexual offenses. The policies and procedures may also be found on the university's website under Campus Life – Security. <http://wmcarey.edu/sexual-misconduct>

NOTE: This syllabus is subject to revision due to student needs, time constraints, or other unforeseen circumstances that may arise.

INCOMPLETES: All of the following criteria must be met in order for a student to receive an incomplete:

- Class (and university) attendance requirements must have been met;
- 80% of the required work for the class must have been done;
- The student must be passing the class at the time the incomplete is granted;
- The student must request the incomplete on the WCU incomplete request form prior to the time at which faculty must submit grades;
- The student must have provided appropriate documentation regarding the reason for requesting the incomplete (e. g., accident reports, medical records, etc.)
- The Academic Dean must have determined that unavoidable circumstances have prevented the student from completing the course on schedule.

If any one of the above conditions is not met, a student cannot receive an incomplete for the course.

TOBACCO-FREE CAMPUS: William Carey University is a tobacco free campus. All WCU students are asked to respect this policy by refraining from smoking or other tobacco use while on campus.

**William Carey University
School of Education
Assessment System Foundation**

The School of Education's Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission, School of Education's Conceptual Framework (CF) and Outcomes, School of Education's Education Goals (EG), Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

Mission	Outcome
William Carey University Expanded Statement of Mission	WCU 1- Provide academic programs to promote student learning. WCU 2-Promote Christian development and social responsibility. WCU 3-Strengthen ties with Baptist churches, associations, and conventions. WCU 4-Provide an environment that supports student learning. WCU 5-Strengthen organizational and operational effectiveness. WCU 6-Strengthen financial resources.
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School of Education Goals	EG 1-Apply current research and technology related to the teaching-learning-assessment process. EG 2-Respond sensitively to individual differences and diversity. EG 3-Understand and anticipate the needs of a global society. EG 4-Plan and implement learning experiences that support the highest level of student potential. EG 5-Continue to reflect, refine, and revise professional practices. EG 6-Collaborate with others to promote learning.
Interstate Teacher Assessment and Support Consortium (InTASC) Standards	1-Learner Development 2-Learner Differences 3-Learning Environment 4-Content Knowledge 5-Application of Content 6-Assessment 7-Planning for Instruction 8-Instructional Strategies 9-Professional Learning and Ethical Practice 10-Leadership and Collaboration
Learned Societies (SPA)	Association of Childhood Education International (ACEI) Council for Exceptional Children (CEC) Educational Leadership Constituency Council (ELCC)

	National Association for Sport and Physical Education (NASPE) National Association for the Gifted Child (NAGC) National Council for Social Studies (NCSS) National Council for Teachers of English (NCTE) National Council for Teachers of Mathematics (NCTM) National Science Teachers Association (NSTA)
Professional dispositions	All WCU candidates will: <ul style="list-style-type: none"> • Exhibit professional behaviors that indicate all students can learn and are a vital part of the learning environment; • Collaborate and seek to create positive relationships with all stakeholders to improve the learning environment; • Exhibit an awareness of all students' needs; • Exhibit poise, mature reflection, and sound judgment; • Engage in ongoing reflection, self-evaluation, and improvement in the profession; and • Act as a steward of the profession.

Appendix A

William Carey University - APA Ledger Comments

Directions: Use this table to identify and interpret common spelling, grammatical, and APA formatting errors.		
Spelling /Formatting Errors		
S1	Spelling Error	Use spell check function of word processing program. Remember that misused words that are spelled correctly or words written in ALL CAPS will not be caught.
F1	Formatting Error	Assignments should be typed, double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides. You should use a clear font that is highly readable. APA recommends using 12 pt. Times New Roman font.
Common Grammatical Errors		
G1	Subject/Verb Agreement Singular/Plural Agreement	Verbs must agree in terms of plurality with their subjects. Example: He argues... they argue. Remember: The word <i>data</i> is plural (singular form <i>datum</i>), so use a plural verb i.e. The data indicate....
G2	Noun/Pronoun Agreement	Pronouns must agree with the nouns they replace. Use singular pronouns (I, he, she, it) to replace singular nouns and plural pronouns (we, they, them) to replace plural nouns. Example: The client... he or she; Clients... they.
G3	Who, Whom, Which, & That	<i>Who</i> is the subject of a verb; <i>whom</i> is the object of a verb. Example: Who will be representing whom? <i>Who</i> is used to refer to people; <i>that</i> or <i>which</i> are used for animals and inanimate objects. Consistent use of that for restrictive clauses (essential to the meaning of the sentence) and which for nonrestrictive clauses (merely adding further information and set off with commas) will help make your writing clear and precise.
G4	Prepositions	Never conclude a sentence with a preposition.
G5	Proper Nouns	Capitalize specific names and titles; Do not capitalize generic or non-specific titles. Examples: principal of school, Dr. Jones, Principal of West Middle School
G6	Key Terms	Use italics rather than quotation marks to identify key terms and/or

		idiomatic expressions.
G7	Sentence Structure	Awkward sentence structure/use of colloquial (slang terms); meaning of the sentence is unclear. Reword this sentence. Remember: State ideas simply and clearly.
G8	Sentence Structure	Sentence fragment
G9	Sentence Structure	Run-on sentence
G10	First Person	When writing in APA Style, you rarely use the first person point of view ("I studied ..."). First person is not often found in APA publications unless the writer is a senior scholar who has earned some credibility to speak as an expert in the field. You should use the third person point of view ("The study showed ..."). First person is acceptable in this course when submitting a reflection or evaluation of a topic, study, or text.
G11	Titles	<p>Capitalize the major words in the titles of books, articles, and songs (but not short prepositions or the articles "the," "a," or "an," if they are not the first word of the title).</p> <p>Underline the titles of books, magazines, newspapers, academic journals, films, television shows, long poems, plays, operas, musical albums, works of art, and websites when writing them by hand. When typing, put those titles in <i>italics</i>.</p> <p>Use quotations marks for titles of short or minor works, songs, short stories, essays, short poems, one act plays, chapters in books, articles in newspapers/magazines/journals, and episodes of a television or radio series.</p>
G11	Titles (continued)	
Common Punctuation Errors		
P1	Comma: Series	Use a comma to separate words in a series including the word before the conjunction. Example: ...friends, Romans, and countrymen.
P2	Comma: Compound Sentences	Use a comma to separate two sentences joined by a conjunction. Example: The school is an elementary school, but it also serves as the site for the adult education program.
P3	Comma: Introductory Clauses, phrases, words	Use commas after introductory a) clauses, b) phrases, or c) words that come before the main clause.
P4	Comma Splice	A comma splice occurs when two independent clauses are connected with only a comma. Example: My family and I bake together almost every night, we then get to enjoy everything we make together.
P5	Semi-colon	Use a semi-colon to separate two complete but related sentences. Conjunctions such as <i>however</i> and <i>therefore</i> should be followed by a comma. Example: Resuscitation was implemented promptly; however, the patient did not survive. Use a semi-colon to separate elements or phrases in a series that contain commas. Example: ...teachers, students, and guests; and administrators, evaluators, and others....
P6	Colon	Used to join an independent clause (complete sentence) and a dependent clause (incomplete sentence).
P7	Quotation Marks	Used to introduce slang, invented, or coined expressions. Technical or <i>key terms</i> are denoted with italics rather than quotation marks. Used to identify short (< 40 words) quotations within a paragraph.
P8	Seriation	Seriation helps readers understand the organization of key points within sections, paragraphs, and sentences. The most common error: writer does not identify elements in a series by lowercase letters in parentheses.
P9	Ampersand &	Used between authors in parentheses and in the reference list; use the

		word 'and' when citing reference authors in the body of the text.
Common Reference Citation Errors		
R1	Authors	List references alphabetically by authors' last names. Give last name, first & middle initials only (space between initials). No titles or abbreviations (Dr., RN, PhD, etc.)
R2	Capitalization	Capitalize proper nouns and all major words in titles of books or journals. Example: <i>Educational Leadership</i>
R3	Capitalization of Journal Articles	When referring to books, chapters, articles, or Web pages, capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns. Do not capitalize the first letter of the second word in a hyphenated compound word. Example: Are we motivating students with data? <i>Educational Leadership, 41, 213-214</i>
R4	Volume & Issue Numbers	Always give the volume number of a journal, magazine, or newsletter. Example: <i>Educational Leadership, 41,</i>
R5	Page Numbers	Give the page number or range of pages used in the reference. Do not use p. or pp.
R6	Publisher and Location	Always include the publisher and location of books. Example: Upper Saddle Ridge, NJ: Pearson.
R7	Electronic Source and Locator Info	Use digital object identifier (DOI). Look on the first page of the printed article close to the copyright information for the unique DOI. However, not all journals have begun to use the DOI.
R8	Hanging Indentation	All lines after the first line of each entry in your reference list should be indented one-half inch from the left margin. This is called hanging indentation.

EDU 664
TENATIVE CLASS SCHEDULE
 Check Canvas for the Assignments Due

	Week	ACTIVITIES	ASSIGNMENTS DUE
1	August 26- August 31	Course overview, syllabus, and assignments Chapter 1: Differentiating Instruction, Then and Now	Sunday, September 1 by 11:59 p.m. Chapter 1 Assignment Due Discussion Assignment Due
2	September 1-7	Chapter 2: Universal Design and Differentiated Instructional Models	Sunday, September 8 by 11:59 Chapter 2 Assignment Due
3	September 8-14	Chapter 3: Technology and the New Differentiated Instruction	Sunday, September 15 by 11:59 p.m. Chapter 3 Assignment Due Tech Resource List Due
4	September 15-21	Chapter 4: RTI and DI Assessment Strategies	Sunday, September 22 by 11:59 p.m. Chapter 4 Assignment Due; Chapter 4 Assessment Strategies Discussion Assignment Due
5	September 23-28	Chapter 5: Instructional Support Strategies for DI	Sunday, September 29 by 11:59 Chapter 5 Assignment Due
6	September 30- October 5	Chapter 6 Cognitive Strategy Instruction for Differentiated Classes Instruction for IEP Assignment	Sunday, October 6 by 11:59 p.m. Chapter 6 Assignment Due; Chapter 6 Cognitive Strategy Instruction Discussion Assignment Due
7	October 7-12	Develop IEP	Sunday, October 13 by 11:59 p.m. IEP Due
8	October 14-19	Review instructional Unit Details and Sample Instructional Units, see module	Monday, October 20 by 11:59 p.m. Work on 5-day Instructional Unit
9	October 21-26	Develop Instructional Unit	Sunday, October 27 by 11:59 p.m. 5-day Instructional Unit Due
10	October 28- November 2	Study Guide Review Upload TK20 Assignments	Final Exam: Begins Saturday, November 2 at 7:00 a.m. and closing Sunday, November 3 at 11:59 p.m.

HELPFUL WEBSITES

www.ldonline.com Learning Disabilities Online

www.mde.k12.ms.us Mississippi Department of Education

www.idea.gov Individuals with Disabilities Education Act 2004

<http://www.kn.pacbell.com/wired/fil> Free webquest designer

<http://www.supportblogging.com/Links+to+School+Bloggers> Blogging help

<http://www.classblogmeister.com/> Class blogs

www.allkindsofminds.org All Kinds of Minds website, Dr. Mel Levine

www.vocabularycity.com Development of Literacy Skills (reading, spelling, writing)

<http://www.scribd.com/doc/24470331/> Resources and apps for tier process

www.tumblebooks.com Library resources

www.classdojo.com Behavior Management Software

www.panoramia.com Panoramic views world-wide for virtual field trips

<http://www.google.com/+learnmore/communities/> Setting up google website

www.cnn.com/studentnews National and world news with background material, activities, discussion starters and teaching guides. USA.

<http://pbskids.org/> Public Broadcasting Station for Kids; educational games and videos.

<http://www.scribd.com/doc/24470331/> Apps for i-pad, i-phone, i-pod for students with disabilities.

www.dyslexiaida.com – information on dyslexia, fact sheets, description of dyslexia, conferences and workshops.

REFERENCES

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<http://www.ascd.org/publications/educational-leadership/feb10/vol67/num05/>
- Allor, J.H., Mathes, P.G., Jones, F.G., Champlin, T.M., & Cheatham, J.P., (2010). Individualized research-based reading instruction for students with intellectual disabilities: Success stories. *Teaching Exceptional Children*, 42 (3). 6-12.
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- Carbo, M. (2009). Match the style of instruction to the style of reading. *The Phi Delta Kappan*, 90(5), 373-378.
- Gregory, G.H., Chapman, C. (2006). *Differentiated Instructional Strategies: One Size Doesn't Fit All*. Baltimore, MD, Corwin Press.
- Reis, S.M., McCoach D., Little, C.A., Muller, L.M., & Kaniskan, R. (2011). The effects of differentiated instruction and enrichment pedagogy on reading achievement in five elementary schools. *American Educational Research Journal*, 48(2), 462-501.
- Sousa, D.A., & Tomlinson, C.A. (2011). *Differentiation and the brain: How neuroscience supports the learner-friendly classroom*. Bloomington, IN: Solution Tree Press.
- Stansbury, M. (2011). *Ten ways schools are using social media effectively*. Retrieved from <http://www.eschoolnews.com/2011/10/21/ten-ways-schools-are-using-social-media-effectively/>
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Tomlinson, C. A. (2008). The Goals of Differentiation. *Educational Leadership*, 26-30.

Xin, J. F., & Sutman, F. X. (2011). Using the smart board in teaching social stories to students With autism. *Teaching Exceptional Children*, 43, 18-24.

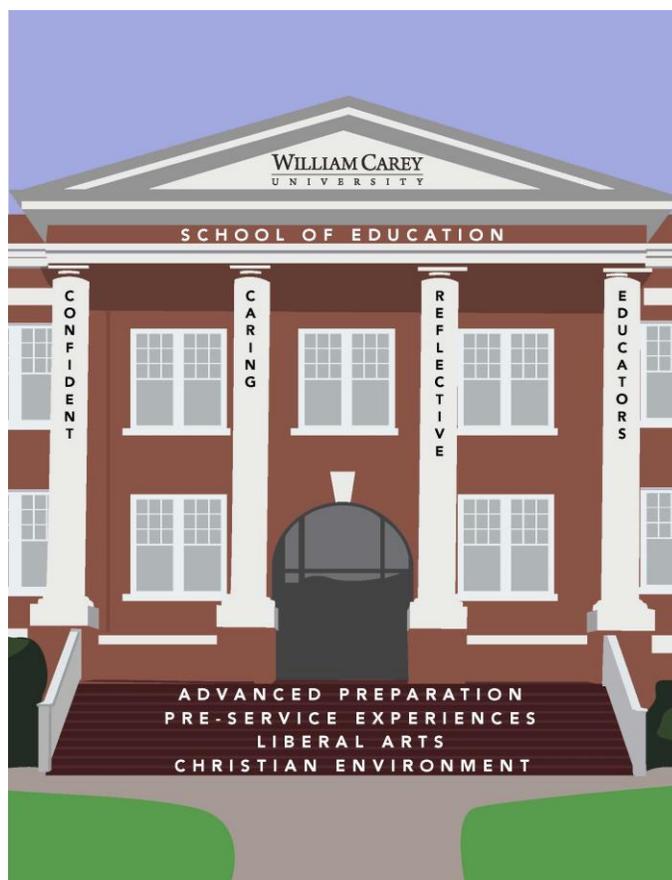
EDU 668: Mild/Moderate Intellectual Disabilities
William Carey University
School of Education
Course Syllabus – FALL 2019 Online

Instructor: Brenda B. Thomas, Ph.D., Associate Professor
E-mail: bthomas@wmcarey.edu
Phone: cell 601.606.6295
Office Hours: By appointment

WCU 2019-2020 Theme: “Longing to Know...” Philippians 3:10

Vision: “Confident, Caring, and Reflective Professional Educators”

The School of Education serves to prepare *confident, caring, and reflective* educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for inservice educators.



**** TK20 IS NOT REQUIRED FOR THIS COURSE.**

Field Experience Hours

The field experience provides opportunities to experience professional growth in diverse settings and communities. It is built on the premise that well-grounded educators are effective practitioners of best practices. As you matriculate through the course work, you will select or receive assignments to complete the 40 points required for the Master of Education degree. If you have any questions regarding the field experience, please contact your program advisor.

Course Text: Drew, C.J., Hardman, M.L. (2007). (9th Ed.) *Intellectual Disabilities Across the Lifespan*. Pearson Publisher, Upper Saddle River, New Jersey.

Appointments: Arrange by appointment via email or text message.

Course Description: (Three hours.) This course is an overview of intellectual disabilities, including etiology and syndromes, theoretical research bases, assessment, and social, emotional, physical, and intellectual characteristics.

Student Learning Outcomes: Students will:

Title of Course: *EDU 668 Intellectual Disabilities*

Learning Outcomes	CEC	WCU CF
1. Discuss the underlying dynamics that affect the history of the study of intellectual disability. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 1, 2)		
2. Discuss the contributions of persons who have had a significant effect on the development of the field. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 1)		
3. Identify several terms used to describe intellectual disability. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 1, 8)		

4. Highlight the traditional levels of classification and implications of the AAIDD definition. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 1, 2, 3)
5. Discuss the issues surrounding the practical implementation of definitions. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 3)
6. Discuss the different types of theories of intelligence and intellectual development. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 1)
7. Discuss the issues involved in developing a test of intelligence, emphasizing such issues as normative data, reliability, and validity. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 8)
8. Identify and describe different instruments used in the practice of intelligence testing today. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 8)
9. Discuss the basic principles of genetics. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 1, 2)
10. Identify and discuss the major causes of intellectual disability. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 1, 2)
11. List characteristics of individuals with milder forms of intellectual disability. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 2, 3)
12. List characteristics of individuals with severe intellectual disability. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 2, 3)
13. State the rationale for early childhood special education. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 1)

14. Discuss legislation and implementation affecting early childhood special education programs. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 9)
15. Discuss the educational placement alternatives available under IDEA for students with disabilities. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 3, 4, 5)
16. Discuss considerations in programming for school-age learners. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 4, 5, 7)
17. List the goals of transition planning. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 4, 5, 7)
18. Define transition services. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 5, 8)
19. Discuss important factors influencing the lives of adults with intellectual disability as they transition from school into the community. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 5, 8)
20. Understand fundamental concepts and legal bases for establishing the rights of persons with intellectual disability. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 9, 10)

Title of Course: EDU 668 Intellectual Disabilities

Performance Assessments	CEC	WCU
Annotated Bib: Conduct a research review of professional literature, utilizing 10 references, on developmental delay, autism, or intellectual disability. Template and rubric are provided on	1, 3, 10	1, 2, 3, 4, 5, 6

CANVAS.		
<p>Assistive Technology Observation: Conduct an observation in a classroom in which assistive technology is used by students with intellectual disability. Summarize results in a two-page document, including item description, purpose, cost, goals/objectives, activities, effectiveness, personal reflection.</p>	1, 2	1, 5
<p>Personal Philosophy: Construct a two-page personal philosophy of your thoughts, emotions, expectations, and knowledge of students with intellectual disability.</p>	1, 8, 9	1, 2, 3
<p>Chapter Assignments: Complete the individual chapter assignments for all chapters by responding to the five questions per chapter located in dropbox; items include definition, purposes, descriptions, internet research, technology, teaching implications, and history.</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6
<p>Discussion Board. Three discussion assignments (15 points each) must be completed via the discussion board. The topics include feral children, autism, and transition. Instructions are included in CANVAS discussion board.</p>	1,3,5	1,2,4
<p>Final Exam: A comprehensive final exam will be administered online, covering all chapters, handouts, class notes, information from CANVAS, and text material.</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6

Attendance and Participation in Class: Students are allowed one (1) absence or the equivalent of four (4) hours. Any absence beyond the four

(4) hours will allow you to make no higher than a B in this class. There are no excused or unexcused absences; all absences count ! Tardies (coming in late and/or leaving class early) will be documented and credited toward an absence. After two (2) absences, no credit for the course may be obtained. Students will not be allowed to make up exams, unless prior approval. Failure to submit an online assignment counts as an absence.

Instructional Technology

Technology will be an important and vital part of the instructional delivery of this class. This is a technology-enhanced class and attending to on-line activities are considered the same as attendance to the face-to-face (on-campus) class meetings. If you do not have access to a computer at home, computers are available in Fairchild Hall and the University library for student use. Students **MUST** be familiar with CANVAS, sending & receiving email and attachments, accessing technology through media-sites and videos online, and APA style.

WCU's Online Journal Search:

You may use Academic Search premier, Educational Research complete, EJSE Journal, ERIC or JSTOR.

Statement on Academic Integrity

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University's academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean's office, and each campus dean's office.

ADA Statement

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact Student Services at 601-318-6188, in Lawrence Hall.

Disaster Plan Statement

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website <http://wmcarey.edu>, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university's course management system at <https://elearning.wmcarey.edu>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through SaderWatch, the WCU emergency message service. Sign up instructions can be found at <http://wmcarey.edu/saderwatch>.

SEXUAL MISCONDUCT STATEMENT

It is the policy of William Carey University to comply with all federal and state laws governing sexual misconduct. Further, William Carey University reaffirms its principle, as well as Title IX of the Education Amendments Act of 1972, that all students have a right to be free from sexual discrimination in the form of sexual harassment and sexual violence. Students are referred to the Student Handbook, The Translation (The Red Book), for policy statements regarding sexual harassment and sexual assault and for procedures for reporting and responding to sexual offenses. The policies and procedures may also be found on the university's website under Campus Life – Security. <http://wmcarey.edu/sexual-misconduct>

MAKE-UP EXAMS, LATE WORK: Make-up exams will not be given unless **CLEARED PREVIOUSLY** by the instructor. In such cases, the student must take the exam per arrangements with the instructor. Failure to contact the instructor immediately could result in a “0” for the test.

Assignments are due on the assigned date. It is the student's responsibility to submit assignments on time. If an emergency arises, it is the student's

responsibility to contact the instructor immediately; email is the most effective and immediate form of contact. No work for extra credit will be allowed for any reason. **Points will automatically be deducted from assignments turned in after due date! No assignment will be accepted after one week past the due date.** Work will be expected to reflect professional competencies and will be graded on content, spelling, mechanics, composition and grammar. Assignments will be evaluated based on thoroughness and fulfillment of criteria for each assignment. All citations must be completed in APA style format.

Exams

Final examinations are given during the last week of each trimester only. No final examination may be held at any other time than that designated by the administration.

There is no make-up work or credit given for non-participation in CANVAS or other on-line assignments or in-class activities.

Course Requirements:

Assignment Format: Your grade in the course will be based upon the number of points earned. No assignments are weighted beyond the initial value assigned. **All** assignments are to be **typed** using APA format.

Assignments are due by 11:59 p.m. on Sunday, unless otherwise specified.

Students will be responsible for the following:

WEEK ONE: Understanding Intellectual Disabilities

- 1. Complete personal contact information (2 points)**
- 2. Complete Student Introduction section (3 points)**
- 3. Chapter 1 Assignment (10 points)**

WEEK TWO: Diversity Issues

- 1. Chapter 2 Assignment (10 points)**
- 2. Personal Philosophy.** Construct a two-page PERSONAL philosophy of your thoughts, emotions, expectations, and

knowledge of students with intellectual disability. Do NOT copy information from the text or other sources. This is YOUR personal philosophy. Template provided in canvas. **(20 points)**

WEEK THREE: Identifying Persons with ID

- 1. Chapter 3 Assignment (10 points).**
- 2. Discussion #1 Feral Children (15 points).**

WEEK FOUR: Understanding Intelligence & Adaptive Skills

- 1. Chapter 4 Assignment (10 points).**
- 2. Assistive Technology Observation.** Complete a two-hour observation in a classroom in which assistive technology is used by students with Intellectual Disability. Write a two-page summary following the template given in dropbox on CANVAS. Observe how the technology is used (what is the item), the purpose of the item used, the success with which the item helps the student meet a goal/objective, and your reflection. **(25 points)**

WEEK FIVE: Basic Principles of Early Development and Early Influence & Causation

- 1. Chapter 5 Assignment (10 points).**
- 2. Chapter 6 Assignment (10 points).**

WEEK SIX:

- 1. Annotated Bibliography (100 points).** Assigned topics are found in canvas. Conduct a review of the literature on an assigned topic related to intellectual disabilities, using professional literature. A minimum of ten (10) resources must be used. Students may use no more than two (2) book references (use a chapter from a book, not the entire book) and two (2) websites. The remaining six references MUST be from professional journals. Review the articles, books, and websites. Complete an annotated bibliography on each reference. Length is approximately one page

for each bibliography (reference). At the top of each page, use APA style to cite the source. Sample and rubric are available on CANVAS.

WEEK SEVEN: Infancy & Early Childhood

1. **Discussion #2 Autism. (15 points).**
2. **Chapter 7 Assignment (10 points).**

WEEK EIGHT: Elementary-Aged Child

1. **Chapter 8 Assignment (10 points).**
2. **Discussion #3 Transition (15 points).**

WEEK NINE: Adolescents with ID & Transition and Adult Years

1. **Chapter 9 Assignment (10 points).**
2. **Chapter 10 Assignment (10 points).**

WEEK TEN:

Final Exam: A comprehensive final exam will be administered online. It will cover all chapters, powerpoints, resources, handouts, class notes, info from CANVAS, and text material. A practice quiz and study guide are provided in canvas. The exam will consist of 33 multiple choice items. **(100 points)**

Grading Scale

Letter	Percent Scale
A	100% – 93%
B	85 % - 92%
C	77% - 84%
F	76% and below

REFERENCES

American Psychiatric Association (APA). (2000). *Diagnostic and statistical manual of mental disorders* (4th ed., rev.). Washington, DC: Author.

Bambara, L.M., Wilson, B.A., & McKenzie, M. (2007). Transition and quality of life. In S. L. Odom, R. H. Horner, M.E. Snell, & J. Blacher (Eds.). *Handbook of developmental disabilities* (pp. 371-389). New York: Guilford.

Clark, G. M. (2007). *Assessment for transitions planning* (2nd ed.). Austin, TX: PRO-ED.

Emerson, E. (2010). Deprivation, ethnicity, and the prevalence of intellectual and developmental disabilities. *Journal of Epidemiology Community Health*. DOI:10-1136/jech.2010.111773.

Ismail, S., Buckley, S., Budacki, R., Jabbar, A., & Gallicano, G. I. (2009). Screening, diagnosing, and prevention of fetal alcohol syndrome: Is this syndrome treatable? *Developmental Neuroscience*, 32, 91-100.

Palmer, S. B., Wehmeyer, M. L., Gipson, K., & Agran, M. (2004). Promoting access to the general curriculum by teaching self-determination skills. *Exceptional Children*, 70, 427-439.

Rehfeldt, J.D., Clark, G.M., & Lee, S.W. (2010). The effects of using the transition planning inventory and a structured IEP process as a transition planning intervention on IEP meeting outcomes. *Remedial and Special Education*, DOI:10.1177/0741932510366038.

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**William Carey University
School of Education**

Assessment System Foundation

The School of Education's Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission, School of Education's Conceptual Framework (CF) and Outcomes, School of Education's Education Goals (EG), Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

Mission	Outcome
William Carey University Expanded Statement of Mission	WCU 1- Provide academic programs to promote student learning. WCU 2-Promote Christian development and social responsibility. WCU 3-Strengthen ties with Baptist churches, associations, and conventions. WCU 4-Provide an environment that supports student learning. WCU 5-Strengthen organizational and operational effectiveness. WCU 6-Strengthen financial resources.
School of Education Conceptual Framework and Outcomes	CF-Confident, Caring, and Reflective Professional Educators CF 1-An innovative thinker CF 2-An effective communicator CF 3-An advocate for diverse learners CF 4-An integrator of technology CF 5-A life-long learner CF 6-A steward of the profession
School of Education Goals	EG 1-Apply current research and technology related to the teaching-learning-assessment process.

	<p>EG 2-Respond sensitively to individual differences and diversity. EG 3-Understand and anticipate the needs of a global society. EG 4-Plan and implement learning experiences that support the highest level of student potential. EG 5-Continue to reflect, refine, and revise professional practices. EG 6-Collaborate with others to promote learning.</p>
Interstate Teacher Assessment and Support Consortium (InTASC) Standards	<p>1-Learner Development 2-Learner Differences 3-Learning Environment 4-Content Knowledge 5-Application of Content 6-Assessment 7-Planning for Instruction 8-Instructional Strategies 9-Professional Learning and Ethical Practice 10-Leadership and Collaboration</p>
Learned Societies (SPA)	<p>Association of Childhood Education International (ACEI) Council for Exceptional Children (CEC) Educational Leadership Constituency Council (ELCC) National Association for Sport and Physical Education (NASPE) National Association for the Gifted Child (NAGC) National Council for Social Studies (NCSS) National Council for Teachers of English (NCTE) National Council for Teachers of Mathematics (NCTM) National Science Teachers Association (NSTA)</p>
Professional dispositions	<p>All WCU candidates will:</p> <ol style="list-style-type: none"> 1. Exhibit professional behaviors that indicate all students can learn and are a vital part of the learning environment; 2. Collaborate and seek to create positive relationships with all stakeholders to improve the learning environment; 3. Exhibit an awareness of all students' needs; 4. Exhibit poise, mature reflection, and sound judgment; 5. Engage in ongoing reflection, self-evaluation, and improvement in the profession; and 6. Act as a steward of the profession.

EDU 669 Teaching Individuals with Mild Intellectual Disabilities
William Carey University
School of Education
Course Syllabus – Fall 2019

Instructor: Brenda B. Thomas, Ph.D., Associate Professor (Adjunct)

E- Mail: bthomas@wmcarey.edu

Phone: cell 601-606-6295

Office Hours: By appointment

WCU 2019-2020 Theme: “Longing to Know...” Philippians 3:10

Vision: “Confident, Caring, and Reflective Professional Educators”

The School of Education serves to prepare *confident, caring, and reflective* educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for in service educators.



Required Textbook: Browder, Diane M., Spooner, Fred. (2006). Teaching Language Arts, Math, & Science to Students with Significant Cognitive Disabilities. Paul H. Brookes Publishing Co., Baltimore, MD. ISBN-13: 978-1-55766-798-4.

COURSE DESCRIPTION AND RATIONALE: Three hours. This course addresses assessment procedures, selection of instructional materials and resources, collaboration/consultation, individualized education programming (IEP) and transition planning for children and youth with mild intellectual disabilities. In addition, this course will engage students in instruction for individuals with intellectual disabilities at all levels of generalization. Moreover, students will have opportunities to react to knowledge presented to promote learning at the synthesis, analysis and evaluative levels. Various instructional strategies utilizing a “functional life skills approach” will be examined along with curriculum content and development. Students will develop instructional methods and content that correlate to individual education programs. Significant issues (e.g. inclusion, residential, social skills training, supported employment, etc.) and the future directions of programming for mildly intellectual disabilities students will be addressed.

TK20 Assessment: Instructional Unit Lesson Plans (instructions in canvas).

Field Experience Hours

The field experience provides opportunities to experience professional growth in diverse settings and communities. It is built on the premise that well-grounded educators are effective practitioners of best practices. As you matriculate through the course work, you will select or receive assignments to complete the 40 points required for the Master of Education degree. If you have any questions regarding the field experience, please contact your program advisor.

STUDENT LEARNING OUTCOMES

Title of Course: EDU 669 Teaching Individuals with Mild Intellectual Disability

Learning Outcomes		
1. List and discuss various characteristics of students with mild and moderate intellectual Disabilities (ID). (WCU 1, 4; Confident, CF 1, 3; EG 1, 2, InTASC 2; CEC 2, 3)		

2. Differentiate reductionist and constructivist paradigms and explain its relevance to education (WCU 1, 4; Confident, CF 1, 3; EG 1, 2, InTASC 2; CEC 1, 3)
3. Describe and use various instructional strategies that are effective with the ID population. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2, InTASC 2; CEC 4, 5)
4. Design a virtual classroom for students with ID, using drawing tools to illustrate an appropriate space, with consideration of the physical arrangement, learning goals and objectives, equipment, storage space, instructional materials, student variables, seating, bulletin boards, grading, record-keeping and learning centers. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2, InTASC 2; CEC 4, 5)
5. Select instructional and management decisions that are professionally sound. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2, InTASC 2; CEC 4, 5)
6. Define various informal assessments that enhance students' academic growth and assist teachers' IEP documentation. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2, InTASC 2; CEC 4)
7. Select and implement instructional materials appropriate for a given objective. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2, InTASC 2; CEC 3, 4, 5, 7)
8. Define collaboration and consultation and the impact on student learning outcomes. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2, InTASC 2; CEC 10)
9. Describe the rationale and practicality of collaboration and consultation for inclusive settings with non-disabled peers. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2, InTASC 2; CEC 10)
10. Collaborate effectively with peers to complete a given task. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2, InTASC 2; CEC 10)
11. Communicate professional advice effectively. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2, InTASC 2; CEC 10)
12. Conduct a lesson that represents best practice in differentiating instruction for students with ID. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2, InTASC 2; CEC 4)
13. Describe the five types of instructional co-teaching models, explaining how each may

be effective for students with ID. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2, InTASC 2; CEC 4)
14. Define cognitive strategies that are effective for individuals with mild to moderate ID. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2, InTASC 2; CEC 4, 5)
15. Implement teaching strategies that are effective For individuals with mild to moderate ID. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2 4; InTASC 2; CEC 4,5)
16. Explain the rationale for learning strategy Instruction and how it is used for students with ID. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2, InTASC 2; CEC 4, 5)
17. Develop opportunities for individuals with mild ID to engage in peer tutoring and cooperative learning activities with non-disabled peers. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2, InTASC 2; CEC 4)
18. Evaluate the best practices in transition for individuals with mild ID. (WCU 1, 4; Confident, CF 1, 3; EG 1, 2, InTASC 2; CEC 4)

Title of Course: EDU 669 Teaching Individuals with Mild Intellectual Disability

Performance Assessments	CEC	WCU CF
1. Instructional Unit: Develop lesson plans for five days for students with intellectual disabilities, including goals/objectives in Functional Academics (language arts, spelling), Reading, Life Skills, Self-help, Functional Math, and Functional Science (rubric and samples provided on canvas). Place assignment in tk20.	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5,6
2. IEP: Compose an IEP for a virtual student with mild intellectual disabilities, including the seven required components (rubric and samples provided on canvas).	1, 2, 3, 4, 5	1, 2, 3, 4, 5,6
3. Chapter Assignments: Complete the activities associated with each textbook chapter. Activities include lesson planning, technology tools, self-determination, generalization, assessment, support organizations, data collection, behavioral strategies, teaching strategies, continuum of placement options, co-teaching, differentiated instruction, community-based instruction, and transition.	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 6
4. Student Observation: Write a two-page summary from your individual 60" observation of a	1,4,5	1,2,3,4,5,6

<p>student (with ID) in a classroom or community teaching situation. Describe the activities and assignments the student was engaged in, give specific goals and objectives student is working toward; tell if he/she appeared to be successful in the task(s), mention the age and approximate functional level of the student, and explain what you (as the teacher) would have handled differently.</p>		
<p>5. Teacher Interview: Interview a special education teacher that teaches students with (intellectual disabilities, not learning disabilities). Questions are provided in dropbox for this assignment.</p>	1,4	1,2,4
<p>6. Final Exam: A comprehensive final exam will be given on canvas online, covering all chapter contents, internet resources, handouts, lecture notes, and class activities.</p>	1,2,3,4,5,6,7,8	1,2,3,4,5,6

Academic Honesty:

All work must be the exclusive work of individual students, unless work is done in conjunction with a group project. A student must always submit work that represents his or her original words or ideas. If any words or ideas are used that do not represent the student's original words or ideas, the student must cite all relevant sources. A student should also make clear to what extent such sources were used. Failure to do so is plagiarism. The Publications Manual of the APA (6th ed.) is the guide for formatting of citations and references.

Academic Honesty Policy See Academic Integrity: "The Red Book", page 9 - 11. William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty considered unethical and in violation of William Carey University's academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. **Depending upon the seriousness of the offense sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the University.** A full explanation of the procedures for responding to instances of academic dishonesty is contained in the University's Policies and Procedures manual and in the student handbook, The Lance.

Plagiarism

The following information is very important and should be read thoroughly as you will be held

accountable for the content. Plagiarism is defined as: "...using another's work without giving credit. You must put other's words in quotation marks and cite your source(s) and must give citations when using others' ideas, even if those ideas are paraphrased in your own words...using words, ideas, computer code [or any type of internet information] or any work by someone else without giving proper credit is plagiarism. Any time you use information from a source, you must cite it."

Avoiding plagiarism: Mastering the art of scholarship. Retrieved from <http://sja.ucdavis.edu/avoid/htm> April 11, 2003.

The examples listed below were taken verbatim from the following website: <http://www.indiana.edu/~wts/wts/plagiarism.html>

Instructional Technology

Technology will be an important and vital part of the instructional delivery of this class. This is a technology-enhanced class and attending to on-line activities are considered the same as attendance to the face-to-face (on-campus) class meetings. If you do not have access to a computer at home, computers are available in Fairchild Hall and the University library for student use. Students **MUST** be familiar with canvas, sending & receiving email and attachments, accessing technology through media-sites and videos online, and APA style.

Students With Disabilities

Appropriate modifications to academic requirements may be necessary on a case-by-case basis to ensure educational opportunity for students with handicapping conditions. William Carey University will work to ensure reasonable accommodations are made.

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations, should contact the Student Services Office at 601-318-6188, located in Lawrence Hall.

Sexual Misconduct Statement

It is the policy of William Carey University to comply with all federal and state laws governing sexual misconduct. Further, William Carey University reaffirms its principle, as well as Title IX of the Education Amendments Act of 1972, that all students have a right to be free from sexual discrimination in the form of sexual harassment and sexual violence. Students are referred to the Student Handbook, The Translation (The Red Book), for policy statements regarding sexual harassment and sexual assault and for procedures for reporting and responding to sexual offenses. The policies and procedures may also be found on the university's website under Campus Life – Security. <http://wmcarey.edu/sexual-misconduct>

MAKE-UP EXAMS, LATE WORK: Make-up exams will not be given unless **CLEARED PREVIOUSLY** by the instructor. In such cases, the student must take the exam per arrangements with the instructor. Failure to contact the instructor immediately could result in a “0” for the test.

Assignments are due on the assigned date. It is the student's responsibility to submit assignments on time. If an emergency arises, it is the student's

responsibility to contact the instructor immediately; email is the most effective and immediate form of contact. No work for extra credit will be allowed for any reason. **Points will automatically be deducted from assignments turned in after due date! No assignment will be accepted after one week past the due date. Failure to turn in an assignment by the due date will result in an 'absence'.**

Work will be expected to reflect professional competencies and will be graded on content, spelling, mechanics, composition and grammar. Assignments will be evaluated based on thoroughness and fulfillment of criteria for each assignment. All citations must be completed in current APA style format.

Final Exam

Final examinations are given during the last week of each trimester only. No final examination may be held at any other time than that designated by the administration. No make-ups are allowed.

TK20 REQUIREMENT: The TK20 data collecting system is required for participation in this course. The key assessment of **Instructional Unit** is required to be uploaded into canvas. There is not a fee for participation in tk20. The system offers students an opportunity to develop a portfolio of work completed while enrolled at WCU and students have access to the information for seven years. A video tutorial is offered on the tk20 site. Failure to participate in uploading the required assessments will result in a student receiving an 'incomplete' for the course. If you need assistance with tk20, please contact the tk20 administrator at tk20help@wmcarey.edu

COURSE REQUIREMENTS:

Students are expected to:

- 1. Instructional Unit:** Develop a five-day instructional unit for students with intellectual disabilities. Include objectives in Functional Academics (language arts, spelling), Reading, Life Skills, Functional Math, and Functional Science. You may include social studies but it is not required for this project since it is not a required assessment item on state testing. Choose elementary, middle, or high school activities. The unit should cover a one-week period (5 days) and should include a checklist of skills that will be mastered, an instructional bulletin board, task analysis, differentiated instructional activities for students with ID, assessments, instructional bulletin board, reference page, association with MS College & Career Readiness

- (benchmarks), Common Core State Standards, or Alternate Assessment Standards (list beside each objective/skill) and worksheets, description of activities. ****TK20 assessment. (50 points)**
2. **Student Observation:** Write a two-page summary from your individual 60” observation of a student (with ID) in a classroom or community teaching situation. Describe the activities and assignments the student was engaged in, give specific goals and objectives student is working toward; tell if he/she appeared to be successful in the task(s), mention the age and approximate functional level of the student, and explain what you (as the teacher) would have handled differently. Complete the student observation form and have teacher sign and date it to verify the time spent in his/her classroom. See dropbox assignment for template of what is required in the summary. **(25 points)**
 3. **Teacher Interview:** Interview a special education teacher that teaches students with (intellectual disabilities, **not learning disabilities**). Questions are provided in dropbox for this assignment. It would be wise to interview the teacher whose classroom you observe in for the Student Observation assignment. Place responses in dropbox. **(20 points)**
 4. **IEP:** Compose a completed IEP for a virtual student with intellectual disability (mental retardation or autism or other significant disability). You may choose elementary or secondary to base your IEP upon. The information provided by you on page 1 of the IEP (present levels of performance, eligibility category, age, grade, etc.) will serve as your scenario. YOU design your own scenario. **THE IEP MUST BE WRITTEN ON A STUDENT WITH SIGNIFICANT COGNITIVE DISABILITY (SCD)**. Remember to include all portions of the IEP. A blank IEP template will be provided for you to complete this assignment. You may save the blank one to your hard drive or jump drive, fill in the blanks with the appropriate info, and submit it to dropbox. **(33 points)**
 5. **Chapter Assignments:** From the Browder & Spooner (2006), chapters 1,2,3,4,8,9,10, and 11 will be used for the course. Omit chapters 5,6,7,12. Complete each chapter assignment found in the dropbox . Place your responses in dropbox. Ten points per chapter. **(80 total points)**
 6. **Discussion Board:** Complete the discussion board activity on Teaching Strategies and Electronic Portfolios. Respond to the two questions and make two comments/reflections on classmate’s responses. **(15 points)**
 7. **Final Exam:** A comprehensive final exam will be given on canvas online following the final night of class. It will consist of 33 multiple choice items. **(100 points)**

EVALUATION CRITERIA:

Assignment/projects	Points
1. Personal Contact Info	2
2. Student Introductions	3
1. Instructional Unit	50
2. Chapter Assignments	80
3. Teacher Interview	20
4. IEP	33
6. Student Observation	25
7. Discussion Board	30
8. Final Exam	100
TOTAL	373

Grading Scale:

93 - 100%	A
85 - 92%	B
77 - 84 %	C
76% and below	F

TENTATIVE SCHEDULE

Week 1

Read Chapter 1: Why Teach the General Curriculum?
Review the chapter power point and resources in canvas
Complete Chapter 1 Assignment (10 points)

Week 2

Read Chapter 2: Promoting Access to the General Curriculum
Read Chapter 3: Building Literacy
Review the chapter power point and resources in canvas
Complete Chapters 2 and 3 Assignments (20 points)

Week 3

Review the Characteristics of SCD
Complete the Teacher Interview assignment (20 points).
Complete the Student Observation assignment (25 points).
Review the chapter power point and resources in canvas.

Week 4

Read Chapter 4: Building Literacy.
Complete Discussion #1: Teaching Strategies (15 points)
Complete Chapter 4 assignment (10 points).

Week 5

Read Chapter 8: Math Core Standards and Functional Math
Review the chapter power point and resources in canvas.
Complete Chapter 8 assignment (10 points)

Week 6

Review the sample lesson plans in canvas.
Review the resources in canvas.
Complete the Instructional Unit assignment (50 points).

Week 7

Read Chapter 9: Math Standards

Read Chapter 10: Science Standards

Review the chapter power points and resources in canvas.

Complete Chapter 9 and 10 assignments (20 points).

Week 8

Review the chapter power points and resources in canvas.

Review the sample IEPs in canvas.

Complete the IEP assignment (33 points).

Week 9

Reach Chapter 11: Portfolio Assessment

Review the chapter power point and resources in canvas.

Complete Chapter 11 assignment (10 points).

Complete Discussion #2: Electronic Portfolios (15 points).

Week 10

Complete the practice quiz in canvas.

Review the Final Exam Study Guide in canvas.

Complete the Final Exam (100 points).

HELPFUL WEBSITES

www.aidd.org American Association on Intellectual and Developmental Disabilities

www.ada.gov Americans with Disabilities Act

www.cec.sped.org – The Council for Exceptional Children

www.powerof2.org – Co-teaching website

www.mde.k12.ms.us/specialeducation Mississippi Department of Education

Web 2.0 Resources <http://www.scoop.it/t/web-2-0-education/?tag=Teaching+and+Learning+Strategies>

PROFESSIONAL JOURNALS FOR SPECIAL EDUCATION RESEARCH

CEC Journals

Exceptional Children

Teaching Exceptional Children

Intervention in School and Clinic

American Journal of Occupational Therapy

American Journal of Speech-Language Pathology

American Journal on Mental Retardation

Behavior Modification

Child & Family Behavior Therapy

Child Development

Child Language Teaching and Therapy

Communication Disorders Quarterly

Emotional and Behavioural Difficulties

Journal of Early Intervention

Journal of Emotional and Behavioral Disorders

Journal of Intellectual and Developmental Disability

Journal of Learning Disabilities

Journal of Research in Special Educational Needs

Journal of Special Education

Learning Disability Quarterly

Mental Retardation

Preventing School Failure

Remedial and Special Education

Roeper Review

Special Education Technology Practice

Topics in Early Childhood Special Education

Young Exceptional Children

REFERENCES

American Psychiatric Association (APA). (2000). *Diagnostic and statistical manual of mental disorders* (4th ed., rev.). Washington, DC: Author.

Bambara, L.M., Wilson, B.A., & McKenzie, M. (2007). Transition and quality of life. In S. L. Odom, R. H. Horner, M.E. Snell, & J. Blacher (Eds.). *Handbook of developmental disabilities* (pp. 371-389). New York: Guilford.

Clark, G. M. (2007). *Assessment for transitions planning* (2nd ed.). Austin, TX: PRO-ED.

Emerson, E. (2010). Deprivation, ethnicity, and the prevalence of intellectual and developmental disabilities. *Journal of Epidemiology Community Health*. DOI:10-1136/jech.2010.111773.

Ismail, S., Buckley, S., Budacki, R., Jabbar, A., & Gallicano, G. I. (2009). Screening, diagnosing, and prevention of fetal alcohol syndrome: Is this syndrome treatable? *Developmental Neuroscience*, 32, 91-100.

Palmer, S. B., Wehmeyer, M. L., Gipson, K., & Agran, M. (2004). Promoting access to the general curriculum by teaching self-determination skills. *Exceptional Children*, 70, 427-439.

Rehfeldt, J.D., Clark, G.M., & Lee, S.W. (2010). The effects of using the transition planning inventory and a structured IEP process as a transition planning intervention on IEP meeting outcomes. *Remedial and Special Education*, DOI:10.1177/0741932510366038.

Snell, M., & Brown, F. (2011). *Instruction of students with severe disabilities*. 7th Ed., Upper Saddle, NJ: Pearson.

Walker, A.B., Uphold, N.M., Richter, S., & Test, D. (2010). Review of the literature on community-based instruction across grade levels. *Education and Training in Autism and Developmental Disabilities*, 45(2), 242-267.

**William Carey University
School of Education**

Assessment System Foundation

The School of Education's Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission, School of Education's Conceptual Framework (CF) and Outcomes, School of Education's Education Goals (EG), Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

Mission	Outcome
William Carey University Expanded Statement of Mission	WCU 1- Provide academic programs to promote student learning. WCU 2-Promote Christian development and social responsibility. WCU 3-Strengthen ties with Baptist churches, associations, and conventions. WCU 4-Provide an environment that supports student learning. WCU 5-Strengthen organizational and operational effectiveness. WCU 6-Strengthen financial resources.
School of Education Conceptual Framework and Outcomes	CF-Confident, Caring, and Reflective Professional Educators CF 1-An innovative thinker CF 2-An effective communicator CF 3-An advocate for diverse learners CF 4-An integrator of technology CF 5-A life-long learner CF 6-A steward of the profession
School of Education Goals	EG 1-Apply current research and technology related to the teaching-learning-assessment process. EG 2-Respond sensitively to individual differences and diversity. EG 3-Understand and anticipate the needs of a global society. EG 4-Plan and implement learning experiences that support the highest level of student potential. EG 5-Continue to reflect, refine, and revise professional practices. EG 6-Collaborate with others to promote learning.
Interstate Teacher Assessment and Support Consortium (InTASC) Standards	1-Learner Development 2-Learner Differences 3-Learning Environment 4-Content Knowledge 5-Application of Content 6-Assessment 7-Planning for Instruction 8-Instructional Strategies 9-Professional Learning and Ethical Practice 10-Leadership and Collaboration

Learned Societies (SPA)	Association of Childhood Education International (ACEI) Council for Exceptional Children (CEC) Educational Leadership Constituency Council (ELCC) National Association for Sport and Physical Education (NASPE) National Association for the Gifted Child (NAGC) National Council for Social Studies (NCSS) National Council for Teachers of English (NCTE) National Council for Teachers of Mathematics (NCTM) National Science Teachers Association (NSTA)
Professional dispositions	All WCU candidates will: <ol style="list-style-type: none"> 1. Exhibit professional behaviors that indicate all students can learn and are a vital part of the learning environment; 2. Collaborate and seek to create positive relationships with all stakeholders to improve the learning environment; 3. Exhibit an awareness of all students' needs; 4. Exhibit poise, mature reflection, and sound judgment; 5. Engage in ongoing reflection, self-evaluation, and improvement in the profession; and 6. Act as a steward of the profession.

END OF SYLLABUS

WILLIAM CAREY

U N I V E R S I T Y
SCHOOL OF EDUCATION

EDU 690 41E | Advanced Digital Technologies | Fall 2019

Desiderium Sciendi – “Longing to Know” | Philippians 3:10

Instructor: Shanna Luke

Contact: sluke@wmcarey.edu | 601.318.6668

Office Hours: By appointment

Course: <https://wmcarey.instructure.com/courses/36805> (requires login)

Credit Hours: 3

[2018-19 Academic Calendar](#)

Catalog Description (3 hours):

A study of the use of digital technology in the classroom. The student is guided through creating online content, digital media, and applying technology integration models. This course is suited for the student who is comfortable using a computer and technology. Topics will be introduced through video lecture, online discussions, and video demonstrations. This course is an intensive laboratory experience in computer technology in which the student will create digital products.

Learning Outcomes:

- Develop broad spectrum knowledge of leading-edge tools, applications, digital environments, and media that could be used to elevate education and student performance.
- Articulate how virtual learning environments, digital teaching platforms for custom learning paths, mobile devices, wireless technologies, and artificial intelligence/machine learning has the potential to change teaching and learning.
- Identify and discuss current research on emerging technologies as a tool for improved teaching and learning.
- Discuss how digital technology can disruptively transform education when integrated into the 21st century classroom/education model.
- Identify and explain ways to overcome barriers for integrating digital learning technologies in the current system of educational policy and practice.
- Explain the influence of information technologies on the evolution of learning styles over the past fifteen years.

Resources:

Online materials and readings will be provided by the instructor.

Course Requirements and Attendance:

Professional participation is required each week via online assignments and discussion boards. **Failure to submit an assignment on the due date(s) will be counted as an absence AND there will be a grade penalty as stated in the Late Assignment section of the syllabus.**

William Carey University Mission Statement:

As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society (*Graduate Handbook 2018-19*).

The Carey Creed:

“Expect great things from God; attempt great things for God.”

Grading Scale:

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

Assignments

Weekly discussions or Webex Meetings – 20 points each (200 points)

Reflection briefs as needed (possible 100 points)

Deliverable 1 - Identify and explain a specific area you are interested in pursuing (100 points)

Deliverable 2 – Meta analysis of current research (100 points)

Deliverable 3 - Adoption potential (100 points)

Deliverable 4 – Final presentation (200 points)

FINAL DELIVERABLE: A presentation and application to submit to the Creating Futures Through Technology Conference. (Actual submission will be your decision.)

All due dates will be listed in the module, on the dashboard and homepage TO DO list, and in your student Canvas calendar. Pay attention. Your attendance is based on the timely submission of work.

Late Assignments

All assignments are due in Canvas or TK20 on the day stated; reduced grades are given for late assignments.

Twenty (20%) of an assignment's points will be deducted for the first day that an assignment is late. Late assignments will not be scored after the first day. Points will also be deducted for assignments that are resubmitted due to errors and/or failure to address all components within an assignment's rubric.

Statement on Academic Integrity:

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University's academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean's office, and each campus dean's office. The complete policy statement on academic integrity is in the student handbook.

The Translation.

Plagiarism:

Plagiarism is scholarly theft and it is defined as the unacknowledged use of secondary sources. More specifically, any written or oral presentation in which the writer or speaker does not distinguish clearly between original and borrowed material constitutes plagiarism. Because students, as scholars, must make frequent use of the concepts and the facts developed by other scholars, plagiarism is not the mere use of another's facts and ideas. However, it is plagiarism when students present the work of other scholars as if it were their own work. Plagiarism is a serious offense. Any act of plagiarism may lead to a failing grade on the paper and in the course, as well as sanctions that

may be imposed by the student/college judicial system. NOTE: All assignments in this course must be checked for plagiarism using Turnitin.com. Assignments that have a plagiarism measure of 30% or higher **will not be graded.**

Assignments are to be submitted in APA format and should be free of grammatical, typographical, and spelling errors. **APA FORMAT** is expected on all assignments. The APA Style website (<https://www.apastyle.org/learn/tutorials/basics-tutorial>) and Purdue OWL (<https://owl.english.purdue.edu/owl/resource/560/01/>) are great resources. Those who plan on developing the next generation of leaders in our schools should have high standards. Your work will be graded with a critical eye in an effort to make you the best you can be professionally. The instructor will not serve as an editor. You are responsible for developing and editing your work.

TK20:

One or more assignments in this course require submission to two links in CANVAS. Failure to do so will result in a grade of "I" (incomplete) in this course (if other incomplete eligibility criteria are met). If you receive an "I", you will then have one term to complete the upload to receive a reduced grade, preventing the "I" from converting to an "F" automatically. If you have questions or need help with your upload to the link that has TK20 in the title, contact your TK20 Administrator at tk20@wmcarey.edu.

Sexual Misconduct Statement:

It is the policy of William Carey University to comply with all federal and state laws governing sexual misconduct. Further, William Carey University reaffirms its principle, as well as Title IX of the Education Amendments Act of 1972, that all students have a right to be free from sexual discrimination in the form of sexual harassment and sexual violence. Students are referred to the Student Handbook, *The Translation (The Red Book)*, for policy statements regarding sexual harassment and sexual assault and for procedures for reporting and responding to sexual offenses. The policies and procedures may also be found on the university's website under Campus Life – Security. <http://wmcarey.edu/sexual-misconduct>

ADA Statement:

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact the appropriate contact person for your campus.

Hattiesburg campus: Dr. Allen Bonner, (601) 318-6211, Hattiesburg Campus, Lawrence Hall 124.

Tradition campus: Dr. Alesia Haynes-McCook, 228-702-1783.

Baton Rouge: Dr. Catherine Belden, (225) 953-7020

Online Campus: Dr. Allen Bonner, (601) 318-6211, Hattiesburg Campus, Lawrence Hall 124.

Disaster Plan Statement:

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website <http://wmcarey.edu>, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university's course management system at <https://wmcarey.instructure.com>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through *SaderWatch*, the WCU emergency text message service. Sign up instructions can be found at <http://wmcarey.edu/saderwatch>.

Tobacco-Free Campus

William Carey University is a tobacco-free campus. All WCU students are asked to respect this policy by refraining from smoking or other tobacco use while on campus.

NOTICE:

- This syllabus is subject to revision due to student needs, time constraints, or other unforeseen circumstances that may arise.
- Resources and short assignments may be added to the course to supplement content and/ or objectives. It is the responsibility of the student to read Announcements and materials.

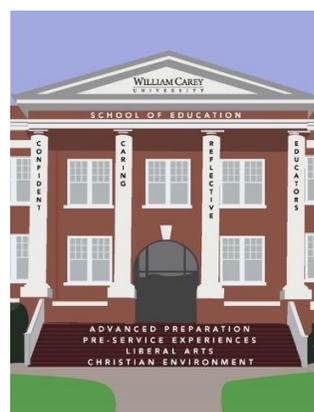
EBD 692 Assessment of Students with Emotional and Behavioral Disorders
William Carey University
School of Education
Fall 2019
Course Syllabus

Instructor: Dr. Mark H. Yeager, Special Education Coordinator
E-mail: myeager@wmcarey.edu
Phone: 601.318.6605 or 601.497.1775



Vision: “Confident, Caring, and Reflective Professional Educators”

The School of Education serves to prepare *confident, caring, and reflective* educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for inservice educators.



TK 20: One or more assignments in this course require submission to two links in CANVAS. Failure to do so will result in a grade of “I” (incomplete) in this course. If you receive an “I”, you will then have one term to complete the upload to receive a reduced grade, preventing the “I” from converting to an “F” automatically. If you have questions or need help with your upload to the link that has TK20 in the title, contact your TK20 Administrator at tk20@wmcarey.edu.

Course Text: Chandler, L.K., & Dahlquist, C.M. (2015). (4th Ed.). *Functional Assessment: Strategies to Prevent and Remediate Challenging Behaviors in School Settings*. Pearson Publisher. Upper Saddle River, New Jersey.

Course Description: (3 hours). The course examines a variety of formal and informal assessment tools for evaluating children and youth with emotional and behavioral disorders, writing an assessment team report, conducting virtual assessments, collecting and analyzing data, and monitoring behavior.

Student Learning Outcomes from the: CEC Advanced Special Education Behavior Interventions Specialist (SEBIS) Core

1. Describe the evaluation process and determination of eligibility for students with Emotional and Behavioral Disorders, under I.D.E.A. (ASCI1 K1)
2. Identify at least three primary methods for assessing and evaluating the performance of individuals with Emotional and Behavioral Disorders. (ASCH1 K2)
3. Define the steps in the pre-referral intervention processes and strategies. (ASCI1 K4)
4. Conduct a comprehensive functional behavior assessment. (SEBIS3 S2)
5. Utilize assessment information to identify and incorporate function-based techniques into behavior intervention plans. (SEBIS3 S3)
6. Promote high expectations for self, staff, and individuals with exceptionalities. (ASCI5 S2)
7. Use consultation, including performance feedback and fidelity of implementation data, for decision-making. (SEBIS6 S2)
8. Organize and facilitate collaborative behavior intervention decision-making. (SEBIS7 S1)
9. Apply strategies to resolve conflict and build consensus. (ASCI7 S2)

Performance Assessments:

Assessments	CEC Standard	WCU Conceptual Framework
1. Case Studies	Standard 1: ASCI1 K3 Standard 5: ASCI5 K4	CF 1 CF 2 CF 3
2. Discussion Board	Standard 3: ASCI3 K6 Standard 4: SEBIS4 K1, SEBIS4 K2 Standard 5: ASCI5 K4, SEBIS5 S2, ASCI6 K3 Standard 6: SEBIS6 S1	CF 1 CF 2 CF 3 CF 6
3. Data Collection	Standard 1: ASCI1 K2, ASCI1 S1	CF 1 CF 3 CF 6
4. Chapter Assignments	Standard 5: SEBIS5 K1, SEBIS5 S1, SEBIS6 K1	CF 1 CF 2 CF 3 CF 4
5. Behavior Intervention Plan (BIP)	Standard 1: SEBIS1 S1, SEBIS1 S2 Standard 3: SEBIS3 K1, SEBIS3 K4, SEBIS3 S4, SEBIS3 S5 Standard 6: ASCI6 S3, ASCI6 S1	CF 1 CF 2 CF 3 CF 4
6. Final Project: Functional Behavioral Assessment	Standard 1: ASCI1 K1 ASCI1 S4 SEBIS1 S3 Standard 2: ASCI3 K1 ASCI3 K2 Standard 3:	CF 1 CF 2 CF 3 CF 4 CF 6

	SEBIS3 S2 Standard 5: SEBIS5 K3	
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Instructional Technology

Technology will be an important and vital part of the instructional delivery of this class. This is a technology-enhanced class and attending to on-line activities are considered the same as attendance to the face-to-face (on-campus) class meetings. If you do not have access to a computer at home, computers are available in Fairchild Hall and the University library for student use. Students **MUST** be familiar with CANVAS, sending & receiving email and attachments, accessing technology through media-sites and videos online, and APA style.

WCU's Online Journal Search:

You may use Academic Search premier, Educational Research complete, EJSE Journal, ERIC or JSTOR.

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Assignments are due on the assigned date. It is the student's responsibility to submit assignments on time. If an emergency arises, it is the student's responsibility to contact the instructor immediately; email is the most effective and immediate form of contact. No work for extra credit will be allowed for any reason. Points will automatically be deducted from assignments turned in after due date! No assignment will be accepted after one week past the due date. Work will be expected to reflect professional competencies and will be graded on content, spelling, mechanics, composition and grammar. Assignments will be evaluated based on thoroughness and fulfillment of criteria for each assignment. All citations must be completed in APA style format.

There is no make-up work or credit given for non-participation in CANVAS or other on-line assignments or in-class activities.

Course Requirements:

Assignment Format: Your grade in the course will be based upon the number of points earned. No assignments are weighted beyond the initial value assigned. **All** assignments are to be **typed** using APA format.

Students will be responsible for the following:

All assignments are due on Sunday of each week, by 11:00 p.m.

Week 1

1. *Read Chapter 1 of the Chandler & Dalhquist (2015) textbook, "The Importance of Identifying and Addressing Challenging Behavior and Identifying Why Challenging Behavior Occurs".*
2. *Respond to the questions for Chapter 1 found in assignments in Canvas.(15 points)*
3. *Case Study #1: Review the case study on Leonard found in assignments for Chapter 1 in Canvas (or textbook page 25). Respond to the questions posed, using the ABC model.*

Week 2

1. *Read Chapter 2 of the textbook, "Assumptions and Goals of Functional Assessment".*
2. *Respond to Discussion Board #1 assignment on Canvas. Topic: Positive Intervention Strategies. Respond to the two questions posed in the discussion in 100 words (each) or more. Then make a professional comment to two classmates about the contents of his/her submission (50 words or more each). (15 points)*
3. *Respond to the questions for Chapter 2 found in assignments in Canvas. (15 points)*

Week 3

1. **Read Chapter 3 in the textbook, “Conducting a Functional Assessment”.**
2. **Respond to Discussion Board #2 assignment on Canvas. Topic: Data Collection Methods. Respond to the two questions posed in the discussion in 100 words (each) or more. Then make a professional comment to two classmates about the contents of his/her submission (50 words or more each). (15 points)**
3. **Respond to the questions for Chapter 3 found in assignments in Canvas. (15 points)**
4. **Data Collection: Collect data using the Antecedent, Behavior, Consequence (ABC) Model. Select a student/client under your supervision. Identify the target behavior, antecedent, and consequence following the format on page 66 of the textbook. Complete a teacher and student interview to gather data about the student/client and the inappropriate behavior. Identify two potential changes to setting and consequence that will decrease the targeted behavior. Write a one/two page summary of the changes recommended. Upload the completed ABC chart, summary, interview results, and four recommendations to the Canvas dropbox. (30 points)**

Week 4

1. **Read Chapter 4 in the textbook, “Identifying the Function of Challenging and Appropriate Behaviors”.**
2. **Reinforcement Comparison Assignment (in Canvas). Compare and contrast positive reinforcement and negative reinforcement. Give two examples of each type of reinforcement. See canvas for more instructions. (15 points)**
3. **Respond to Discussion Board #3 assignment on Canvas. Topic: Functions of Behavior. Respond to the two questions posed in the discussion in 100 words (each) or more. Then make a professional comment to two classmates about the contents of his/her submission (50 words or more each). (15 points)**

Week 5

1. **Read Chapter 5 in the textbook, “Selecting and Implementing Function-Based Interventions”.**
2. **Respond to the questions for Chapter 5 found in assignments in Canvas. (15 points)**
3. **Case Study #2: Complete the Case Review on Chad (textbook, page 133). Respond to the three questions found on page 134 in the textbook on replacement behaviors. (15 points)**

Week 6

1. **Read Chapter 6 in the textbook, “Intervention Strategies Related to the Positive Reinforcement Function”.**
2. **Behavior Intervention Plan: Review the case on Roland, found on pages 156-159. Design a Behavior Intervention Plan for the student/client, based on the information provided in the case. Submit to Canvas dropbox. (30 points)**
3. **Respond to the questions for Chapter 6 found in assignments in Canvas. (15 points)**

Week 7

1. **Read Chapter 7 in the textbook, “Intervention Strategies Related to the Negative Reinforcement Function”.**
2. **Respond to Discussion Board #4 assignment on Canvas. Topic: Negative Reinforcement Function. Respond to the two questions posed in the discussion in 100 words (each) or more. Then make a professional comment to two classmates about the contents of his/her submission (50 words or more each). (15 points)**
3. **Respond to the questions for Chapter 7 found in assignments in Canvas. (15 points)**

Week 8

1. **Read Chapter 8 in the textbook, “General Intervention Strategies Related to the Sensory Regulation and Sensory Stimulation Function”.**
2. **Case Study #3: Read the Case Review on Matt (pages 210-212 in textbook). Respond to the two questions found on page 213. Upload the completed assignment to Canvas dropbox. (15 points)**
3. **Read Chapter 9 in the textbook, “Specific Intervention Strategies Related to the Increase and Decrease in sensory Regulation and Sensory Stimulation Functions”.**
4. **Respond to the questions for Chapter 8 & 9 (combined) found in assignments in Canvas. (15 points)**

Week 9

1. **Read Chapter 10 in the textbook, “Strategies to Promote Generalization and Maintenance of Behavior and to Prevent the Development and Recurrence of Behavior”.**
2. **Read Chapter 11 in the textbook, “Guidelines for Program Implementation and Consultation”.**
3. **Respond to the questions for Chapter 10 found in assignments in Canvas. (15 points)**
4. **Respond to the questions for Chapter 11 found in assignments in Canvas. (15 points)**
5. **Respond to Discussion Board #5 assignment on Canvas. Topic: Providing Low Levels of Sensory Stimulation. Respond to the two questions posed in the discussion in 100 words (each) or more. Then make a professional comment to two classmates about the contents of his/her submission (50 words or more each). (15 points)**

Week 10

Final Project: Complete a Functional Behavior Assessment (FBA) on a student/client currently under your supervision/counseling. See instructions in Canvas for more details and rubric. (75 points).

Grading Scale

Letter	Percent Scale
A	100% – 90%
B	80 % - 89%
C	75% - 79%
F	74% and below

William Carey University School of Education

Assessment System Foundation

The School of Education’s Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission, School of Education’s Conceptual Framework (CF) and Outcomes, School of Education’s Education Goals (EG), Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

Mission	Outcome
William Carey University Expanded Statement of Mission	WCU 1- Provide academic programs to promote student learning. WCU 2-Promote Christian development and social responsibility. WCU 3-Strengthen ties with Baptist churches, associations, and conventions. WCU 4-Provide an environment that supports student learning. WCU 5-Strengthen organizational and operational effectiveness. WCU 6-Strengthen financial resources.
School of Education Conceptual Framework and Outcomes	CF-Confident, Caring, and Reflective Professional Educators CF 1-An innovative thinker CF 2-An effective communicator CF 3-An advocate for diverse learners CF 4-An integrator of technology CF 5-A life-long learner CF 6-A steward of the profession
School of Education Goals	EG 1-Apply current research and technology related to the teaching-learning-assessment process. EG 2-Respond sensitively to individual differences and diversity. EG 3-Understand and anticipate the needs of a global society. EG 4-Plan and implement learning experiences that support the highest level of student potential.

	EG 5-Continue to reflect, refine, and revise professional practices. EG 6-Collaborate with others to promote learning.
Interstate Teacher Assessment and Support Consortium (InTASC) Standards	1-Learner Development 2-Learner Differences 3-Learning Environment 4-Content Knowledge 5-Application of Content 6-Assessment 7-Planning for Instruction 8-Instructional Strategies 9-Professional Learning and Ethical Practice 10-Leadership and Collaboration
Learned Societies (SPA)	Association of Childhood Education International (ACEI) Council for Exceptional Children (CEC) Educational Leadership Constituency Council (ELCC) National Association for Sport and Physical Education (NASPE) National Association for the Gifted Child (NAGC) National Council for Social Studies (NCSS) National Council for Teachers of English (NCTE) National Council for Teachers of Mathematics (NCTM) National Science Teachers Association (NSTA)
Professional Dispositions	All WCU candidates will: <ol style="list-style-type: none"> 1. Exhibit professional behaviors that indicate all students can learn and are a vital part of the learning environment; 2. Collaborate and seek to create positive relationships with all stakeholders to improve the learning environment; 3. Exhibit an awareness of all students' needs; 4. Exhibit poise, mature reflection, and sound judgment; 5. Engage in ongoing reflection, self-evaluation, and improvement in the profession; and 6. Act as a steward of the profession.

End of Syllabus

William Carey University School of Education

EDU 325

Technology in Education

Fall 2019

WCU Theme: *Desiderium Sciendi – “Longing to Know”*

Philippians 3:10

Vision: “*Confident, Caring, and Reflective Educators*”



Facilitator: Elaine Dean, Ph. D.

Cell: 601-310-5771 edean@wmcarey.edu and Canvas Messenger

Office Hours: Monday, Tuesday, and Thursday from 5 p.m. - 8 p.m. Please text, e-mail, or Inbox me in Canvas.

Catalog Description EDU 325 (3 Credit Hour Course):

A study of the use of computers and other technology in the classroom. The student is given hands-on experiences using technology including the understanding of the Internet.

Prerequisites: No Course Prerequisites

Levels of Expertise

It is understood that teachers will enter this course with a wide range of skill ability. The course is designed to be an Introductory Course for the Beginning Level Technology Skills Teacher. The course is easily adapted to the Proficient Technology Skills Teacher. The Final level is the Advanced Skills Trainer. The Advanced Skills

Trainer can design a project goals contract with the instructor with the end product being the portfolio.

COURSE REQUIREMENTS:

Requirements	Date Assigned/ Date Due	Points/ Grading	Specifics
Attendance/ Participation	August 26- November 1	100 points	This is an online class. Checking to make sure that assignments are submitted by the due date/time is the method of documenting attendance each week. Assignments are due by 11:59 p.m. each Monday. If an assignment was not submitted by that time, you will be counted absent for that week's class. Points will be deducted from the assignment as per the late work policy.
Orientation Quiz	Due: August 26	100 points	Complete quiz regarding important information on the course. This must be done before continuing to complete the course. Students must score 100%. You are allowed to take quiz as many times as needed.
Discussion Board	Due: September 2	100 points	The first discussion board is an introduction. In order to receive full credit for the discussion, students must answer all questions as well as respond to one classmate from this course.
Lesson Topic	Due: September 2	100 points	You must submit a topic that is appropriate for the age group and grade you plan to teach.
Discussion Board	Due: September 9	100 points	Read about Technology Foundation. In order to receive full credit for the discussion, students must answer all questions as well as respond to one classmate from this course.
Plan for Teaching Safety	Due: September 9	100 points	Complete a Teaching Safety Plan using resources provided.

Make A Pinterest Board	Due: September 16	50 points	Create a Pinterest board that will provide examples of activities and lesson that can be used in the final lesson plan.
Discussion Board	Due: September 16	50 points	Read about Code of Ethics. In order to receive full credit for the discussion, students must answer all questions as well as respond to one classmate from this course.
Presentation	Due: September 23	100 points	Choose a presentation tool from the resources provided and create a presentation based on the topic chosen for your unit.
Literacy Assignment	Due: September 30	70 points	Design an activity or presentation using a tool in this module. This product should emphasize literacy for your unit/lesson topic (vocabulary).
Literacy Assignment Part 2	Due: September 30	30 points	Design an activity based on your selected topic for this course that has a literacy-related assignment with grading rubric
Games and Quizzes	Due: October 7	100 points	Review the tools included in this module. After viewing them, select one of the tools and create a game or quiz. The game or quiz must either reinforce or pre-teach the material in your unit. Your quiz or game should either fill in the entire template or have at least 20 questions.
Teacher Created Video	Due: October 14	100 points	Generate a video using the resources provided that will help teach the lesson or unit.
Integrate the Lesson	Due: October 21	100 points	Explore the tools in this module. Choose one to create a lesson. If you use Flipgrid, be sure to not only set up the prompt but have a minimum of four video responses. Other tools should use the functionality of the tool to create an activity for your unit.
Submit Final Lesson Plan	Due: October 28	100 points	Students will produce a lesson plan on the topic chosen. The lesson plan must have at least three pieces of technology enriched tools.

Student Learning Outcomes

1. Implement a digital safety plan for your students
2. Use digital resources to plan quality educational experiences for your students
3. Create a unit that effectively integrates technology
4. Create digital products to support a teaching unit
5. Formulate a lesson that requires the student to produce a digital product
6. Conduct web-based research on digital learning models (flipped, blended)

Minimal Technology Requirements

This course uses Canvas as its course delivery system. Students will need to have access to:

1. a word processing package such as Google Docs or Microsoft Office
2. reliable internet access
3. a webcam
4. microphone (can be part of webcam, or internal to system as long as it produces quality audio)
5. a mouse or touchpad
6. a keyboard
7. a laptop/desktop that is either a MacBook, PC, or Chromebook on which the students has administrative rights to install software.
8. Chrome and/or Firefox web browsers are to be used for course activities unless specified.
9. Canvas Requirements as Outlined in Technical Specification Document:
<https://community.canvaslms.com/docs/DOC-10720>

Additional Technology Information:

1. Within the course, optional and suggested resources for specific tools such as Macs, iPads, cell phones, and Chromebooks will be provided. The student is given an option to try these or a web-based option that will work on multiple platforms. The goal is to provide various technology options while recognizing that different school systems provide access to technology tools differently and inconsistently.
2. Students are expected be resourceful in the event of a personal internet outage. An example of resourcefulness includes going to an alternate location to access the web.

3. This course should not be taken on a cell phone.
4. Assistance with the assigned tools: Contact Instructor and/or the support section of the tool
5. Help with Canvas and Using Canvas
 - a. Canvas Online Student Tour: <https://resources.instructure.com/courses/32>
 - b. Click on the Help link on the upper right-hand corner of your Canvas screen and select "Report a Problem."
 - c. Technology Requirements for Canvas: <https://community.canvaslms.com/docs/DOC-10720>

Webex Communications (Video-conferencing at WCU)

Due to a move toward online and hybrid classes, the School of Education is serious about providing students with engaging and interactive options to meet with their instructors and to collaborate with fellow students in their classes. Instructors will be offering video conferencing through the Webex platform. We encourage you to perform a test conference before class begins by clicking on this link <https://www.webex.com/test-meeting.html#> . This will test your readiness to connect to Webex. If a plug in is required, it will prompt you to download. This only has to happen once and then the browser is ready. If you use a different browser then you will have to run the test again. The chrome browser is recommended browser. You may access WebEx by downloading the app, go to <https://www.webex.com/downloads.html> for PC or Mac. For a mobile device go to the app store and search for Webex and download the free app for you mobile device. Watch a video about Webex <https://www.youtube.com/watch?v=DFznJoUbW5g>

Your instructor will send a link inviting you to join the class or group. You can access Webex via CANVAS by clicking on the Cisco Webex link on the left side of your canvas course.

Course Goals/Rationale:

Student Learning Outcomes

The students will	WCU	CF	EG	InTASC	ELCC	ISLLC	CAEP	ILA
Review, discuss and apply the research base for effective reading instruction, including the principles, techniques, theories, philosophies and historical bases	1,2, 4	1,2	1	1	2c	4h	1.2	1

Grading Evaluation

Each assignment is in Canvas and has a rubric or specific set of directions specifying grading procedure.

Please review them before beginning any assigned work.

Grading Scale: A =100 – 90 B =89 – 80 C =79 – 70 F =69 - 0

Grade Weights:

Orientation & Attendance 15%

Projects: 70%

Final Project - Lesson Plan: 15%

Total 100%

Class Assignments & Due Dates

Modules in Canvas have beginning and ending dates in their headings

Modules are due by 11:59 pm on Mondays to the appropriate area in Canvas (discussions, assignments)

More than one module may be due in a week due to the use of pedagogical practice of chunking

Late assignments will be penalized 10% each week and then graded. Turning in a late assignment is still an absence!

No late assignments will be accepted after the last assignment due date in the course.

Making up a late assignment still means you were absent.

More than three absences will result in a grade of F being assigned for the course.

Class Attendance: Attendance is taken weekly on Monday. If you fail to turn in an assignment by its Monday due date you are absent. More than 3 absences result in a failing grade in the course. Turning in work late will still result in an absence.

Areas of Professionalism

1. Dependability and Reliability – shows responsible attendance, arrives punctually for class and teaching experiences, completes assignments on time, and is organized and prepared.
2. Respect – shows respect toward others, deals with frustrations, problems, and differences in opinion in mature ways.
3. Commitment and Initiative – takes assignments seriously, demonstrates commitment to learning and students rather than just completing assignments for a grade, and explores professional sources for new ideas.
4. Responsiveness – seeks and values constructive feedback from others (peers, instructors), and relates well with others.
5. Collaboration – helps create positive relationships in the university classroom and field experiences in schools, participates in the learning process by sharing diverse experiences and perspectives, participates productively in group activities, and establishes productive and professional relationships with professors and colleagues.
6. Open-Mindedness – demonstrates a willingness to question both traditional and innovative practices in the quest for doing what is best for students and shows a willingness to be flexible when dealing with the uncertainty and complexity of educational issues.
7. Knowledgeable – is aware of current educational issues, demonstrates an ability to illustrate and apply subject matter concepts.
8. Communication – demonstrates effective communication, models Standard English in writing and speaking, and expresses thoughts clearly and succinctly.
9. Academic Honesty – takes responsibility for producing independent, original work

Statement on Academic Integrity

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University's academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to

initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean's office, and each campus dean's office.

Plagiarism

If you do not understand the concept of plagiarism you need to read the section on plagiarism in the APA Manual and request plagiarism tutorials. If you have any questions about plagiarism after reading and taking the tutorial you need to contact me to set up an appointment to discuss this issue. If you do not talk with me, it will be assumed you understand the definition of plagiarism. Plagiarism will not be tolerated and will result in the consequences listed in the academic integrity statement.

Tobacco-Free Campus

William Carey University is a tobacco-free campus. All William Carey University students are asked to respect this policy by refraining from smoking and other tobacco use while on campus.

Instructor Reserves the Right to Modify the Syllabus

Americans with Disabilities Act

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact (here give the name and contact information for the appropriate campus).

The contact information:

Hattiesburg campus: Dr. Allen Bonner, (601) 318-6211, Hattiesburg Campus, Lawrence Hall 124.

Tradition campus: Dr. Alesia Haynes-McCook, 228-702-1783.

Baton Rouge: Dr. Catherine Belden, (225) 953-7020

Online Campus: Dr. Allen Bonner, (601) 318-6211, Hattiesburg Campus, Lawrence Hall 124.

Disaster Plan Statement

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website <http://wmcarey.edu>, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university's learning management system (LMS), which is called Canvas, at <https://wmcarey.instructure.com>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through *SaderWatch*, the WCU emergency message service. Sign up instructions can be found at <http://wmcarey.edu/saderwatch>.

Sexual Misconduct Statement

It is the policy of William Carey University to comply with all federal and state laws governing sexual misconduct. Further, William Carey University reaffirms its principle, as well as Title IX of the Education Amendments Act of 1972, that all students have a right to be free from sexual discrimination in the form of sexual harassment and sexual violence. Students are referred to the Student Handbook, *The Translation (The Red Book)*, for policy statements regarding sexual harassment and sexual assault and for procedures for reporting and responding to sexual offenses. The policies and procedures may also be found on the university's website under Campus Life – Security. <http://wmcarey.edu/sexual-misconduct>

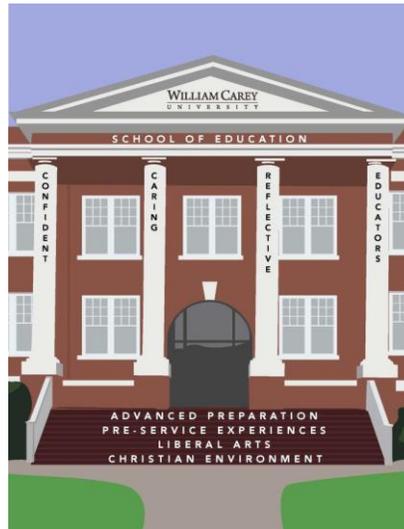
Course Title: EDU 409: Principles of Early Childhood
William Carey University
School of Education
Course Syllabus–Fall 2019

Instructor: Dr. Katie Tonore
Office Hours: M 11-5, T 12-3, W 8-1, TH 8-3
In case of Emergency: 601-941-7576

E- Mail: ktonore@wmcarey.edu
Phone: 601-318-6142
Classroom: Fairchild 101

WCU Theme: “Build Each Other Up”
Vision: “Confident, Caring, and Reflective Professional Educators”

The School of Education serves to prepare *confident, caring, and reflective* educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for inservice educators.



**** The purchase and activation of a TK20 account is a requirement for any student taking Education courses at William Carey University. Uploading one or more assignments in this course is a requirement of this Education course. The neglect to upload the required assignment to your TK20 by the specified deadline will result in receiving an “I” (incomplete) or a grade of an “F” for this course at your instructors’ discretion. If they choose to give you an “I”, you will then have one term to complete the upload to receive a reduced grade, preventing the “I” from turning to an “F” automatically. If you have questions about what TK20 is or how to purchase your account, contact your TK20 Administrator at tk20@wmcarey.edu.**

Catalog Description: Kindergarten Education and Practicum: (three hours) A study of appropriate educational practices and programs in kindergarten with an emphasis on national and state early childhood standards. The class includes class seminars and observations and teaching experiences in a kindergarten classroom. Prerequisites: EDU 308 and 311 and admission to teacher education (red card).

**William Carey University
School of Education**

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Mission	Outcome
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School of Education Conceptual Framework and Outcomes	CF-Confident, Caring, and Reflective Professional Educators CF 1-An innovative thinker CF 2-An effective communicator CF 3-An advocate for diverse learners CF 4-An integrator of technology CF 5-A life-long learner CF 6-A steward of the profession
School of Education Goals	EG 1-Apply current research and technology related to the teaching-learning-assessment process. EG 2-Respond sensitively to individual differences and diversity. EG 3-Understand and anticipate the needs of a global society. EG 4-Plan and implement learning experiences that support the highest level of student potential. EG 5-Continue to reflect, refine, and revise professional practices. EG 6-Collaborate with others to promote learning.
Interstate Teacher Assessment and Support Consortium (InTASC) Standards	1-Learner Development 2-Learner Differences 3-Learning Environment 4-Content Knowledge 5-Application of Content 6-Assessment 7-Planning for Instruction 8-Instructional Strategies 9-Professional Learning and Ethical Practice 10-Leadership and Collaboration
Learned Societies (SPA)	Association of Childhood Education International (ACEI) Council for Exceptional Children (CEC) Educational Leadership Constituency Council (ELCC) National Association for Sport and Physical Education (NASPE) National Association for the Gifted Child (NAGC) National Council for Social Studies (NCSS) National Council for Teachers of English (NCTE)

	.National Council for Teachers of Mathematics (NCTM) National Science Teachers Association (NSTA)
Professional dispositions	All WCU candidates will: <ol style="list-style-type: none"> 1. Exhibit professional behaviors that indicate all students can learn and are a vital part of the learning environment; 2. Collaborate and seek to create positive relationships with all stakeholders to improve the learning environment; 3. Exhibit an awareness of all students' needs; 4. Exhibit poise, mature reflection, and sound judgment; 5. Engage in ongoing reflection, self-evaluation, and improvement in the profession; and 6. Act as a steward of the profession.

AMERICANS WITH DISABILITIES ACT:

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact Ms. Valerie Bridgeforth at 601-318-6188. Ms. Bridgeforth is located in the Student Services Office in Lawrence Hall.

UNIVERSITY STATEMENT ON ACADEMIC INTEGRITY:

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University's academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the University. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the University's Policies and Procedures manual and in the student handbook, The Redbook.

CATASTROPHIC EVENT PLAN

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website <http://wmcarey.edu>, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university's course management system at <https://elearning.wmcarey.edu>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through *SaderWatch*, the WCU emergency message service. Sign up instructions can be found at <http://wmcarey.edu/saderwatch>.

TEXT: This course will use student and professor selected research and readings relevant to early childhood education and developmentally appropriate kindergarten instruction.

COURSE DESCRIPTION AND RATIONALE:

This course is designed to provide an in-depth study of developmentally appropriate kindergarten curriculum and organization as stated in international (*ACEI), national **(NAEYC) *** (INTASC), and MS College and Career Readiness Standards, in addition to those related to early childhood education. Class sessions and observing and teaching in kindergarten environments are designed to help prepare university students to function effectively in the kindergarten classroom. Emphasis is placed on understanding and meeting the needs of kindergarten children as evidenced through actual work in a kindergarten classroom.

- * (ACEI) Association for Childhood Education International
- ** (NAEYC) National Association for the Education of Young Children
- *** (INTASC) Interstate New Teacher Assessment and Support Consortium

LEARNING OUTCOMES:

Upon completion of this course, the student will exhibit:

- 1.0 an understanding of the development of early childhood education and current and best practices based on state, regional, national and international standards with emphasis on guidelines of various groups, such as the Association of Childhood Education International (ACEI), the National Association for the Education of Young Children (NAEYC), Southern Early Childhood Association (SECA) and the Mississippi Early Childhood Association (MECA) as those standards and guidelines relate to curriculum development and correlate to the Mississippi Kindergarten Curriculum. (ACEI Standard 1, 2, 3, 4, 5; INTASC Principles # 1, 2, 3, 5, 8, 9, 10; NAEYC Standards # 1, 2, 3, 4, 5).

- 2.0 An understanding of the purpose and need for early childhood education and the importance of the value of play activities as the major method through which young children learn. (INTASC Principles # 1, 2, 4, 5, 6,; ACEI Standards 1, 3.1; NAEYC Standards # 1, 2, 3,)
- 3.0 a practical working knowledge regarding the development of the curriculum for early childhood programs with emphasis on national, regional and Mississippi Kindergarten Curriculum standards. (ACEI Standards 1, 2, 3, 4, 5; INTASC Principles # 1, 2, 4, 6, 7, 8, 9); NAEYC Standards # 1,3, 4).
- 4.0 an understanding of the physical, social, emotional, and cognitive development of young children and how the total development of children should be reflected in curriculum development and practical application. (ACEI Standards 1, 2, 3; INTASC Principles # 2, 3, 10; NAEYC Standards # 1, 3, 4).
- 5.0 the ability to select appropriate equipment and supplies for an early childhood program based on state, regional and national guidelines during the field-based experience. (ACEI Standards 1, 2, 3; INTASC Principles # 1, 2, 3, 5; NAEYC Standards # 1, 4).
- 6.0 the ability to design an early childhood physical facility for both inside (classroom) and outside space. (ACEI Standards 1, 3.1, 3.2, 3.3, 3.4, 3.5; INTASC Principles # 1, 5, 7, 9, 10; NAEYC Standard # 4)
- 7.0 the ability to provide appropriate interdisciplinary learning experiences for all young children including exceptional and culturally diverse populations. (INTASC Principles # 2, 3, 5, 9, 10; ACEI 1, 3.1, 3.2; NAEYC Standards # 1, 3, 4).
- 8.0 an understanding of the value of parent and community involvement as a vital component of the daily curriculum. (ACEI Standards 1, 5.3, 5.4; INTASC Principles # 2, 5, 7, 9, 10; NAEYC Standards # 2, 3, 4)

COURSE REQUIREMENTS:

- 1.0 Attend all class sessions as scheduled.
- 2.0 Read and actively participate in the discussions of assigned topics and self-selected articles for class assignments.
- 3.0 Complete **25** hours of observation and related assignments in an **assigned** kindergarten classroom and turn in the observation verification form signed by supervising kindergarten teacher.
- 4.0 Keep a **SUMMARY** journal (reflection) of your time in the kindergarten classroom. Include: (a) observations of what the children were doing in group times, learning centers, etc.; (b) information concerning teacher – student interactions; (c) information concerning selected case study student; and (d) how you helped the teacher with all the students. This journal is **NOT** a day by day journal. Specific guidelines will be provided and you are to respond to those guidelines. **You will write an observation summary based on the 10 point guidelines AND you will write a general reflection of your entire observation experience.**
- 5.0 Write a child-observation case study report, using a selected student. Ask the classroom teacher to help you choose a child who has some type of disability (physical, learning, social, emotional, etc.). Do **NOT** use the student’s last name in writing your case study. Specific guidelines will be provided.
- 6.0 Develop and conduct at least one group-time/big-book activity in the kindergarten classroom. This activity must be based on objectives from the Mississippi College and Career Readiness Standards, and should be related to your bulletin board and one-week unit theme. This activity should be practiced in the EDU 440 class (see due date in syllabus). You may not have time to present your entire lesson to your peers but the professor expects each student to “talk” about the lesson and teach your “hook” (song/poem/finger play, etc.) as part of your in- class presentation. This group-time activity should consist of telling or reading a story to the kindergartners, **AND** teaching a song, poem and/or a finger play, etc., which has the same theme. Have your supervising kindergarten teacher evaluate your teaching with the evaluation form provided **and return it to the professor.**
- 7.0 Develop and conduct a small group/learning center phonemic awareness activity. This activity should be practiced in the EDU 440 class (see due date on tentative course schedule).. Have your supervising kindergarten teacher evaluate your teaching with the evaluation form provided **and return it to the professor.**
- 8.0 Write a one-week unit based on an appropriate topic approved by the professor. A detailed rubric will be provided. **NOTE: Don’t procrastinate!! Start planning now!!**
- 9.0 As part of the one-week unit, each student will prepare **TWO** developmentally appropriate, **teacher-made** learning activities/games that relate to the unit theme and are relevant to specific objectives within the unit. Those two games will be presented during the informal unit presentations in class on the due date listed on the tentative course schedule. Suggestions include: file folder games, “envelope” games, hands-on object games, etc.).
- 10.0 Students should choose their one-week unit themes within the first two weeks of the course and develop an instructive and interactive bulletin board that relate to the self-selected unit theme/topic. Each student will be assigned a bulletin board space in the Fairchild Building or the Lorena Roseberry Smith Building. Bulletin boards must be completed and displayed in the assigned space by the professor’s deadline. Guidelines will be provided. **NOTE: Your bulletin board should be included in your unit as a way to introduce your theme.**

EVALUATION CRITERIA:

Class Meetings	180 points
Attendance and punctuality, positive attitude, attentiveness, responsibility, cooperation, initiative, and effort (see Teacher Dispositions Sheet).	
Research Articles (Choose 6 of 10 possible topics)	90 points
Turned in by due date, use of correct APA citation, grammar, spelling and adherence to professor's article format	
Bulletin Board	50 points
Observation/teaching hours (25) and observation/summary/reflection journal	180 points
Case Study	40 points
Written Lesson Plan for Group time/Big Book Lesson	50 points
Kindergarten Teacher's Evaluation of Group time/Big-book Lesson	50 points
Written Lesson Plan for Phonemic Awareness Lesson	50 points
Kindergarten Teacher's Evaluation of Phonemic Awareness Lesson	50 points
Two teacher-made learning activities/games relevant to unit (30 points each)	60 points
One-week unit (final project/exam)	200 points
Total	1000 points

All assignments must be typed and original rubric/checklist must be followed for each assignment.

Points will be deducted from any assignment that is turned in after the professor's deadline. **No points will be given for assignments turned in more than one week after the due date unless special provisions (due to a severe emergency) have been made in writing between the student and the professor. ALL assignments must be turned in by the final class meeting or no points will be given. No late assignments will be accepted after the final class meeting or during final exams.**

NOTE: Be careful to do your best in this course since you will not be able to student teach until you have successfully completed EDU 440.

GRADING SCALE:

A = 1000 -950 B= 949 - 860 C = 859 -760 D=759 – 740 F Below 740

STUDENTS WATCHING ONLINE:

If you are a student that is attending our class online, the instructions of how to attend class are listed below:

- *Log onto canvas and click on EDU 440
- *Look to the left of the screen and click on conferences
- *You will then join the correct date conference-please join at 3:40 on class days
- *When you are in the conference, make sure you mute the mic and turn your camera on

COURSE REFERENCES

Professional Journals:

Childhood Education (Association for Childhood Education International)
Young Children (National Association for the Education of Young Children)
Dimensions (Southern Early Childhood Association)
Educational Leadership (Association for Supervision and Curriculum Development)
The Kappan (Phi Delta Kappa)

Professional Magazines:

Instructor
Learning
Teaching Pre K – 8
Early Childhood Today

Interesting Websites to visit:

<http://www.ABCteach.com> (learning center ideas/teacher-made games, etc.)
<http://www.teachtrekers.com> (virtual field trips)
<http://www.paducah.k12.kv.us/curriculum/kindergarten.htm>
<http://www.kn.pacbell.com/sired/fil/pages/listkindersu.htm>.
http://www.gckschools.com/schools/jb/kindergarten_websites.htm
<http://www.asps.edu/aps/SRMarmon/Kindergartenwebsites.html>
<http://www.electricteacher.com/newteacher/>
<http://www.just-for-kids.com/EDUBIG.HTM> (good place to find Big Books)
<http://www.scholastic.com>
<http://www.thebestkidsbooksite.com/funfingerplay.cfm>
<http://www.spacesforchildren.com/preschrn.html> (classroom floor plans)
www.smartdraw.com (classroom floor plans)
<http://www.kizclub.com/storypatterns.html>
<http://www.dltk-teach.com> (mini books for each letter of the alphabet)
<http://www.pbskids.org/lions/parentsteachers/resources/kguide/> (Between The Lions Public Broadcasting System program)
<http://arcvtech.org/java/integers/integers.html> (lesson plan suggestions for math)
http://www.mbavagorg/efc/cam_menu.asp (aquarium virtual tours)
<http://www.lite.iwarp.com/klitlinks.htm> (Online Literature-Based Resources for Kindergarten Teachers)
lpupdate@learningpage.com (Learning Page Newsletter)
ascd@smartbrief.com (Association for Curriculum Development Smart Brief newsletter)
PEN@PublicEducation.org (Public Education Newsletter)
www.dltk-kids.com/crafts (good craft ideas for student learning activities)
<http://www.raisingmallsouls.com/animal-school-text.html> (a lesson in the uniqueness of each learner)
www.princetonol.com/groups/iad/lessons/elem/elemllessons.html
www.arts.ufl.edu/art/rt_room/sparkers
www.lesstutor.com
www.readwritethink.org
www.kinderart.com
<http://www.jaymctighe.com/>
<http://www.sciencegeek.net/lingo.html>
<http://www.weatherwizkids.com>
<http://www.fcrr.org> (learning centers)
<http://www.enchangedlearning.com>
<http://www.teachertube.com>
<http://starfall.com>
www.sqooltube.com

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- Brazelton, T.B. & Greenspan, S.I. (2000). The irreducible needs of children: What every child must have to grow, learn and flourish. Cambridge, MA: Perseus Publishing.
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- Dearman-Sparks, L. (1999). Markers of multicultural/antibias education. *Young Children*, 54 (5), 43.
- Elliott, B. (2002). Measuring Performance: The early childhood educator in practice. Albany, NY. Delmar-Thomson Learning.
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- Hunt, R. (1999). Making positive multicultural early childhood education happen. *Young Children*, 54 (5), 39-42.
- Katz, L., & Chard, S. C. (1989). Engaging children's minds: The project approach. Norwood, NJ: Ablex.
- Leppo, M. L., Davis, D., & Crim, B. (2000). The basics of exercising the mind and body. *Childhood Education*, 76 (3), 142-147.
- Neuharth-Pritchett, S., Reiff, J., & Pearson, C. (2000). Teachers leading teachers: Enhancing multicultural education through field-based partnerships. *Young Children*, 76 (5), 303-306.
- Piaget, J., & Inhelder, B. (1969). The psychology of the child. New York: Basic Book.
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- Ramey, C. T., & Ramey, S. L. (1999). Right from birth: Building your child's foundation for life – birth to 18 months. New York, NY: Goddard Press.
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- SREB states lead the way: Getting children ready for the first grade. (2000). Atlanta, GA: Southern Regional Educational Board.
- Starting small: Teaching tolerance in preschool and the early grades. (1997) Southern Poverty Law Center.
- Tyminski, C. (2006). Your early childhood practicum and student teaching experience: Guidelines for success. Upper Saddle River, New Jersey; Pearson Education.
- Williamson, P., Bondy, E. Langley, L. & Mayne, D. (2005). Meeting the challenges of high-stakes testing while remaining child-centered. *Childhood Education*, 81, 4, 190.

“Expect great things from God; attempt great things for God.”
William Carey

“Build Each Other Up”
1 Thessalonians 5:11

**EDU 3000.10H – Introductions and Foundations of Education
EDU 3001.10E Pre-Teaching Field Experience
William Carey University, Hattiesburg Campus
School of Education
Course Syllabus – FALL 2019**

Instructor: Deidra Thompson, M.Ed.

E-Mail: DCThompson@wmcarey.edu

Meeting Time:

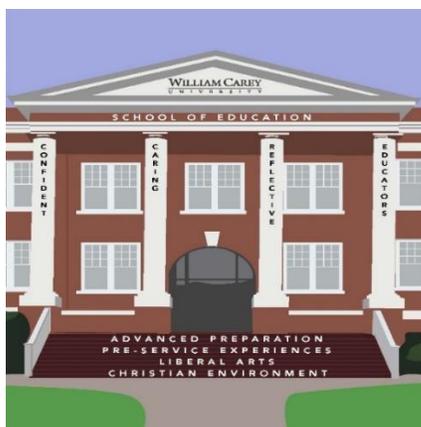
Phone: (601) 916-0709

Tuesday, August 27 at 10:15 a.m.

Meeting Place: Fairchild Hall room 101

***WCU Theme: Desiderium Sciendi –
“Longing to Know”
Phillippians 3:10***

Vision: “Confident, Caring, and Reflective Professional Educators”



The School of Education serves to prepare *confident, caring, and reflective* educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for in-service educators.

TK20: ** One or more assignments in this course require submission to two links in CANVAS. Failure to do so will result in a grade of “I” (incomplete) in this course. If you receive an “I”, you will then have one term to complete the upload to receive a reduced grade, preventing the “I” from converting to an “F” automatically. If you have questions or need help with your upload to the link that has TK20 in the title, contact your TK20 Administrator at tk20@wmcarey.edu.

CATALOG DESCRIPTION

EDU 3000 (2 hours) An overview of the teaching profession with emphasis on functions of the school, school policies, school law, and the effects of court decisions on educational practice.

Satisfies the writing intensive course requirement.

EDU 3001 (1 hour) Twenty-four hours of field experience in a local K-6 school should be completed concurrently with EDU 3000. Transfer students must take this course for one-hour credit if field experience were not required. (Pass/Fail Grade)

REQUIRED COURSE TEXT

Webb, L. D., & Metha, A. (2017). *Foundations of American Education*. (8th ed.) Upper Saddle River, NJ: Pearson Higher Education, Inc.

FIELD EXPERIENCE: Twenty-four hours of field experience in a K-6 classroom are required for this course. Our Tradition Campus Field Placement Coordinator is Dr. Katie Tonore. She will be responsible for **ALL** undergraduate field experience placements. Dr Tonore has arranged all placements.

Learner Outcomes - Students will develop the following:

1. An awareness of the status of the teaching profession (dispositions and tasks of the profession).
2. An awareness of the historical foundations of education, philosophy and its impact on the schools, and educational theories and their impact on practice.
3. An understanding of the role of schools and society.
4. An awareness of the legal and political controls and financial support of schools.
5. An understanding of planning the curriculum and instruction, effective schools and current topics in education.
6. An awareness of student and community diversity.
7. An understanding of the skills necessary to be a professional educator.

VIDEO-CONFERENCING AT WCU: Due to a move toward online and hybrid classes, the School of Education is serious about providing students with engaging and interactive options to meet with their instructors and to collaborate with fellow students in their classes. Instructors will be offering video conferencing through the Webex platform. We encourage you to perform a test conference before class begins by clicking on this link <https://www.webex.com/test-meeting.html#>. This will test your readiness to connect to Webex. If a plug in is required, it will prompt you to download. This only has to happen once and then the browser is ready. If you use a different browser then you will have to run the test again. The chrome browser is recommended browser. You may access WebEx by downloading the app, go to <https://www.webex.com/downloads.html> for PC or Mac. For a mobile device go to the app store and search for Webex and download the free app for you mobile device. Watch a video about Webex <https://www.youtube.com/watch?v=DFznJoUjW5g>

I will send a link inviting you to join the class or group. You can access Webex via CANVAS by clicking on the Cisco Webex link on the left side of your canvas course.

Content Standards Met in EDU 3000

Association of Childhood Education International

ACEI 1: Development, Learning and Motivation

Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

ACEI 3: Instruction

Standard 3.1. Integrating and applying knowledge for instruction. Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.

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

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

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

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

ACEI 5: Professionalism

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

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

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

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

Mississippi Professional Growth System (PGS) Teacher Growth Rubric (TGR)

Domain I: Lesson Design

1. Lessons are aligned to standards and represent a coherent sequence of learning.
2. Lessons have high levels of learning for all students.

Domain II: Student Understanding

3. Assists students in taking responsibility for learning and monitors student learning

4. Provides multiple ways for students to make meaning of content

Domain III: Culture and Learning Environment

5. Manages a learning-focused classroom community
6. Manages classroom space, time, and resources (including technology when appropriate) effectively for student learning
7. Creates and maintains a classroom of respect for all students

Domain IV: Professional Responsibilities

8. Engages in professional learning
9. Establishes and maintains effective communication with families/guardians

Interstate Teacher Assessment and Support Consortium (InTASC), 2013

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

COURSE REQUIREMENTS:

Requirement(s)	Due/Submit Date(s)	Points/Grading	Specifics
<p>Class Attendance For Face-to-Face Meeting</p> <p>WebEx</p>	<p>August 26</p> <p>September 10 September 24 October 8 Other dates TBA if needed</p>	75 points (25 per class)	<p>A grade of a C or above for this course is required before being admitted to the Teacher Education Program at William Carey University.</p> <p>This is a hybrid course. Attendance at the face-to-face meeting and WebEx meetings is crucial for completing the necessary paperwork and assignments for this course. If you must be absent for a medical issue or family emergency, you will need to make arrangements with me to make up the missed class via WebEx at a different date.</p>
<p>Background Check</p>	<p>Assigned: August 26</p> <p>Due: No later than September 4</p>	50 points	<p>Any student entering a classroom representing William Carey University for observations and/or practicum hours is required to complete a federal, fingerprinted background check. This background check obtains any criminal background information through local, state and federal databases.</p> <p>Once a clearance card is issued by the School of Education, you will be required to present it along with your student ID upon entering any Mississippi school. If anything is on the background check that would prevent a clearance, students will be directed to the office of the Dean of Education.</p> <p><u>Background Checks for Hattiesburg students</u> Students must sign up prior to the fingerprinting session by tbond@wmcarey.edu or visiting Fairchild Hall, room 106F. A sign-up sheet is on the door and sessions are listed in 30 minute increments. You must sign up before 2:00 p.m. the day before the desired session. There are no exceptions to this procedure. If you feel there is a conflict that you cannot work around, please contact Tina Bond at 601-318-6091. When attending the fingerprinting session, bring a photo ID and \$55.00 (exact cash, check or money order, <u>no change will be given</u>)</p> <p><u>Location and Times available:</u> Oat Grove Elementary (multi-purpose bldg. between the upper and lower elementary) 1760 Old Hwy 24 Hattiesburg, MS 39402 The following dates are scheduled for the FA-19 trimester fingerprinting sessions. Follow the instructions above to sign up by the deadline. Saturday, August 31, 2019 8:00am to 10:30am Wednesday, September 4, 2019 4:30pm to 6:30pm</p>
<p>Professional Dispositions Assignment</p> <p>Appendix B</p>	<p>Assigned: August 26</p> <p>Due: September 8</p>	50 points	<p>Professional Dispositions will be discussed thoroughly during the first face-to-face class. It is important that you have a clear understanding that the professional dispositions are expectations of your professional responsibilities as an education student and a future educator.</p> <p>In order to complete this assignment, you will need to do the following:</p> <ul style="list-style-type: none"> ➤ Go to http://training.education.olemiss.edu/ ➤ View the Prezi on Professional Dispositions.

			<ul style="list-style-type: none"> ➤ Answer the questions after each section. You will need to score 80% or better. ➤ Save the completion certificate to your computer and upload in Canvas. <p>A copy of the Professional Dispositions will be signed and kept in your file in the Education Office.</p>
<p>Mississippi Educator Code of Ethics</p> <p>Pamphlet will be distributed in class and uploaded in Canvas.</p>	<p>Assigned: August 26</p> <p>Due: September 17</p>	25 points	<p>The Mississippi Educator Code of Ethics are standards of conduct that apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety, and general welfare of students and educators.</p> <p>You will be given the Code of Ethics at the first face-to-face class. You will review them before the second face-to-face class. We will discuss the Code of Ethics thoroughly and complete small group activities to help understand the specifics of each standard.</p> <p>You will sign a confirmation that you received the Code of Ethics and that these standards were discussed. A copy will be kept in your file in the Education Office.</p>
<p>Application for Teacher Education</p> <p>Application will be provided to you in class.</p>	September 17 –	25 points	<p>Before being admitted to the Teacher Education Program, you will need to complete an application. Once you have completed the Bachelor of Science Core Requirements with a GPA of at least 2.75 and successfully completed this course and EDU 372 with a C or above, your application will be sent to Hattiesburg.</p> <p>One way to expedite the approval of your application is to make sure that I have a copy of your ACT score of 21 or above OR your qualifying PRAXIS Core scores.</p> <p>You are only allowed to take 9 hours of EDR/EDU classes before being admitted to the Teacher Education Program.</p> <p>A copy of this application will be kept in your file in the Education Office.</p>
<p>Plagiarism Tutorial</p>	<p>Assigned: August 26</p> <p>Due: September 15</p>	50 points	<p>View “Plagiarism: What It Is and How to Avoid It.”</p> <p>http://libguides.wmcarey.edu/plagiarism</p> <p>Complete the quiz in Canvas related to the video.</p>
<p>Writing Assignment #1</p> <p>Appendix C for APA Ledger Comments</p> <p>Appendix D for Rubric</p>	<p>Assigned: August 26</p> <p>Due: September 15</p>	100 points	<p>Personal Philosophy of Education</p> <ul style="list-style-type: none"> ➤ Your philosophy should be 2-3 pages in length (typed and double-spaced). ➤ Write in the present tense and in an active voice as it is easiest to read and relate to. (Do not write in future tense.) ➤ Avoid using too much technical jargon but write as a professional. ➤ Include specific examples of your personal philosophy of teaching so that the reader can actually “see” how you interact with your students even though they have not visited your classroom. Chapters 3-4 in the textbook will help with this. ➤ Use Rubric Appendix D to guide your writing.

			<p>➤ Use the template provided in Canvas.</p>
<p>Foundations of American Education Assignments</p>	<p>Chapters 1/2 Assigned: Aug. 26 Due: September 2</p> <p>Chapter 3 Assigned: Sept. 2 Due: September 8</p> <p>Chapter 4 Assigned: Sept. 9 Due: September 15</p> <p>Chapters 5/6 Assigned: Sept. 16 Due: September 22</p> <p>Chapter 7 Assigned: Sept. 23 Due: September 29</p> <p>Chapters 8/9 Assigned: Sept. 30 Due: October 6</p> <p>Chapter 10 Assigned: Oct. 7 Due: October 13</p> <p>Chapters 11/12/13 Assigned: Oct. 14 Due: October 20</p> <p>Chapters 14/15 Assigned: Oct. 21 Due: October 27</p>	<p>315 points (35 points each week)</p>	<p>Read each assigned chapter(s). Review chapter Power Points and any other supplemental materials provided in Canvas. A supplemental document may be a second power point, a video, or an article.</p> <p>Complete the online quiz or discussion board assignment for each chapter(s) by the due date. Quiz questions will include multiple choice and/or discussion type answers. Pay careful attention to grammar and mechanics when responding to discussion board assignments and open-ended quiz questions (See Appendix C).</p> <p>All classes at WCU are now required to document attendance in Canvas each week. Failure to complete the weekly textbook assignment by the due date will be counted as an absence, and points will be deducted as per the late work policy. Quizzes and discussion boards will close one week after the due date and will not be reopened.</p>
<p>Writing Assignment #2</p> <p>Appendix C for APA Ledger Comments</p> <p>Appendix E and Appendix F for Rubric for writing assignment</p>	<p>Assigned: August 26</p> <p>Due: October 20</p> <p>Revision Due: November 3</p>	<p>175 points total</p> <p>First Submission: 130 points</p> <p>Revision: 45 points</p>	<p>Each undergraduate program requires a minimum of one writing intensive class in order to graduate. The rationale and information related to a writing intensive course includes the following:</p> <ul style="list-style-type: none"> ➤ Because of William Carey’s commitment to the improvement of student writing skills, all faculty must share in the responsibility of writing improvement. This commitment means that all writing must be practiced and reinforced throughout the curriculum. ➤ Students must learn to recognize that writing is a necessary and frequently used skill in all disciplines. ➤ William Carey instructors not only assign and evaluate writing but also guide students in conceiving, organizing, and presenting written material in ways appropriate to the subject being taught. ➤ Guided revision of at least one major writing assignment should be an integral and required part of the writing intensive course, not simply an option for the student. <p>For this class, you will complete a research paper about Contributions to Education. This paper is due in Canvas by 11:59 p.m. on October 21. They will be evaluated, and feedback will be provided. Your paper with feedback will be scanned and e-mailed to you.</p> <p>You will have one opportunity to revise your paper to receive additional credit on the assignment. The revision will be due by 11:59 p.m. on November 3.</p>

Field Experience K-2 Log and Reflection Appendix G and H	Assigned: August 26 Due: As soon as completed – no later than November 1	50 points	Complete 12 hours of observation in a K-2 classroom. <ul style="list-style-type: none"> • Have the teacher you observe sign your observation confirmation sheet each time you observe. • At the end of your 12 hours in K-2, your host teacher will evaluate you as to the Professional Dispositions. This will be completed in TK20. • Complete the observation reflection assignment and submit to Canvas after you have completed your 12 hours in a K-2 classroom. Observation log and reflection template will be provided in Canvas.
Field Experience 3-6 Log and Reflection	Assigned: August 27 Due: As soon as completed – no later than November 1	50 points	Complete 12 hours of observation in a 3-6 classroom. <ul style="list-style-type: none"> • Have the teacher you observe sign your observation confirmation sheet each time you observe. • At the end of your 12 hours in 3-6, your host teacher will evaluate you as to the Professional Dispositions. This will be completed in TK20. • Complete the observation reflection assignment and submit to Canvas after you have completed your 12 hours in a 3-6 classroom. Observation log and reflection template will be provided in Canvas.
Lesson Plan In-Class Group Activity	Assigned: October 7 Due: October 20	35 points	The lesson plan format instructions and template will be introduced in class. Working in small groups, you will create and present a lesson plan based on an assigned grade level and standard.

Evaluation:

As an educator, your writing will often be the first view of you by supervisors, colleagues, parents, and students. You will be expected to present yourself professionally in reports, newsletters, notes to parents, written instructions, etc.

All written assignments, discussion board responses, responses to open-ended questions, etc. will be assessed based on three major sets of criteria:

1. **MECHANICS:** This includes such writing abilities as appropriate verb usage, appropriate use of subject-verb agreement, appropriate use of plural/possessive forms, appropriate use of commas and colons, appropriate use of other punctuation, spelling, sentence structure, quotes, and use of APA format. Run-on sentences and fragments are unacceptable.
2. **CONTENT:** This involves such areas as following directions for written assignment, addressing the actual question (correct information), use of correct terminology, and adequate documentation.
3. **EXPRESSION:** This involves such writing aspects as the clarity of material, the style and format of writing, and the appropriate introduction and summary information.

All assignments are to be typed unless otherwise indicated.

Without a documented reason, assignments will not be accepted after one week past the due date.

Assignments should be submitted in Canvas prior to 11:00 p.m. on the date due. If assignments are submitted incomplete prior to the deadline and submitted again completed after the deadline, points will be deducted. Late assignments will be graded using the following scale:

- 1 Day Late (any time after 11:00 p.m. as per Canvas time): 10% of Points Deducted
- 2-4 Days Late: 25% of Points Deducted
- 5-7 Days Late: 50% of Points Deducted
- More Than Seven Days Late: 0 Points

GRADING SCALE

- A = 930-1000
- B = 850-929
- C = 750-849
- D = 700-749
- F = Below 700

ASSIGNMENTS	POINTS
Class Attendance	75
Background Check	50
Professional Dispositions Assignment	50
MS Code of Educator Ethics	25
Application for Teacher Education	25
Plagiarism Tutorial	50
Writing Assignment #1	100
Textbook Assignments	315
Writing Assignment #2	175
Field Experience Reflection K-2	50
Field Experience Reflection 3-6	50
Lesson Plan Activity	35
TOTAL	1,000

Tentative Class Schedule:

WEEK	DATE	ACTIVITIES	To Do
1	<p>Class Meets Face-to-Face</p> <p>Tuesday, August 27</p> <p>Week 1: August 26-September 1</p>	<ul style="list-style-type: none"> • Overview of Class • Review syllabus • Explain Canvas organization • Background Check • Professional Dispositions • MS Educator Code of Ethics • Plagiarism Tutorial Assignment • Complete field experience application in TK20. <p><u>Textbook Assignment</u></p> <ul style="list-style-type: none"> • Chapter 1 “The Teaching Profession” • Chapter 2 “Development of the Profession” • Review chapter power point and any supplementary materials provided in Canvas. <p><u>Set Expectations</u></p> <ul style="list-style-type: none"> • Chapter Quizzes and Discussion Board Assignments • Field Experience • Writing Assignment #1 	<ul style="list-style-type: none"> • Complete textbook assignment in Canvas by September 2. • Plan to get background check done as soon as possible. This should be done no later than September 4. • Complete Professional Dispositions Prezi and upload Certificate by September 9. • Complete Plagiarism Tutorial and quiz by September 16.
2	<p>Online</p> <p>September 2-8</p>	<p><u>Textbook Assignment</u></p> <ul style="list-style-type: none"> • Chapter 3 “Philosophy and Its Impact on the Schools” • Review chapter power point and any supplementary materials provided in Canvas. <p><u>Personal Philosophy of Education</u></p> <ul style="list-style-type: none"> • Carefully review the rubric for this assignment (Appendix D). • Think about what you learned about educational philosophies in Chapter 3 and how you can incorporate this information into your response. Make notes of facts from this chapter that help form your philosophy of education. <p><u>Field Experience</u></p> <ul style="list-style-type: none"> • Get background check completed if not done already. Placements have been made and you will begin September 11, 2019 <p><u>Professional Dispositions Prezi</u></p> <ul style="list-style-type: none"> • See Course Requirements for directions. 	<ul style="list-style-type: none"> • Complete textbook assignment in Canvas by September 9. • Begin working on Philosophy of Education. • Plan to get background check done as soon as possible. This should be done no later than September 4. As soon as I have been notified by Hattiesburg that your Background Check has been received, I will issue your blue Background Check card. • Complete Professional Dispositions Prezi and upload Certificate by September 8. • Complete Plagiarism Tutorial and quiz by September 15.

<p>3</p>	<p>Online</p> <p>September 9-15</p> <p>WebEx class</p> <p>September 10</p>	<p><u>Textbook Assignment</u></p> <ul style="list-style-type: none"> • Chapter 4 “The Impact of Educational Theories on Educational Practice” • Review chapter power point and any supplementary materials provided in Canvas. <p><u>Personal Philosophy of Education</u></p> <ul style="list-style-type: none"> • Carefully review the rubric for this assignment (Appendix D). • Think about what you learned about educational theories in Chapter 4 and how you can incorporate this information into your response. Make notes of facts from this chapter that help form your philosophy of education. <p><u>Field Experience</u></p> <ul style="list-style-type: none"> • As soon as your placement has been confirmed, you may begin your field experience observation hours. • You must make arrangements with your host teacher ahead of time. Do not just show unannounced. • Adhere to your observation schedule unless an emergency arises. If an emergency does arise, notify your host teacher as soon as possible and reschedule. You will also need to notify me via e-mail. <p><u>Plagiarism Tutorial</u></p> <ul style="list-style-type: none"> • View “Plagiarism: What It Is and How to Avoid It.” http://libguides.wmcarey.edu/plagiarism • Complete the quiz in Canvas related to the video. 	<ul style="list-style-type: none"> • Complete textbook assignment in Canvas by September 15. • Finish Philosophy of Education and submit to Canvas by September 15. • Begin field experience observation hours. Take your log with you each time you go. This is verification that you have completed that amount of time in the classroom. In order to be admitted into the teacher education program, we must have legitimate documentation of these hours. • Complete Plagiarism Tutorial and quiz by September 15.
<p>4</p>	<p>Online</p> <p>September 16-22</p>	<ul style="list-style-type: none"> • Overview of Requirements of Teacher Education Program including Degree Checklist • Complete Admission to Teacher Education Application • MS Educator Code of Ethics Power Point and Activities • Documenting Field Experience Hours in TK20 by Creating Time Log <p><u>Contributions to Education</u></p> <ul style="list-style-type: none"> • Discuss Plagiarism Tutorial • Review the expectations and rubric for this assignment (Appendix E and Appendix F). 	<ul style="list-style-type: none"> • Complete textbook assignment in Canvas by September 22. • Work on field experience observation hours. Take your log with you each time you go. This is verification that you have completed that amount of time in the classroom. In order to be admitted into the teacher education program, we must have legitimate documentation of these hours.

		<p><u>Textbook Assignment</u></p> <ul style="list-style-type: none"> • Chapter 5 “American Education: European Heritage and Colonial Experience” • Chapter 6 “American Education: From Revolution to the Twentieth Century” • Review chapter power points and any supplementary materials provided in Canvas. <p><u>Field Experience</u></p> <ul style="list-style-type: none"> • Work on field experience observation hours. • Review Appendix H. This is your reflection that will be completed after the hours are finished in each grade level band. You will complete one comprehensive reflection after finishing your hours in PreK-2 and one after finishing your hours in 3-6. • Make notes as you observe. You will need these notes as you complete your final reflection. 	
5	<p>Online</p> <p>September 23-29</p> <p>WebEx</p> <p>September 24</p>	<p><u>Textbook Assignment</u></p> <ul style="list-style-type: none"> • Chapter 7 “Modern American Education: From the Progressive Movement to the Present” • Review chapter power points and any supplementary materials provided in Canvas. <p><u>Contributions to Education</u></p> <ul style="list-style-type: none"> • Review the expectations and rubric for this assignment (Appendix E and Appendix F). • Work on Writing Parts I and II <p><u>Field Experience</u></p> <ul style="list-style-type: none"> • Work on field experience observation hours. • Review Appendix H. This is your reflection that will be completed after the hours are finished in each grade level band. You will complete one comprehensive reflection after finishing your hours in PreK-2 and one after finishing your hours in 3-6. • Make notes as you observe. You will need these notes as you complete your final reflection. 	<ul style="list-style-type: none"> • Complete textbook assignment in Canvas by September 29. • Work on field experience observation hours. Take your log with you each time you go. This is verification that you have completed that amount of time in the classroom. In order to be admitted into the teacher education program, we must have legitimate documentation of these hours.
6	<p>Online</p> <p>September 30 – October 6</p>	<p><u>Textbook Assignment</u></p> <ul style="list-style-type: none"> • Chapter 8 “The Social and Cultural Contexts of Schooling: Their Influence and Consequence” • Chapter 9 “Responding to Diversity” • Review chapter power points and any supplementary materials provided in Canvas. 	<ul style="list-style-type: none"> • Complete textbook assignment in Canvas by October 17. • Work on field experience observation hours. Take your log with you each time you go. This is verification that you have completed that amount of

		<p><u>Contributions to Education</u></p> <ul style="list-style-type: none"> Carefully review the expectations and rubric for this assignment (Appendix E and Appendix F). Work on Writing Parts III and IV <p><u>Field Experience</u></p> <ul style="list-style-type: none"> Work on field experience observation hours. Review Appendix H. This is your reflection that will be completed after the hours are finished in each grade level band. You will complete one comprehensive reflection after finishing your hours in PreK-2 and one after finishing your hours in 3-6. Make notes as you observe. You will need these notes as you complete your final reflection. 	<p>time in the classroom. In order to be admitted into the teacher education program, we must have legitimate documentation of these hours.</p>
7	<p>Online</p> <p>October 7-13</p>	<p><u>Textbook Assignment</u></p> <ul style="list-style-type: none"> Chapter 10 “Students at Risk and At-Risk Behaviors” Review chapter power points and any supplementary materials provided in Canvas. <p><u>Contributions to Education</u></p> <ul style="list-style-type: none"> Carefully review the expectations and rubric for this assignment (Appendix E and Appendix F). Finish paper and get a critical friend to check for errors related to spelling, grammar, usage, and mechanics. <p><u>Field Experience</u></p> <ul style="list-style-type: none"> Work on field experience observation hours. Review Appendix H. This is your reflection that will be completed after the hours are finished in each grade level band. You will complete one comprehensive reflection after finishing your hours in PreK-2 and one after finishing your hours in 3-6. Make notes as you observe. You will need these notes as you complete your final reflection. Lesson Planning Activity <ul style="list-style-type: none"> Mississippi College- and Career- Readiness Standards SOE Lesson Plan Instructions and Template Group activity 	<ul style="list-style-type: none"> Complete textbook assignment in Canvas by October 13. Work on field experience observation hours. Take your log with you each time you go. This is verification that you have completed that amount of time in the classroom. In order to be admitted into the teacher education program, we must have legitimate documentation of these hours.
8	<p>Online</p> <p>October 14-20</p>	<ul style="list-style-type: none"> Discuss expectations for Contributions to Education assignment. 	<ul style="list-style-type: none"> Complete textbook assignment in Canvas by October 20.

		<ul style="list-style-type: none"> Review expectations of field experience observation hours and proper way to submit documentation in Canvas and create Time Logs. Lesson Planning Activity <ul style="list-style-type: none"> Mississippi College- and Career- Readiness Standards SOE Lesson Plan Instructions and Template Group activity <p><u>Textbook Assignment</u></p> <ul style="list-style-type: none"> Chapter 11 “Legal Framework for the Public Schools” Chapter 12 “Teachers, Students, and the Law” Chapter 13 “Governance and Financing of Elementary and Secondary Schools” Review chapter power points and any supplementary materials provided in Canvas. <p><u>Contributions to Education</u></p> <ul style="list-style-type: none"> Review the expectations and rubric for this assignment (Appendix E and Appendix F). Put finishing touches on paper including APA Reference List. Go back through Rubric and make sure that all required parts of the paper are included. <p><u>Field Experience</u></p> <ul style="list-style-type: none"> Work on field experience observation hours. Review Appendix H. This is your reflection that will be completed after the hours are finished in each grade level band. You will complete one comprehensive reflection after finishing your hours in PreK-2 and one after finishing your hours in 3-6. Make notes as you observe. You will need these notes as you complete your final reflection. 	<ul style="list-style-type: none"> Submit your Contributions to Education research paper to Canvas by 11:59 p.m. on October 20. Work on field experience observation hours. Take your log with you each time you go. This is verification that you have completed that amount of time in the classroom. In order to be admitted into the teacher education program, we must have legitimate documentation of these hours.
9	<p>Online</p> <p>October 21-27</p>	<p><u>Textbook Assignment</u></p> <ul style="list-style-type: none"> Chapter 14 “Curriculum and Instruction” Review chapter power points and any supplementary materials provided in Canvas. Chapter 15 “Standards and Assessment” Review chapter power points and any supplementary materials provided in Canvas. <p><u>Contributions to Education</u></p>	<ul style="list-style-type: none"> Complete textbook assignment in Canvas by October 27. Finish field experience observation hours and create Time Logs in TK20. Submit your revised Contributions to Education research paper to Canvas by 11:59 p.m. on November 3.

		<ul style="list-style-type: none"> Review the expectations and rubric for this assignment (Appendix E and Appendix F). Work on revisions needed to receive additional credit for this assignment. <p>Field Experience</p> <ul style="list-style-type: none"> Finish observation hours. 	
10	<p>Online</p> <p>October 28- November 3</p>	<p>Contributions to Education</p> <ul style="list-style-type: none"> Review the expectations and rubric for this assignment (Appendix E and Appendix F). Finish revisions needed to receive additional credit for this assignment. <p>Field Experience</p> <ul style="list-style-type: none"> Finish field experience hours Complete reflections and submit documentation to Canvas. Create Time Logs in TK20. 	<ul style="list-style-type: none"> Submit field experience log and reflection for each grade range by November 3. Submit your revised Contributions to Education research paper to Canvas by 11:59 p.m. on November 3.
<p>PLEASE NOTE: ALL ASSIGNMENTS SHOULD BE SUBMITTED PRIOR TO MIDNIGHT ON November 3.</p>			

ACADEMIC INTEGRITY: William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, including personal honesty and mutual trust. The university places high value on academic integrity and regards any act of academic dishonesty, including plagiarism, as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University's academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean's office, and each campus dean's office.

Having academic integrity means that all work for this class should be your original work created for this class this trimester. Please refer to the Student Handbook pages 80-82 for information regarding academic integrity guidelines, forms of academic dishonesty, and penalties for instances of academic dishonesty. The Student Handbook can be found at the following link: <https://wmcarey.edu/assets/Publications/Translation/The-Translation-2018-2019.pdf>

ADA STATEMENT: Students on the Tradition Campus who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact **Dr. Alesia Haynes-McCook, Assistant Director for Student Services, at (228) 702-1783.**

ATTENDANCE: Attendance counts! If you are well, come to class. If you get sick or have a family emergency, call me the day after your absence to discuss what you can do to make up the absence. A pattern of absences will result in a lowering of the final course grade, as will failure to call about make-ups. The William Carey Catalog states that no one may receive credit for a course in which 25% of classes are missed. **As per the registrar: Attendance must be recorded for every student, every class, every class meeting.** (See catalog page 71.)

CLASSROOM MANAGEMENT: While completing the field experience requirement for this course, it is the expectation that WCU students will create and maintain a safe, supportive, and challenging learning environment. Suggestions for managing classroom behavior during the field experience include:

- Follow the classroom discipline plan.
- Seek to prevent classroom problems before they happen.
- Use classroom time wisely.
- Motivate students to behave by using positive reinforcement.

To assist you in classroom management, the following resources may be useful:

1. Bailey, B. (2001). *Conscious Discipline: 7 basic steps for brain smart classroom management*. Oviedo, FL: Loving Guidance, Inc.
2. Canter, L. (2009). *Assertive discipline: Positive behavior management for today's classroom*. (4th Ed.). Bloomington, IN: Solution Tree.
3. Storey, K. & Post, M. (2012). *Positive behavior supports in classrooms and schools: Effective and practical strategies for teachers and other service providers*.
4. Wong, H.K. & Wong, R.T. (2009). *The first days of school: How to be an effective teacher*. (4th Ed.). Sunnyvale, CA: Harry K. Wong Publications.
5. www.disciplinehelp.com

DISASTER PLAN STATEMENT: In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website <http://wmcarey.edu>, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university's course management system at <https://wmcarey.instructure.com>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through *SaderWatch*, the WCU emergency message service. Sign up instructions can be found at <http://wmcarey.edu/saderwatch>.

INCOMPLETES: All of the following criteria must be met in order for a student to receive an incomplete:

- Class (and university) attendance requirements must have been met;
- 80% of the required work for the class must have been done;
- The student must be passing the class at the time the incomplete is granted;
- The student must request the incomplete on the WCU incomplete request form prior to the time at which faculty must submit grades;
- The student must have provided appropriate documentation regarding the reason for requesting the incomplete (e. g., accident reports, medical records, etc.)
- The Academic Dean must have determined that unavoidable circumstances have prevented the student from completing the course on schedule.

If any one of the above conditions is not met, a student cannot receive an incomplete for the course.

PLAGIARISM: Plagiarism is submitting an assignment as one's own original work when all or part was done by another individual or knowingly representing the ideas of another person as one's own in any academic exercise.

If you do not understand the concept of plagiarism you need to read the section on plagiarism in the APA Manual on pages 15-16, 170. If you have any questions about plagiarism after reading this section you need to talk with me. If you do not talk with me, it will be assumed you understand the definition of plagiarism. Assignments that are plagiarized CANNOT be redone for a better grade on the assignment. Plagiarism will not be tolerated and will result in the student receiving a final grade of F. **NOTE: All required assignments in this course may be checked for plagiarism using Turnitin.com.**

SEXUAL MISCONDUCT STATEMENT: It is the policy of William Carey University to comply with all federal and state laws governing sexual misconduct. Further, William Carey University reaffirms its principle, as well as Title IX of the Education Amendments Act of 1972, that all students have a right to be free from sexual discrimination in the form of sexual harassment and sexual violence. Students are referred to the Student Handbook, *The Translation (The Red Book)*, for policy statements regarding sexual harassment and sexual assault and for procedures for reporting and responding to sexual offenses. The policies and procedures may also be found on the university's website under Campus Life – Security. <http://wmcarey.edu/sexual-misconduct>

TOBACCO-FREE CAMPUS: William Carey University is a tobacco-free campus. All WCU students are asked to respect this policy by refraining from smoking or other tobacco use while on campus.

NOTE: This syllabus is subject to revision due to student needs, time constraints, or other unforeseen circumstances that may arise.

William Carey University Mission Statement:

The mission of William Carey University is to provide quality liberal arts and professional education programs within a caring Christian academic community. The individual student is encouraged to develop his or her highest potential in scholarship, leadership, and service. The university collaborates with churches, organizations, and individuals to affirm its Baptist heritage and namesake, William Carey. The mission of William Carey University is addressed in this course through the high-level of scholarship that is required and the emphasis on the communication, planning and management skills that are acquired in the college core.

School of Education Mission Statement and Belief Statements:

The mission of the School of Education at William Carey University is to provide professional training and study within a Christian environment in order to prepare professional educators to pursue a career in diverse fields of education. Candidates are encouraged to reach their highest potential as a confident, caring, and reflective professional educator nurtured through a strong liberal arts curriculum, pre-service experiences, and advanced preparation for an increasingly diverse and technological world. The candidates are: innovative thinkers, effective communicators, advocates for diverse learners, integrators of technology, and life-long learners.

Belief Statements:

The philosophical rationale for teacher education at William Carey University is characterized by intellectual freedom anchored in a caring Christian environment. Faculty provides instruction to motivate, interest, and challenge diverse learners to become lifelong reflective decision makers within a changing global society. This rationale provides an approach to teacher education that has a strong general liberal arts base and an in-depth preparation in one's chosen teaching field.

Therefore, we believe:

- education is a lifelong process.
- equal educational opportunity should be provided for all persons to attain a higher status of education and fulfillment in life.
- students are unique individuals with differing needs and aspirations.
- teacher preparation changes to reflect the needs of a diverse, technological, and global society.
- teacher education emphasizes effective instruction based on best practice and current research.
- preservice teacher programs prepare educational leaders who facilitate change.
- teacher education faculty model ethical, professional practice.
- teacher education faculty seek involvement in scholarly activities.
- teacher education faculty systematically evaluate student growth, programs and graduates.
- teacher education consists of a broad liberal arts education, academic subject preparation, general and content-specific preparation in teaching methodology, and implementation of developmentally appropriate practices.

William Carey University School of Education Assessment System Foundation

The School of Education's Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission, School of Education's Conceptual Framework (CF) and Outcomes, School of Education's Education Goals (EG), Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

Mission	Outcome
William Carey University Expanded Statement of Mission	WCU 1- Provide academic programs to promote student learning. WCU 2-Promote Christian development and social responsibility. WCU 3-Strengthen ties with Baptist churches, associations, and conventions. WCU 4-Provide an environment that supports student learning. WCU 5-Strengthen organizational and operational effectiveness. WCU 6-Strengthen financial resources.
School of Education Conceptual Framework and Outcomes	CF-Confident, Caring, and Reflective Professional Educators CF 1-An innovative thinker CF 2-An effective communicator CF 3-An advocate for diverse learners CF 4-An integrator of technology CF 5-A life-long learner CF 6-A steward of the profession
School of Education Goals	EG 1-Apply current research and technology related to the teaching-learning-assessment process. EG 2-Respond sensitively to individual differences and diversity. EG 3-Understand and anticipate the needs of a global society. EG 4-Plan and implement learning experiences that support the highest level of student potential. EG 5-Continue to reflect, refine, and revise professional practices. EG 6-Collaborate with others to promote learning.
Interstate Teacher Assessment and Support Consortium (InTASC) Standards	1-Learner Development 2-Learner Differences 3-Learning Environment 4-Content Knowledge 5-Application of Content 6-Assessment 7-Planning for Instruction 8-Instructional Strategies 9-Professional Learning and Ethical Practice 10-Leadership and Collaboration
Learned Societies (SPA)	Association of Childhood Education International (ACEI) Council for Exceptional Children (CEC) Educational Leadership Constituency Council (ELCC) National Association for Sport and Physical Education (NASPE) National Association for the Gifted Child (NAGC) National Council for Social Studies (NCSS) National Council for Teachers of English (NCTE) National Council for Teachers of Mathematics (NCTM) National Science Teachers Association (NSTA)
Professional dispositions	All WCU candidates will do the following: 1. Protect confidential information concerning students and/or colleagues unless the law requires disclosure. 2. Demonstrate maturity and sound judgment in all interactions with peers, university and P-12 personnel, and parents. 3. Follow all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use. 4. Exemplify honesty and integrity (honesty, tact, and fairness) with all stakeholders during his/her time in the program. 5. Accept constructive criticism in a positive manner. 6. Provide fair and equitable opportunities for all P-12 students in a non-discriminatory manner.

	7. Maintain a professional relationship with all students both inside and outside professional settings.
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Applications in TK20

Applications are completed in the following circumstances:

- Placement for classroom observation hours
- Residency I approval and placement
- Residency II approval and placement

To complete an application, follow the instructions below.

- Log into TK20 using the same credentials as used for Indigo Portal and CANVAS.
- Click on the APPLICATION tab on the left side menu.
- Click on the CREATE NEW APPLICATION button.
- Choose the application you wish to use from the drop-down menu that appears.
Please use the appropriate application for your campus. Example: Even if you are enrolled in a Tradition section of an online course, if you are a Hattiesburg Campus student, use the Hattiesburg Campus application for placement.
- Complete the application and click the SUBMIT button.

Please keep in mind that your application will not be reviewed until the SUBMIT button is used. If you are unable to submit, review the application for missing information. It may simply be an acknowledgement that needs to be checked.

For further assistance, contact your unit administrator at tk20@wmcarey.edu. Include your name, id#, phone number and course number with section in the email. Happy posting!

Appendix B

PROFESSIONAL DISPOSITIONS

Purpose: To ensure the adherence to the Mississippi Educator Code of Ethics (McoE), university, and district policies which support the habits of professional action and ethical commitments that underlie an educator’s performance (attitude and behavior)

Administration: This instrument is administered at least three times: Domains I and II during pre-candidacy by instructor, and Domains I, II, and III during candidacy by clinical educators (EPP- and/or P-12-school-based one formative and one summative)

Success Indicator: Items rated at the “Meets Standard” level represent successful teaching practice by the candidate. Anything below “Meets Standard” is an area in need of improvement.

DOMAIN I. PROFESSIONALISM & ACADEMIC INTEGRITY DISPOSITIONS

	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1. The teacher candidate protects confidential information concerning students and/or colleagues unless the law requires disclosure. (McoE 9)	The teacher candidate reveals confidential information concerning students and/or colleagues.	The teacher candidate unknowingly reveals confidential information concerning students and/or colleagues.	The teacher candidate protects confidential information concerning students and/or colleagues unless the law requires disclosure.	The teacher candidate protects confidential information concerning colleagues and/or students unless the law requires disclosure and encourages others to do the same.
2. The teacher candidate demonstrates maturity and sound judgment in all interactions with peers, university and P-12 personnel, and parents. (McoE 5)	The teacher candidate exercises unethical conduct with colleague(s). {This could include, but is not limited to revealing confidential information, making false statements about a colleague and/or the school system, discriminating against a colleague, using coercive means, and promising of special treatment in order to influence professional decisions of colleagues.}	The teacher candidate lacks maturity and/or sound judgment that results in one or more interactions with colleagues.	The teacher candidate demonstrates maturity and sound judgment in all interactions with peers, university and P-12 personnel, and parents.	The teacher candidate demonstrates maturity and sound judgment in all interactions with colleagues and works to build consensus in the workplace.
3. The teacher candidate follows all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use. (McoE 6)	The teacher candidate fails to follow all university and P-12 school policies. This could include being found possessing or under the influence of alcohol, drugs, and/or tobacco while in any professional setting.	The teacher candidate lacks an understanding of all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco and social media use.	The teacher candidate follows all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use.	The teacher candidate follows all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use, and uses teachable moments or planned instruction to reinforce school policy.

DOMAIN II. CHARACTER DISPOSITIONS

	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
4. The teacher candidate exemplifies honesty and integrity (honesty, tact, and fairness) with all stakeholders during his/her time in the program. (McoE 2)	The teacher candidate does not exemplify honesty and integrity with all stakeholders during his/her time in the program and/or knowingly engages in deceptive practices regarding official policies and procedures.	The teacher candidate demonstrates an effort toward honesty and integrity with all stakeholders during his/her time in the program.	The teacher candidate exemplifies honesty and integrity with all stakeholders during his/her time in the program.	The teacher candidate exemplifies honesty and integrity with all stakeholders and encourages students to also act with honesty and integrity.
5. The teacher candidate accepts constructive criticism in a positive manner. (McoE 1)	The teacher candidate is non-receptive and/or rejects constructive criticism.	The teacher candidate listens to constructive criticism, but disagrees with various comments, feedback, suggestions, and recommendations.	The teacher candidate accepts constructive criticism in a positive manner.	The teacher candidate accepts constructive criticism in a positive manner and self-reflects and participates in professional development activities to promote personal professional growth.

DOMAIN III. CLINICAL/FIELD EXPERIENCES DISPOSITIONS

	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
6. The teacher candidate provides fair and equitable opportunities for all P-12 students in a non-discriminatory manner . (McoE 4)	The teacher candidate shows bias against certain students or groups of students based on race, gender, national origin, religion, or disability.	The teacher candidate plans one-size-fits-all instruction and makes little or no attempt to learn about students' prior knowledge, learning preferences, or interests and needs.	The teacher candidate provides fair and equitable opportunities for all P-12 students in a non-discriminatory manner .	The teacher candidate provides fair and equitable opportunities for all P-12 students in a non-discriminatory manner by nurturing the intellectual, physical, emotional, social, and civic potential of all students.
7. The teacher candidate maintains a professional relationship with all students both inside and outside professional settings. (McoE 4)	The teacher candidate exercises poor judgment when dealing with student(s). Inappropriate actions and/or body language, speech, and/or electronic communications result in a student being unsafe, endangered, threatened, or harassed.	The teacher candidate exhibits inappropriate speech, electronic communication, and/or actions that result/may result in a student feeling unsafe, endangered, threatened, or harassed.	The teacher candidate maintains a professional relationship with all students both inside and outside professional settings.	The teacher candidate models professionalism in all interactions with students and encourages students at every opportunity to treat each other with respect.

Appendix C
William Carey University – APA Ledger Comments

Directions: Use this table to identify and interpret common spelling, grammatical, and APA formatting errors.		
Spelling /Formatting Errors		
S1	Spelling Error	Use spell check function of word processing program. Remember that misused words that are spelled correctly or words written in ALL CAPS will not be caught.
F1	Formatting Error	Assignments should be typed, double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides. You should use a clear font that is highly readable. APA recommends using 12 pt. Times New Roman font.
Common Grammatical Errors		
G1	Subject/Verb Agreement Singular/Plural Agreement	Verbs must agree in terms of plurality with their subjects. Example: He argues... they argue. Remember: The word <i>data</i> is plural (singular form <i>datum</i>), so use a plural verb i.e. The data indicate....
G2	Noun/Pronoun Agreement	Pronouns must agree with the nouns they replace. Use singular pronouns (I, he, she, it) to replace singular nouns and plural pronouns (we, they, them) to replace plural nouns. Example: The client... he or she; Clients... they.
G3	Who, Whom, Which, & That	<i>Who</i> is the subject of a verb; <i>whom</i> is the object of a verb. Example: Who will be representing whom? <i>Who</i> is used to refer to people; <i>that</i> or <i>which</i> are used for animals and inanimate objects. Consistent use of <i>that</i> for restrictive clauses (essential to the meaning of the sentence) and <i>which</i> for nonrestrictive causes (merely adding further information and set off with commas) will help make your writing clear and precise.
G4	Prepositions	Never conclude a sentence with a preposition.
G5	Proper Nouns	Capitalize specific names and titles; Do not capitalize generic or non-specific titles. Examples: principal of school, Dr. Jones, Principal of West Middle School
G6	Key Terms	Use italics rather than quotation marks to identify key terms and/or idiomatic expressions.
G7	Sentence Structure	Awkward sentence structure/use of colloquial (slang terms); meaning of the sentence is unclear. Reword this sentence. Remember: State ideas simply and clearly.
G8	Sentence Structure	Sentence fragment
G9	Sentence Structure	Run-on sentence
G10	First Person	When writing in APA Style, you rarely use the first-person point of view ("I studied ..."). First person is not often found in APA publications unless the writer is a senior scholar who has earned some credibility to speak as an expert in the field. You should use the third person point of view ("The study showed ..."). First person is acceptable in this course when submitting a reflection or evaluation of a topic, study, or text.
G11	Titles	Capitalize the major words in the titles of books, articles, and songs (but not short prepositions or the articles "the," "a," or "an," if they are not the first word of the title).

G11	Titles (continued)	<u>Underline</u> the titles of books, magazines, newspapers, academic journals, films, television shows, long poems, plays, operas, musical albums, works of art, and websites when writing them by hand. When typing, put those titles in <i>italics</i> . Use quotations marks for titles of short or minor works, songs, short stories, essays, short poems, one act plays, chapters in books, articles in newspapers/magazines/journals, and episodes of a television or radio series.
Common Punctuation Errors		
P1	Comma: Series	Use a comma to separate words in a series including the word before the conjunction. Example: ...friends, Romans, and countrymen.
P2	Comma: Compound Sentences	Use a comma to separate two sentences joined by a conjunction. Example: The school is an elementary school, but it also serves as the site for the adult education program.
P3	Comma: Introductory Clauses, phrases, words	Use commas after introductory a) clauses, b) phrases, or c) words that come before the main clause.
P4	Comma Splice	A comma splice occurs when two independent clauses are connected with only a comma. Example: My family and I bake together almost every night, we then get to enjoy everything we make together.
P5	Semi-colon	Use a semi-colon to separate two complete but related sentences. Conjunctions such as <i>however</i> and <i>therefore</i> should be followed by a comma. Example: Resuscitation was implemented promptly; however, the patient did not survive. Use a semi-colon to separate elements or phrases in a series that contain commas. Example: ...teachers, students, and guests; and administrators, evaluators, and others....
P6	Colon	Used to join an independent clause (complete sentence) and a dependent clause (incomplete sentence).
P7	Quotation Marks	Used to introduce slang, invented, or coined expressions. Technical or <i>key terms</i> are denoted with italics rather than quotation marks. Used to identify short (< 40 words) quotations within a paragraph.
P8	Seriation	Seriation helps readers understand the organization of key points within sections, paragraphs, and sentences. The most common error: writer does not identify elements in a series by lowercase letters in parentheses.
P9	Ampersand &	Used between authors in parentheses and in the reference list; use the word 'and' when citing reference authors in the body of the text.
Common Reference Citation Errors		
R1	Authors	List references alphabetically by authors' last names. Give last name, first & middle initials only (space between initials). No titles or abbreviations (Dr., RN, PhD, etc.)
R2	Capitalization	Capitalize proper nouns and all major words in titles of books or journals. Example: <i>Educational Leadership</i>
R3	Capitalization of Journal Articles	When referring to books, chapters, articles, or Web pages, capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns. Do not capitalize the first letter of the second word in a hyphenated compound word. Example: Are we motivating students with data? <i>Educational Leadership, 41, 213-214</i>
R4	Volume & Issue Numbers	Always give the volume number of a journal, magazine, or newsletter. Example: <i>Educational Leadership, 41,</i>
R5	Page Numbers	Give the page number or range of pages used in the reference. Do not use p. or pp.
R6	Publisher and Location	Always include the publisher and location of books. Example: Upper Saddle Ridge, NJ: Pearson.
R7	Electronic Source and Locator Info	Use digital object identifier (DOI). Look on the first page of the printed article close to the copyright information for the unique DOI. However, not all journals have begun to use the DOI.
R8	Hanging Indention	All lines after the first line of each entry in your reference list should be indented one-half inch from the left margin. This is called hanging indentation.

Appendix D
Philosophy of Education (Teaching)
Instructions and Rubric

Description

The teacher candidate creates a philosophy of teaching (education) using the philosophies developed in EDU 3000/3001. A philosophy of education (teaching) is an informative document that describes your own personal ideas and goals for teaching and education. Write a clear and concise philosophy of education (teaching). This is vital if you seek employment in the education as a teacher. Outline your main educational views by following the rubric and remember to structure your ideas in an easy-to-understand manner. (This assignment should be 2-3 pages in length.)

CRITERION	UNACCEPTABLE 5	Emerging 10	ACCEPTABLE 15	TARGET 20	SCORE
INTRODUCTION	General introduction is not personalized and/or the focus is not clear.	General introduction is personalized and may not have a reasonably clear focus on why one wants to teach or the value of teaching.	General introduction is personalized and has a reasonably clear focus on why one wants to teach or the value of teaching.	General introduction is personalized and has a clear focus on why one wants to teach or the value of teaching.	
CONTENT COVERAGE	Content beliefs and/or priorities are not presented clearly. Insufficient detail in this section.	Some content beliefs are presented clearly, and some content priorities are spotlighted with adequate detail in this section.	Content beliefs are presented clearly. Content priorities are spotlighted. Adequate detail in this section.	Content beliefs are presented clearly. Content priorities are spotlighted. Good detail in this section.	
METHODOLOGY COVERAGE	Methodology beliefs and/or specific preferred methods are not presented clearly. Insufficient detail in this section.	Some methodology beliefs are presented clearly and/or maybe one specific preferred method is listed with reasonably clear rationales.	Methodology beliefs are presented clearly. Specific preferred methods are listed with reasonably clear rationales. Adequate detail in this section.	Methodology beliefs are presented clearly. Specific preferred methods are listed, along with clear rationales. Good detail in this section.	
ASSESSMENT COVERAGE	Assessment beliefs and/or specific preferred types of assessment are not presented clearly. Insufficient detail in this section.	One assessment belief is presented clearly. Specific preferred types of assessment are not explained.	Assessment beliefs are presented clearly. Specific preferred types of assessment are explained. Adequate detail in this section.	Assessment beliefs are presented clearly. Specific preferred types of assessment are explained. Good detail in this section.	
CLASSROOM MANAGEMENT COVERAGE	Classroom management beliefs and/or specific preferred styles of management are not presented clearly. Insufficient detail in this section.	One classroom management belief is presented clearly.	Classroom management beliefs are presented clearly. Specific preferred styles of management are explained adequate detail in this section.	Classroom management beliefs are presented clearly, and specific preferred styles of management are explained. Good detail in this section.	

Appendix E

EDU 3000/3001 Writing Intensive Assignment Expectations Contributions to Education

The Turnitin percent for this writing assignment should be below 30%. Students who submit a paper with a Turnitin percent greater than 30% will be referred to the library for research and plagiarism tutorial and will be required to redo/correct paper with penalty of one letter grade.

Part I

For each of the following theorists, give a brief description of the theory they developed. Include information about who they were, what was their contribution to education regarding their theory, and how does their contribution affect education or schooling in the present.

- John Dewey – Social Learning Theory, Progressivism
- Lev Vygotsky – Zone of Proximal Development (ZPD), scaffolding
- Howard Gardner – Theory of Multiple Intelligences (What are the multiple intelligences?)
- Jean Piaget – Theory of Cognitive Development (stages of development)

Part II

For Part II, you will explain each of the following education reformers. Include information about who they were and what contribution they made to education. If their personal life/beliefs influenced their contribution, explain how. Explain how their reforms contribute to education today.

- Horace Mann (1796) - Educational historians credit Horace Mann as father of the Common School Movement. How did Mann's childhood experiences affect his contributions to education? As you research Mann pay attention to information about the following key words: social reform, universal public education, and normal schools.
- Friedrich Frobel (1782) – The concept of kindergarten is credited to Friedrich Frobel. Explain how this came about. What were his views on preschool child education?

Part III

Respond to the each of the following topics:

- How did the Race to Space and the launching of Sputnik influence science and math education in 1957? (Include information about NDEA and NASA. Also explain the connection to these events and the government becoming involved in education and educational funding.)
- What influence do these events have on science and math education today?

Part IV

Legal Issues

- **Summarize (provide a short version in your own words)** the case of *Brown vs Board of Education of Topeka Kansas*. What event(s) led to the court case? Explain the major findings of the court in this case. Explain the implications on education today.
- Choose a second court case related to education to discuss. **Summarize (provide a short version in your own words)** the case. What event(s) led to the court case? Explain the major findings of the court in this case. Explain the implications on education today.
- **IDEA** – What is IDEA? What are the major principles of IDEA? This should include a discussion of an IEP and LRE. How does this affect education today?

You will need to use a minimum of 5 references. Your textbook can be used as one of those references. A power point for accessing articles via the William Carey Library Page will be provided in Canvas. See the Rubric for this assignment for expectations regarding writing and length of the assignment. I will provide a

template in Canvas for you to use to submit your final document.

APA format is required for this assignment. The Purdue OWL is an excellent tool for reference. See https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html.

Appendix F EDU 3000/3001 Contributions to Education Rubric

It is critically important that your written assignments be accurate in the following areas: mechanics, content, and expression. Appendix C provides an overview of expectations regarding spelling/ formatting errors, grammatical errors, punctuation errors, and reference citation errors.

As an educator, your writing will often be the first view of you by supervisors, colleagues, parents, and students. You will be expected to present yourself professionally in reports, newsletters, notes to parents, written instructions, etc. Before submitting your paper, find a critical friend who will read over your work. At the college level run-on sentences, fragments, comma splice errors, subject/verb agreement errors, punctuation errors, and capitalization errors are unacceptable.

Content	8	6	4	2
Part I John Dewey	Detailed information is included about Piaget's life and what contribution he made to education including the Social Learning Theory. If his personal life/beliefs influenced his contribution, an explanation is included. Information is included about how his theory contributes to education today.	Some information is included about Piaget's life and what contribution he made to education. If his personal life/beliefs influenced his contribution, an explanation is included. Information is included about how his theory contributes to education today.	Some information is included about Piaget's life and what contribution he made to education. If his personal life/beliefs influenced his contribution, an explanation is included. Little or no information is included about how his theory contributes to education today.	Response does not adequately address assignment.
Lev Vygotsky	Detailed information is included about Vygotsky's life and what contribution he made to education including detailed information about the Zone of Proximal Development. If his personal life/beliefs influenced his contribution, an explanation is included. Information is included about how his theory contributes to education today.	Some information is included about Vygotsky's life and what contribution he made to education. If his personal life/beliefs influenced his contribution, an explanation is included. Information is included about how his theory contributes to education today.	Some information is included about Vygotsky's life and what contribution he made to education. If his personal life/beliefs influenced his contribution, an explanation is included. Little or no information is included about how his theory contributes to education today.	Response does not adequately address assignment.
Howard Gardner	Detailed information is included about Gardner's life and what contribution he made to education including detailed information about his Theory of Multiple Intelligences. If his personal life/beliefs influenced his contribution, an explanation is included. Information is included about how his theory contributes to education today.	Some information is included about Gardner's life and what contribution he made to education. His Theory of Multiple Intelligences is mentioned, but not described. If his personal life/beliefs influenced his contribution, an explanation is included. Information is included about how his theory contributes to education today.	Some information is included about Howard Gardner's life and what contribution he made to education. If his personal life/beliefs influenced his contribution, an explanation is included. Little or no information is included about how his theory contributes to education today.	Response does not adequately address assignment.
Jean Piaget	Detailed information is included about Piaget's life and what contributions he made to education including the Theory of Cognitive Development as well as the stages. If his personal life/beliefs influenced his contribution, an explanation is included. Information is included	Some information is included about Piaget's life and what contribution he made to education. His Theory of Cognitive Development is mentioned, but the stages are not described. If his personal life/beliefs influenced his contribution, an explanation is included.	Some information is included about Piaget's life and what contribution he made to education. If his personal life/beliefs influenced his contribution, an explanation is included. Little or no information is included about how his theory contributes to education today.	Response does not adequately address assignment.

	about how his theory contributes to education today.	Information is included about how his theory contributes to education today.		
Part II Horace Mann	Detailed information is included about Mann's life and his work as a reformist. Information is included about how his childhood experiences influenced his work, social reform, universal public education, and normal schools. Information is included about how his ideas contribute to education today.	Some information is included about Mann's life and his work as a reformist. Information is included about social reform, universal public education, and normal schools. Information is included about how his ideas contribute to education today.	Some information is included about Mann's life and his work as a reformist. Little or no information is included about how his ideas contribute to education today.	Response does not adequately address assignment.
Friedrich Froebel	Detailed information is included about Froebel's life and his work as a reformist. Information is included about his views on preschool child education and why the concept of kindergarten is credited to him. Information is included about how his ideas contribute to education today.	Some information is included about Froebel's life and his work as a reformist. Little information is included about his views on preschool child education and why the concept of kindergarten is credited to him. Information is included about how his ideas contribute to education today.	Some information is included about Froebel's life and his work as a reformist. Little or no information is included about how his ideas contribute to education today.	Response does not adequately address assignment.
Part III Race to Space/ Sputnik and Present Influence	Detailed information is included about how math and science education was influenced in 1957 by these events. Information is included about the connection between the NDEA and NASA, how these events led to government involvement in education, and what influence these events have on science and math education today.	Some information is included about how math and science education was influenced in 1957 by these events. One or more of the following is missing: Information about the connection between the NDEA and NASA, how these events led to government involvement in education, and what influence these events have on science and math education today.	Some information is included about how math and science education was influenced in 1957 by these events. Two or more of the following are missing: Information about the connection between the NDEA and NASA, how these events led to government involvement in education, and what influence these events have on science and math education today.	Response does not adequately address assignment.
Part IV <i>Brown vs. Board of Education of Topeka</i>	A detailed summary of the court case is included in the response. This includes what event(s) led to the court case, the major findings of the court case, and the implications of this court case on education today.	A detailed summary of the court case is included in the response. One or more of the following is missing: what event(s) led to the court case, the major findings of the court case, and the implications of this court case on education today.	A vague summary of the court case is included in the response. One or more of the following is missing: what event(s) led to the court case, the major findings of the court case, and the implications of this court case on education today.	Response does not adequately address assignment.
2 nd court case	A detailed summary of the court case is included in the response. This includes what event(s) led to the court case, the major findings of the court case, and the implications of this court case on education today.	A detailed summary of the court case is included in the response. One or more of the following is missing: what event(s) led to the court case, the major findings of the court case, and the implications of this court case on education today.	A vague summary of the court case is included in the response. One or more of the following is missing: what event(s) led to the court case, the major findings of the court case, and the implications of this court case on education today.	Response does not adequately address assignment.
IDEA	A detailed explanation about the connection between the <i>Education for All Handicapped Children Act</i> and the <i>Individuals with Disabilities Education Act</i> (IDEA) is included. The response discusses the six principles of IDEA. The	A detailed explanation about the connection between the <i>Education for All Handicapped Children Act</i> and the <i>Individuals with Disabilities Education Act</i> (IDEA) is included. The response discusses less than six principles of IDEA.	A vague explanation about the connection between the <i>Education for All Handicapped Children Act</i> and the <i>Individuals with Disabilities Education Act</i> (IDEA) is included. The response discusses less than six principles of IDEA.	Response does not adequately address assignment.

	response clearly describes how the IDEA affects education today.	The response clearly describes how the IDEA affects education today.		
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Writing	10	8	6	4
Development of Ideas	The writing is clear, consistently focused, and shows a complete understanding of the given task. Ideas are fully developed by using logical and convincing reasoning, well-chosen evidence, and details that are specific, relevant, and accurate. Opinions of the writer are not present.	The writing is generally clear and focused and shows a general understanding of the given task. Ideas are adequately developed by using logical reasoning, sufficient and appropriate evidence, and descriptions and details that are, for the most part, relevant and accurate.	The writing is vague and shows only partial understanding of the given task. Ideas are somewhat developed by using some reasoning and some evidence and descriptions and details that may be irrelevant or may be merely listed.	The writing is unclear and shows a lack of understanding of the given task. Ideas are developed with limited reasoning, little to no evidence, and descriptions and details that are irrelevant and/or inaccurate.
Writing Organization	The writing demonstrates evidence of planning and a purposeful, logical progression of ideas that allows the reader to easily follow the writer's ideas. Words, clauses, and transitions are used frequently and effectively to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains an effective introduction and conclusion that contribute to cohesiveness and clarity of the response.	The writing demonstrates evidence of planning and a progression of ideas that allows the reader to follow the writer's ideas. Words, clauses, and transitions are used effectively to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains an introduction and conclusion that contribute to the cohesiveness of the response.	The writing demonstrates evidence of planning with some logical progression of ideas that allows the reader to follow the writer's ideas. Words, clauses, and transitions are used somewhat consistently to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains a basic introduction and conclusion that contribute to cohesiveness that may be formulaic in structure.	The writing shows an attempt at planning, but the progression of ideas is not always logical, making it more difficult for the reader to follow the writer's message or ideas. Words, clauses, and transitions are used sparingly and sometimes ineffectively to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains an introduction and conclusion that are inappropriate and/or disconnected, resulting in a lack of cohesiveness and clarity.
Language Conventions of Grammar and Usage	The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful. Sentences are fluent and varied in length and structure. There are NO run-on sentences or sentence fragments.	The writing maintains a tone inappropriate to task, purpose, and/or audience. Word choice is limited, clichéd, and repetitive. Sentences show little or no variety in length and structure, and some may be awkward leading to a monotonous reading. There are 1-2 grammar or sentence structure errors: run-ons, fragments, subject/verb agreement, homophone errors, etc.	The writing fails to maintain tone appropriate to task, purpose, and audience. Words are functional and simple and/or may be inappropriate to the task. The sentences may contain errors in construction or are simple and lack variety, making the essay difficult to read. There are 3-4 grammar or sentence structure errors: run-ons, fragments, subject/verb agreement, homophone errors, etc.	The writing fails to maintain tone appropriate to task, purpose, and audience. Words are functional and simple and/or may be inappropriate to the task. The sentences may contain errors in construction or are simple and lack variety, making the essay difficult to read. There are 5 or more grammar or sentence structure errors: run-ons, fragments, subject/verb agreement, homophone errors, etc.
Language Conventions of Mechanics	The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain a few minor errors in grammar and usage, but they do not interfere with meaning. There are NO colon usage or comma usage errors (including comma splices).	The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain a few minor errors in grammar and usage, but they do not interfere with meaning. There are 1-2 colon usage or comma usage errors (including comma splices).	The writing demonstrates an inconsistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain a pattern of errors in grammar and usage that occasionally impedes meaning. There are 3 or more colon usage or comma usage errors (including comma splices).	The writing demonstrates very limited command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain egregious errors in grammar and usage that impede meaning.
APA Format	The paper and reference list follow APA style. There are NO problems noted.	The paper and reference list follow APA style. There are 1-2 problems noted.	The paper and reference list follow APA style. There are 3-4 problems noted.	The paper and reference list follow APA style. There are 5 or more problems noted.
Possible 130 points				

**Total Points Earned
For 1st submission/
Possible 45 points
earned for revisions**



Appendix G

EDU 3001 Pre-Teaching Field Experience Log

William Carey Student: _____

Grade Level Observed: (Circle One) K-2 3-6

Classroom Teacher Observed: _____

School: _____

Date of Observation	Time Arrived	Time Departed	Number of Hours	Teacher's Signature (not typed)	Student's Signature (not typed)

Appendix H

EDU 3001 Pre-Teaching Observation Reflection

William Carey Student: _____

Grade Level Observed: (Circle One) K-2 3-6

Classroom Teacher Observed: _____

School: _____

Please type the following information in complete sentences. A bulleted list of what you observed is unacceptable. Your response should be a thoughtful reflection of the 15 hours you spent in a specific grade level range.

- 1. What area(s) of the curriculum did you observe during your 15 hours in this classroom?**

- 2. What procedures did the teacher have in place for beginning and ending lessons? Evaluate the results and any effect these procedures may have had on students.**

- 3. Describe the classroom environment. Was it self-contained, departmentalized, etc.? Was it welcoming? Explain how student seating was organized, etc.**

- 4. Describe some of the instructional strategies used by the teacher. How did the students respond to the instructional strategies?**

- 5. What procedures did the teacher have in place for managing student behavior? Describe classroom/school procedures or rules for managing or discouraging misbehavior? Describe procedures for promoting positive behavior?**

- 6. Reflect upon the time you spent in this classroom. What can you take away that may be useful to you in the future?**

EDU 372: Survey of the Exceptional Child (Online)

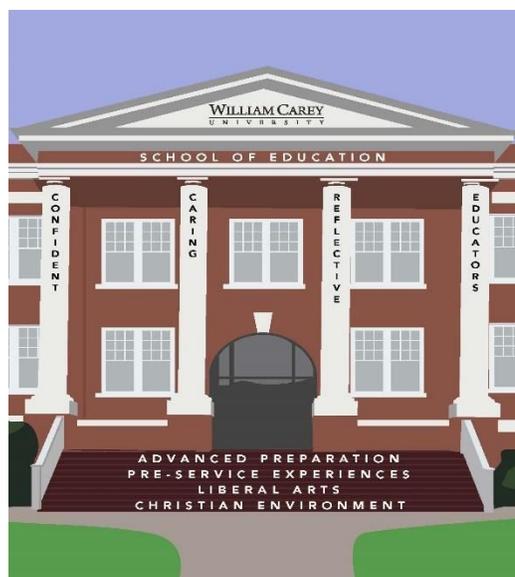
William Carey University, Hattiesburg Campus
School of Education
Course Syllabus – Fall 2019

Instructor: Amanda Williamson, Ed.D.
Phone: (601) 692-7473
Meeting Time and Place: Online

E-Mail: awilliamson@wmcarey.edu
Office Hours: By Appointment

WCU Theme: *Desiderium Sciendi* – “Longing to Know”
Philippians 3:10

Vision: “Confident, Caring, and Reflective Professional Educators”



TK20: ** One or more assignments in this course *may* require submission to two links in CANVAS. Failure to do so will result in a grade of “I” (incomplete) in this course. If you receive an “I”, you will then have one term to complete the upload to receive a reduced grade, preventing the “I” from converting to an “F” automatically. If you have questions or need help with your upload to the link that has TK20 in the title, contact your TK20 Administrator at tk20@wmcarey.edu.

CATALOG DESCRIPTION

Survey of the Exceptional Child (3 hours) is a study of individuals with exceptionalities from the gifted to the profoundly disabled. Includes a multicultural component which explores the diverse ethnic, cultural, and linguistic backgrounds of students and techniques for providing an effective relevant education. (8 hours of field experience is required)

FIELD EXPERIENCE: Eight (8) hours of field experience are required for this course.

REQUIRED COURSE TEXT

Turnbull, A., Turnbull, R., Wehmeyer, M. L., & Shogren, K. A. (2020). *Exceptional Lives: Practice, Progress, & Dignity in Today's Schools* (9th ed.) Boston: Pearson. (E-Text is also available through Pearson MyLab)

COURSE RATIONALE

This course is designed to help you develop a working knowledge of current practices, research, and legal mandates in the field of special education and exceptional children. A specific focus will be placed on inclusive classrooms, managing individuals with disabilities in general education settings. Interstate New Teacher Assessment and Support Consortium (INTASC), International Society for Technology in Education (ISTE), Association for Childhood Education International (ACEI), NAEC, Mississippi Department of Education (MDE), and Council for Exceptional Children (CEC) Standards will be infused into course content where applicable.

Exceptional Lives: Practice, Progress, & Dignity in Today's Schools pairs real-life stories about children, their families, and their educators with the most recent evidence-based research on inclusion of students with disabilities in the least restrictive environment. Updated real-world vignettes, first-person *My Voice* features, and new videos immerse readers in the lives of exceptional individuals. With its focus on real students, stories, and solutions, *Exceptional Lives* gives readers a comprehensive view of the rewards, challenges, and triumphs involved in special education today.

STUDENT LEARNING OUTCOMES:

The students will:	WCU	CF	EG	InTASC	CEC
Identify characteristics of students with a variety of disabilities and plan for learning for these students (autism, intellectual disability, visually impaired, hearing impaired, multiple disability, emotional disability, other health impaired, language/speech, developmentally delayed, orthopedic impairment, specific learning disability, traumatic brain injury, deaf/blind)	1	1,3	1	1,2	2,8
Discuss the legal mandates pertaining to exceptional children	1,4,6	1,3	1	1,2	2,8
Review the rationale for implementation of the Individualized Education Program (IEP)	1,4	1,3	1	1,2	3,4,5,9
Define programming strategies and assessment techniques for exceptional students and students with diverse backgrounds	1, 4	1,3	1	1, 2	3,4,5,7,8
Identify the importance of early intervention	1, 4	1,3	1,2	1,2	8
Describe the historical events dealing with the perception and treatment of exceptional individuals	1, 4	1,3	1,2	1,2	1,2,3
Review current literature regarding various exceptionalities	1, 4	1,3	1	1,2	1,4,5,8
Describe the importance of parental involvement, collaboration, and inclusion in the education of the exceptional child	1,4	1,3	1	1,2	3,4,5,9
Implement technology for reflective learning and best practices of literacy in the study of the exceptional child	1,4	1,3	1	1,2	4,5

COURSE REQUIREMENTS:

Requirement(s)	Due/Submit Date(s)	Points/ Grading	Specifics
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Attendance	Online		This is an online class. Completing assignments by the due dates/times is how you attend class each week. Failure to submit weekly assignments on or before the due date(s) will be counted as an absence (11:59 pm each Sunday). The William Carey Catalog states that no undergraduate student may receive credit for a course in which 25% of classes are missed.
Discussion Board	Chapter 1&2 Due: 09/01/19 Chapter 3,4&5 Due: 09/08/19 Chapter 6: Due: 09/15/19 Chapter 7 & 8: Due: 09/22/19 Chapter 9 & 10 Due: 09/29/19 Chapter 11 & 13 Due: 10/06/19 Chapter 12&14 Due: 10/13/19 Chapter 15 & 16 Due: 10/20/19 Chapter 17: Due: 10/27/19	135 points (15 Points/pe r weekly board)	Respond to the weekly Discussion Board prompt. Do this as early in the week as possible so that others have a chance to reply. In addition to your response, you will reply to two classmates' responses. (min of 25 words per post) <ul style="list-style-type: none"> • 5 points – a complete response to the prompt (5 points) • 10 points – replies to two classmates' responses (5 points)
Syllabus Quiz	Assigned: 08/26/19 Due: 09/01/19	40 points	Review syllabus and course requirements carefully. Complete Syllabus Quiz in Canvas by 09/01/19.
Field Experience Background Check/ indication of field placement location	Assigned: 08/26/19 Due: 09/01/19	25 points	Log into TK20. Complete and submit the Hattiesburg Application for Observation Placement. This must be done by 09/01/19. Failure to complete the application accurately and in a timely manner will result in a delay of placement. <ul style="list-style-type: none"> • The Hattiesburg Campus Field Placement Coordinator is Suzanne Bullock. She will be responsible for your field experience placement for this and other classes. For questions related to placement, you can e-mail her at sbullock@wmcarey.edu. <p>You must have a background check PRIOR to entering the classroom to complete ANY field experience hours.</p>

			<p>See https://wmcarey.edu/page/education-background-check.</p>
<p>Exceptional Lives: Practice, Progress, & Dignity in Today's Schools (available in EText)</p>	<p>Chapter 1&2 Due: 09/01/19</p> <p>Chapter 3,4&5 Due: 09/08/19</p> <p>Chapter 6: Due: 09/15/19</p> <p>Chapter 7 & 8: Due: 09/22/19</p> <p>Chapter 9 & 10 Due: 09/29/19</p> <p>Chapter 11 & 13 Due: 10/06/19</p> <p>Chapter 12&14 Due: 10/13/19</p> <p>Chapter 15 & 16 Due: 10/20/19</p> <p>Chapter 17: Due: 10/27/19</p>	<p>255 points</p> <p>(15 Points per chapter Quiz)</p>	<p>Read each assigned chapter(s). Review any supplemental materials as well as view videos provided in CANVAS/MyLab. Complete the online quiz for each chapter(s) by the due date. Questions will include multiple choice and/or discussion type answers. Pay careful attention to grammar and mechanics when responding to discussion questions (See Appendix A).</p> <p>Failure to complete quizzes by the due date will be counted as an absence and points will be deducted as per the late work policy.</p>
<p>MyLab Video Analysis Exercises</p>	<p>Chapter 6 (15 videos) Due: 09/15/19</p> <p>Chapter 7 (5 videos) Due: 09/22/19</p> <p>Chapter 9 (6 videos) Due: 09/29/19</p> <p>Chapter 13 (4 videos) Due: 10/06/19</p>	<p>30 points</p>	<p>View the assigned video and answer the questions. Each engaging clip illustrates a theory, strategy, technique, or topic commonly addressed in that chapter.</p>
<p>IEP Critique/TK20 Assignment See Appendix B</p>	<p>Assigned: 10/28/19 Due: 11/03/19</p>	<p>100 points</p>	<p>You will be provided with an IEP. You will review, critique, comment on the IEP as well as indicate how you would implement it into your general education classroom. See Appendix B for IEP selection as well as rubric for critique. Submit in CANVAS by the due date. Pay careful attention to grammar and mechanics (See Appendix A).</p> <p>The IEP review will be submitted via TK20 as well as CANVAS.</p>

			Failure to submit the IEP critiques by the due date will be counted as an absence and points will be deducted as per the late work policy.
Differentiated Instruction & Exceptionality-Based Activities <i>See Appendix C</i>	<p>Lesson Plan #1 (Learning Disability) Assigned: 09/16/19 Due: 09/22/19</p> <p>Lesson Plan #2 (Intellectual Disability) Assigned: 09/30/19 Due: 10/06/19</p> <p>Lesson Plan #3 (Autism/ADHD/Emotional Disability) Assigned: 10/07/19 Due: 10/13/19</p> <p>Lesson Plan #4 Visual Impairment/Hearing Impairment/Orthopedic Impairment Assigned: 10/14/19 Due: 10/20/19</p>	160 points (40Points / per Lesson Plan)	<p>Create four (4) activity (one period) plans based on an assigned exceptionality.</p> <ul style="list-style-type: none"> <input type="checkbox"/> #1: Lesson plan: Learning Disability (Ch. 7) <input type="checkbox"/> #2: Lesson plan: Intellectual Disability (Ch. 11) <input type="checkbox"/> #3: Lesson plan: Autism/ ADHD/Emotional Disability(Ch. 9,10, 12) <input type="checkbox"/> #4: Lesson plan: Visual Impairment/Hearing Impairment/ Orthopedic Impairment (Ch. 14, 15, 16) <p>Specifications:</p> <ul style="list-style-type: none"> ● Exceptionality Based: Refer to the sample IEP, text, supplemental resources, as well as <u>common characteristics</u> of the student’s eligibility/exceptionality when determining the appropriate activities and accommodations. ● Format: Follow the guidelines on the Activity Instructions (Appendix C) and use the template provided in CANVAS. Failure to follow the instructions and use the template will result in having to redo the activity plan. Points will be deducted as per the late work policy. <p>**Be very specific in the accommodations/modifications that you will provide to the student. More or less of the same is not different. Also, what you would provide to all of the other students (ex: teacher assistance) is not <i>different</i>. What are you going to do differently to accommodate for this student’s exceptionality? **</p> <p>Failure to submit the activity plans by the due date will be counted as an absence and points will be deducted as per the late work policy.</p>
Field Experience	These hours should be completed by the end of the eighth week of class, which is 10/20/19.	125 points	<p>Eight (8) hours of field experience are required for this course. These sessions will be supervised by a classroom teacher. Your classroom teacher will evaluate your field experience performance. Documents for Field Experience can be found in the Module in Canvas .</p> <ul style="list-style-type: none"> ● Dress professionally, attend all scheduled sessions, and be on time. ● Take your log with you each time you go to record your starting and ending time. The log should be signed by the host teacher and you verifying that the time spent in the classroom for that visit is accurate. ● Remember: TAKE GOOD NOTES (you will need them for your electronic portfolio) ● All Field Experience documentation will be included in your Electronic Portfolio.

			<p>Video instructions for creating time logs in TK20 can be found at the following link:</p> <p>https://vimeo.com/287142240</p> <p>Once you create a time log for field experience hours each week, an e-mail will be sent to your host teacher for verification of those hours.</p> <p>You must have a background check PRIOR to entering the classroom to complete ANY field experience hours.</p> <p>See https://wmcarey.edu/page/education-background-check.</p> <p>**If you have already completed a background check for another course, an additional check is not required.</p>
<p>Electronic Portfolio <i>See Appendix D</i></p>	Due: 11/03/19	140 points	<p>Create an electronic portfolio. Include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cover sheet <input type="checkbox"/> Time/Date Log <input type="checkbox"/> Reflections for Field Experience Hours (one reflection for each visit) <input type="checkbox"/> Submit into CANVAS by the due date as ONE document. <p>Grades are due within a day of this due date. If this assignment is turned in late, you will receive an incomplete until I can grade it and turn in a grade change form.</p>

Evaluation:

As a college student and future educator, all written assignments will be assessed on the basis of three major sets of criteria:

1. **MECHANICS:** This includes such writing abilities as appropriate verb usage, appropriate use of subject-verb agreement, comma usage, use of punctuation, spelling, sentence structure, quotes, and use of APA format.
2. **CONTENT:** This involves such areas as following directions for written assignment, addressing the actual question (correct information), use of correct terminology, and adequate documentation.
3. **EXPRESSION:** This involves such writing aspects as the clarity of material, the style and format of writing, and the appropriate introduction and summary information.

Assignments are to be typed, unless otherwise indicated.

Without a documented reason, assignments will not be accepted after one week past the due date.

Assignments are due submitted in Canvas prior to 11:59 p.m. on the date due. If assignments are submitted incomplete prior to the deadline and submitted again completed after the deadline, points will be deducted. Late assignments will be graded using the following scale:

- 1 Day Late (any time after 11:59 p.m. as per Canvas time): 10% of Points Deducted
- 2-4 Days Late: 25% of Points Deducted
- 5-7 Days Late: 50% of Points Deducted
- More Than Seven Days Late: 0 Points

ASSIGNMENTS	POINTS
Weekly Discussion Board	135
Week 1 Syllabus Quiz	40
Field Experience Application	25
Chapter Quizzes	255
IEP Critique	100
Differentiated Instructional Plans (4)	160
Field Experience (includes TK20 entries)	125
Electronic Portfolio	130
Video Analysis	30
TOTAL	1000

GRADING SCALE

A = 930-1000

B = 850-929

C = 750-849

D = 700-749

F = Below 700

****STUDENTS: It is IMPORTANT to note that you are required to have a grade of “C” or higher upon the completion of this course in order to be admitted into the teacher education program.****

Tentative Class Schedule:

WEEK	DATE	ACTIVITIES	Homework/To Due
1	Online 08/26/19-09/01/19	<ul style="list-style-type: none"> Review syllabus and assignment requirements. E-mail any questions regarding assignments to awilliamson@wmcarey.edu. Do not wait until right before the assignment is due to ask questions. Week 1 Discussion Board Prompt Complete Hattiesburg or Tradition Application for Field Experience Placement. <p><u>Text Assignment</u></p> <ul style="list-style-type: none"> Read text Chapter 1 “The Purposes, People, and Law of Special Education” and Chapter 2 “Disability and Cultural Justice.” Review any supplemental resources for Chapters 1 and 2 provided in CANVAS. 	<ul style="list-style-type: none"> Complete Week 1 Syllabus Quiz in Canvas by 09/01/19. Respond to Week 1 Discussion Board Prompt and reply to two classmates’ responses by 09/01/19. Background check (if you have not completed this for another previous course) for Field Experience Placement due in TK20 by 09/01/19. Complete quiz on Chapters 1 and 2

			by 09/01/19 in CANVAS.
2	Online 09/02/19-09/08/19	<p><u>Text Assignment</u></p> <ul style="list-style-type: none"> • Read text Chapter 3 “Today’s Families and Their Partnership with Professionals”, Chapter 4 “Ensuring Educational Progress”, and Chapter 5 “School-wide Systems of Support”. • Review any supplemental resources for Chapters 3, 4, and 5 provided in CANVAS. 	<ul style="list-style-type: none"> • Complete quiz on Chapters 3, 4, and 5 by 09/08/19 in Canvas. • Respond to Week 2 Discussion Board Prompt and reply to two classmates’ responses by 09/08/19. • Work on field experience hours.
3	Online 09/09/19-09/15/19	<p><u>Text Assignment</u></p> <ul style="list-style-type: none"> • Read text Chapter 6 “Cross-cutting Instructional Approaches”. • Review any supplemental resources for Chapter 6 provided in CANVAS. 	<ul style="list-style-type: none"> • Complete quiz on Chapter 6 in CANVAS by 09/15/19. • Respond to Week 3 Discussion Board Prompt and reply to two classmates’ responses by 09/15/19. • Complete Chapter 6 MyLab Video Analysis exercises (15 total) by 09/15/19. • Work on field experience hours.
4	Online 09/16/19-09/22/19	<p><u>Text Assignment</u></p> <ul style="list-style-type: none"> • Read text Chapter 7 “Students with Learning Disabilities” and Chapter 8 “Students with Speech and Language Disorders”. • Review any supplemental resources for Chapters 7 and 8 provided in CANVAS. <p><u>Differentiated Instructional Plan</u> Review Differentiated Instructional Plan instructions carefully. E-mail any questions regarding assignment to awilliamson@wmcarey.edu. <u>Do not wait</u> until right before the assignment is due to ask questions.</p> <ul style="list-style-type: none"> • Differentiated Instructional Plan #1 (Learning Disability): Complete a Differentiated Instructional Plan based on common characteristics, accommodations, and needs of students with learning disabilities. Use the template provided in Canvas. <p>If you would like for me to look over your lesson plan before you submit it, please e-mail it to me</p>	<ul style="list-style-type: none"> • Complete quiz on Chapters 7 and 8 by 09/22/19 in CANVAS. • Respond to Week 4 Discussion Board Prompt and reply to two classmates’ responses by 09/22/19. • Differentiated Instructional Plan #1 due in CANVAS by 09/22/19. • Complete Chapter 7 MyLab Video

		<p>by midnight the Wednesday before it is due. I will look it over and give you feedback before you submit it in CANVAS for a grade.</p>	<p>Analysis exercises (5 total) by 09/22/19.</p> <ul style="list-style-type: none"> • Work on field experience hours.
5	<p>Online 09/23/19-09/29/19</p>	<p><u>Text Assignment</u></p> <ul style="list-style-type: none"> • Read text Chapter 9 “Students with Emotional or Behavioral Disorders” and Chapter 10 “Students with Attention-Deficit Hyperactivity Disorder.” • Review any supplemental resources for Chapter 9 and Chapter 10 provided in CANVAS. 	<ul style="list-style-type: none"> • Complete quiz on Chapter 9 and Chapter 10 in CANVAS by 09/29/19. • Respond to Week 5 Discussion Board Prompt and reply to two classmates’ responses by 09/29/19. • Complete Chapter 9 MyLab Video Analysis exercises (6 total) by 09/29/19. • Work on field experience hours.
6	<p>Online 09/30/19-10/06/19</p>	<p><u>Text Assignment</u></p> <ul style="list-style-type: none"> • Read text Chapter 11 “Students with Intellectual Disability” and Chapter 13 “Students with Multiple Disabilities and Traumatic Brain Injury”. • Review any supplemental resources for Chapter 11 and Chapter 13 provided in CANVAS. <p><u>Differentiated Instructional Plan</u> Review Differentiated Instructional Plan instructions carefully. E-mail any questions regarding assignment to awilliamson@wmcarey.edu. Do <u>not</u> wait until right before the assignment is due to ask questions.</p> <ul style="list-style-type: none"> • Differentiated Instructional Plan #2 (Intellectual Disability): Complete a Differentiated Instructional Plan based on common characteristics, accommodations, and needs of students with Intellectual Disability. Use the template provided in Canvas. <p>If you would like for me to look over your lesson plan before you submit it, please e-mail it to me by midnight the Wednesday before it is due. I will look it over and give you feedback before you submit it in Canvas for a grade.</p>	<ul style="list-style-type: none"> • Complete quiz on Chapter 11 and Chapter 13 on or before 10/06/19 in CANVAS. • Respond to Week 6 Discussion Board Prompt and reply to two classmates’ responses by 10/06/19. • Differentiated Instructional Plan #2 due in CANVAS by 10/06/19. • Complete Chapter 13 MyLab Video Analysis exercises (4 total) by 10/06/19. • Work on field experience hours.

7	<p>Online 10/07/19-10/13/19</p>	<p><u>Text Assignment</u></p> <ul style="list-style-type: none"> • Read text Chapter 12 “Students with Autism” and Chapter 14 “Students with Physical Disabilities and Other Health Impairments.” • Review any supplemental resources for Chapter 12 and Chapter 14 provided in CANVAS. <p><u>Differentiated Instructional Plan</u> Review Differentiated Instructional Plan instructions carefully. E-mail any questions regarding assignment to awilliamson@wmcarey.edu. Do not wait until right before the assignment is due to ask questions.</p> <ul style="list-style-type: none"> • Differentiated Instructional Plan #3 (Autism, or ADHD, or Emotional Disability): Complete a Differentiated Instructional Plan based on common characteristics, accommodations, and needs of students with autism, ADHD, or an emotional disability. Use the template provided in Canvas. 	<ul style="list-style-type: none"> • Complete quiz on Chapter 12 and Chapter 14 by 10/13/19 in CANVAS. • Respond to Week 7 Discussion Board Prompt and reply to two classmates’ responses by 10/13/19. • Differentiated Instructional Plan #3 due in CANVAS by 10/13/19. • Work on Field Experience Hours
8	<p>Online 10/14/19-10/20/19</p>	<p><u>Text Assignment</u></p> <ul style="list-style-type: none"> • Read text Chapter 15 “Students with Hearing Impairments, Including Blindness” and Chapter 16 “Students with Visual Impairments”. • Review any supplemental resources for Chapter 15 and Chapter 16 provided in CANVAS. <p><u>Differentiated Instructional Plan</u> Review Differentiated Instructional Plan instructions carefully. E-mail any questions regarding assignment to awilliamson@wmcarey.edu. Do not wait until right before the assignment is due to ask questions</p> <ul style="list-style-type: none"> • Differentiated Instructional Plan #4 (Visual Impairment, or Hearing Impairment, or Physical (Orthopedic) Impairment): Complete a Differentiated Instructional Plan on common characteristics, accommodations, and needs of students with visual impairments, or hearing impairments, or orthopedic impairments. Use the template provided in Canvas. <p>If you would like for me to look over your lesson plan before you submit it, please e-mail it to me by midnight the Wednesday before it is due. I will look it over and give you feedback before you submit it in Canvas for a grade.</p> <p><u>Field Experience</u> Finish field experience hours by 10/20/19 and complete documents in TK20.</p>	<ul style="list-style-type: none"> • Complete quiz on Chapter 15 and Chapter 16 in CANVAS by 10/20/19. • Respond to Week 8 Discussion Board Prompt and reply to two classmates’ responses by 10/20/19. • Differentiated Instructional Plan #4 due in CANVAS by 10/20/19.
9	<p>Online 10/21/19-10/27/19</p>	<p><u>Text Assignment</u></p> <ul style="list-style-type: none"> • Read text Chapter 17 “Students Who are Gifted and Talented”. • Review any supplemental resources for Chapter 17 provided in CANVAS. 	<ul style="list-style-type: none"> • Complete quiz on Chapter 17 in CANVAS by 10/27/19. • Respond to Week 9 Discussion Board

			Prompt and reply to two classmates' responses by 10/27/19.
10	Online 10/28/19-11/03/19 (Last day of Fall classes: 11/04/19)	<p>IEP Critique</p> <ul style="list-style-type: none"> Complete IEP Critique. (Appendix B) <p>You will be provided with an IEP. You will review, critique, comment on the IEP as well as indicate how you would implement it into your general education classroom. See Appendix B for IEP selection as well as rubric for critique. Submit in CANVAS by 11/03/19.</p> <p>Electronic Portfolio Assignment</p> <ul style="list-style-type: none"> Complete Electronic Portfolio. (Appendix D) <p>Review electronic portfolio requirements in CANVAS. E-mail any questions regarding assignment to awilliamson@wmcarey.edu. Do not wait until right before the assignment is due to ask questions.</p> <p>Grades are due within a day of this due date. If this assignment is turned in late, you will receive an incomplete until I can grade it and turn in a grade change form.</p>	<ul style="list-style-type: none"> Complete and submit IEP critique by 11/03/19. Submit Electronic Portfolio in CANVAS by 11/03/19.
PLEASE NOTE: ALL ASSIGNMENTS SHOULD BE SUBMITTED PRIOR TO MIDNIGHT ON November 4, 2019.			

ATTENDANCE: Students are expected to participate in class via online assignments. **Failure to submit weekly assignments on the due date will be counted as an absence.** The William Carey Catalog states that no undergraduate student may receive credit for a course in which 25% of the classes are missed including online classes. Remember, there is no differentiation between excused and unexcused absences at the college level. It is the student's responsibility to provide documentation and notification of any university activity absences.

DISASTER PLAN STATEMENT

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website <http://wmcarey.edu>, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university's course management system at <https://wmcarey.instructure.com>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through SaderWatch, the WCU emergency message service. Sign up instructions can be found at <http://wmcarey.edu/saderwatch>.

ACADEMIC INTEGRITY

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University's academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean's office, and each campus dean's office.

PLAGIARISM

If you do not understand the concept of plagiarism you need to read the section on plagiarism in the APA Manual on pages 15-16, 170. If you have any questions about plagiarism after reading this section you need to talk with me. If you do not talk with me, it will be assumed you understand the definition of plagiarism. Assignments that are plagiarized CANNOT be

redone for a better grade on the assignment. Plagiarism will not be tolerated and will result in the student receiving a final grade of F.

AMERICANS WITH DISABILITIES ACT

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact Mr. Jerry Bracey at 228-702-1802. Mr. Jerry Bracey is located in the Administration Building of William Carey University-Tradition Campus. Students that attend the Hattiesburg Campus should contact Mr. Allen Bonner at 601-318-6211. Mr. Allen Bonner is located in the Student Services Office in Lawrence Hall-Hattiesburg Campus.

SEXUAL MISCONDUCT STATEMENT

It is the policy of William Carey University to comply with all federal and state laws governing sexual misconduct. Further, William Carey University reaffirms its principle, as well as Title IX of the Education Amendments Act of 1972, that all students have a right to be free from sexual discrimination in the form of sexual harassment and sexual violence. Students are referred to the Student Handbook, The Translation (The Red Book), for policy statements regarding sexual harassment and sexual assault and for procedures for reporting and responding to sexual offenses. The policies and procedures may also be found on the university’s website under Campus Life – Security.
<http://wmcarey.edu/sexual-misconduct>

TOBACCO-FREE CAMPUS: William Carey University is a tobacco-free campus. All WCU students are asked to respect this policy by refraining from smoking or other tobacco use while on campus.

INCOMPLETES: All of the following criteria must be met in order for a student to receive an incomplete:

- Class (and university) attendance requirements must have been met;
- 80% of the required work for the class must have been done;
- The student must be passing the class at the time the incomplete is granted;
- The student must request the incomplete on the WCU incomplete request form prior to the time at which faculty must submit grades;
- The student must have provided appropriate documentation regarding the reason for requesting the incomplete (e. g., accident reports, medical records, etc.)
- The Academic Dean must have determined that unavoidable circumstances have prevented the student from completing the course on schedule.

If any one of the above conditions is not met, a student cannot receive an incomplete for the course.

NOTE: This syllabus is subject to revision due to student needs, time constraints, or other unforeseen circumstances that may arise.

**William Carey University School of Education
Assessment System Foundation**

The School of Education’s Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission, School of Education’s Conceptual Framework (CF) and Outcomes, School of Education’s Education Goals (EG), Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

Mission	Outcome
William Carey University Expanded Statement of Mission	WCU 1- Provide academic programs to promote student learning. WCU 2-Promote Christian development and social responsibility. WCU 3-Strengthen ties with Baptist churches, associations, and conventions. WCU 4-Provide an environment that supports student learning.

	WCU 5-Strengthen organizational and operational effectiveness. WCU 6-Strengthen financial resources.
School of Education Conceptual Framework and Outcomes	CF-Confident, Caring, and Reflective Professional Educators CF 1-An innovative thinker CF 2-An effective communicator CF 3-An advocate for diverse learners CF 4-An integrator of technology CF 5-A life-long learner CF 6-A steward of the profession
School of Education Goals	EG 1-Apply current research and technology related to the teaching-learning-assessment process. EG 2-Respond sensitively to individual differences and diversity. EG 3-Understand and anticipate the needs of a global society. EG 4-Plan and implement learning experiences that support the highest level of student potential. EG 5-Continue to reflect, refine, and revise professional practices. EG 6-Collaborate with others to promote learning.
Interstate Teacher Assessment and Support Consortium (InTASC) Standards	1-Learner Development 2-Learner Differences 3-Learning Environment 4-Content Knowledge 5-Application of Content 6-Assessment 7-Planning for Instruction 8-Instructional Strategies 9-Professional Learning and Ethical Practice 10-Leadership and Collaboration
Learned Societies (SPA)	Association of Childhood Education International (ACEI) Council for Exceptional Children (CEC) Educational Leadership Constituency Council (ELCC) National Association for Sport and Physical Education (NASPE) National Association for the Gifted Child (NAGC) National Council for Social Studies (NCSS) National Council for Teachers of English (NCTE) National Council for Teachers of Mathematics (NCTM) National Science Teachers Association (NSTA)
Professional dispositions	All WCU candidates will do the following: 1. Protect confidential information concerning students and/or colleagues unless the law requires disclosure. 2. Demonstrate maturity and sound judgment in all interactions with peers, university and P-12 personnel, and parents. 3. Follow all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use. 4. Exemplify honesty and integrity (honesty, tact, and fairness) with all stakeholders during his/her time in the program. 5. Accept constructive criticism in a positive manner. 6. Provide fair and equitable opportunities for all P-12 students in a non-discriminatory manner. 7. Maintain a professional relationship with all students both inside and outside professional settings.

Appendix A
William Carey University - APA Ledger Comments

Directions: Use this table to identify and interpret common spelling, grammatical, and APA formatting errors.		
Spelling /Formatting Errors		
S1	Spelling Error	Use spell check function of word processing program. Remember that misused words that are spelled correctly or words written in ALL CAPS will not be caught.
F1	Formatting Error	Assignments should be typed, double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides. You should use a clear font that is highly readable. APA recommends using 12 pt. Times New Roman font.
Common Grammatical Errors		
G1	Subject/Verb Agreement Singular/Plural Agreement	Verbs must agree in terms of plurality with their subjects. Example: He argues... they argue. Remember: The word <i>data</i> is plural (singular form <i>datum</i>), so use a plural verb i.e. The data indicate....
G2	Noun/Pronoun Agreement	Pronouns must agree with the nouns they replace. Use singular pronouns (I, he, she, it) to replace singular nouns and plural pronouns (we, they, them) to replace plural nouns. Example: The client... he or she; Clients... they.
G3	Who, Whom, Which, & That	<i>Who</i> is the subject of a verb; <i>whom</i> is the object of a verb. Example: Who will be representing whom? <i>Who</i> is used to refer to people; <i>that</i> or <i>which</i> are used for animals and inanimate objects. Consistent use of <i>that</i> for restrictive clauses (essential to the meaning of the sentence) and <i>which</i> for nonrestrictive causes (merely adding further information and set off with commas) will help make your writing clear and precise.
G4	Prepositions	Never conclude a sentence with a preposition.
G5	Proper Nouns	Capitalize specific names and titles; Do not capitalize generic or non-specific titles. Examples: principal of school, Dr. Jones, Principal of West Middle School
G6	Key Terms	Use italics rather than quotation marks to identify key terms and/or idiomatic expressions.
G7	Sentence Structure	Awkward sentence structure/use of colloquial (slang terms); meaning of the sentence is unclear. Reword this sentence. Remember: State ideas simply and clearly.
G8	Sentence Structure	Sentence fragment
G9	Sentence Structure	Run-on sentence
G10	First Person	When writing in APA Style, you rarely use the first person point of view ("I studied ..."). First person is not often found in APA publications unless the writer is a senior scholar who has earned some credibility to speak as an expert in the field. You should use the third person point of view ("The study showed ..."). First person is acceptable in this course when submitting a reflection or evaluation of a topic, study, or text.
G11	Titles	Capitalize the major words in the titles of books, articles, and songs (but not short prepositions or the articles "the," "a," or "an," if they are not the first word of the title). <u>Underline</u> the titles of books, magazines, newspapers, academic journals, films, television shows, long poems, plays, operas, musical albums, works of art, and websites when writing them by hand. When typing, put those titles in <i>italics</i> .
G11	Titles (continued)	

		Use quotations marks for titles of short or minor works, songs, short stories, essays, short poems, one act plays, chapters in books, articles in newspapers/magazines/journals, and episodes of a television or radio series.
Common Punctuation Errors		
P1	Comma: Series	Use a comma to separate words in a series including the word before the conjunction. Example: ...friends, Romans, and countrymen.
P2	Comma: Compound Sentences	Use a comma to separate two sentences joined by a conjunction. Example: The school is an elementary school, but it also serves as the site for the adult education program.
P3	Comma: Introductory Clauses, phrases, words	Use commas after introductory a) clauses, b) phrases, or c) words that come before the main clause.
P4	Comma Splice	A comma splice occurs when two independent clauses are connected with only a comma. Example: My family and I bake together almost every night, we then get to enjoy everything we make together.
P5	Semi-colon	Use a semi-colon to separate two complete but related sentences. Conjunctions such as <i>however</i> and <i>therefore</i> should be followed by a comma. Example: Resuscitation was implemented promptly; however, the patient did not survive. Use a semi-colon to separate elements or phrases in a series that contain commas. Example: ...teachers, students, and guests; and administrators, evaluators, and others....
P6	Colon	Used to join an independent clause (complete sentence) and a dependent clause (incomplete sentence).
P7	Quotation Marks	Used to introduce slang, invented, or coined expressions. Technical or <i>key terms</i> are denoted with italics rather than quotation marks. Used to identify short (< 40 words) quotations within a paragraph.
P8	Seriation	Seriation helps readers understand the organization of key points within sections, paragraphs, and sentences. The most common error: writer does not identify elements in a series by lowercase letters in parentheses.
P9	Ampersand &	Used between authors in parentheses and in the reference list; use the word 'and' when citing reference authors in the body of the text.
Common Reference Citation Errors		
R1	Authors	List references alphabetically by authors' last names. Give last name, first & middle initials only (space between initials). No titles or abbreviations (Dr., RN, PhD, etc.)
R2	Capitalization	Capitalize proper nouns and all major words in titles of books or journals. Example: <i>Educational Leadership</i>
R3	Capitalization of Journal Articles	When referring to books, chapters, articles, or Web pages, capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns. Do not capitalize the first letter of the second word in a hyphenated compound word. Example: Are we motivating students with data? <i>Educational Leadership</i> , 41, 213-214
R4	Volume & Issue Numbers	Always give the volume number of a journal, magazine, or newsletter. Example: <i>Educational Leadership</i> , 41,
R5	Page Numbers	Give the page number or range of pages used in the reference. Do not use p. or pp.
R6	Publisher and Location	Always include the publisher and location of books. Example: Upper Saddle Ridge, NJ: Pearson.
R7	Electronic Source and Locator Info	Use digital object identifier (DOI). Look on the first page of the printed article close to the copyright information for the unique DOI. However, not all journals have begun to use the DOI.

R8	Hanging Indentation	All lines after the first line of each entry in your reference list should be indented one-half inch from the left margin. This is called hanging indentation.
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Appendix B
IEP Critique Rubric

A requirement of this course is that you become familiar with a variety of Individualized Education Programs. In order to do that, you will need to actually read different types of IEPs which include specific category accommodations and modifications. After reviewing the IEP, you will complete an end of the course review of the documents using the rubric to be provided in CANVAS. (You will critique a provided IEP). A template for you to type into will be provided in CANVAS. **You should reflect on the document as a future teacher.** This assignment will be submitted in CANVAS as well as TK20.

****See IEP critique rubric, and critique submission form documents located in the canvas module.****

Appendix C
Differentiated Instruction/ Exceptionality Based Accommodations & Modifications

A requirement of this course is that you become familiar with a variety of different exceptionalities. In order to do that, you will need to actually read different types of IEPs which include specific category accommodations and modifications, text chapters, and supplemental resources. You will then differentiate your lesson plan to address the specific needs of these students. **IMPORTANT: More or less of the same is NOT different.** Review the specific characteristics and supplemental text to determine the appropriate modification to meet the exceptionality. (You will only add the differentiated instruction/remedial/enrichment information. The remainder of the plan will remain the same.) A template for you to type into will be provide in CANVAS. **You should reflect on the document as a future teacher.**

****See Differentiated Lesson document located in the canvas module.****

Appendix D
Electronic Portfolio Rubric

Portfolio Assignment: Create an electronic portfolio of your field experience. Your portfolio can be a word document or a power point. **It MUST be submitted as ONE document.** The following items should be included in your portfolio:

- 1) Cover (Course Number, Course Name, University, Trimester Information – **Summer 2019**, Student Name)
- 2) Field Experience Log
- 3) Observation Log
- 4) Reflection Journal for Field Experience Hours (one reflection for each visit)

The documents included in this Electronic Portfolio will be used to award points for completing your field experience.

****See School Observation Log located in the canvas module.****

Content	Minimal Effort	Met Expectations	Above Expectations	Possible Points= 130
Visual Components 1. Cover 2. Date/Hours Log 3. Observation Log 4. Reflection for Field Experience Hours	Two or more artifacts are missing. (0-74 Points)	One artifact is missing. (75-99 points)	All four components are included. (100 points)	100
Organization	Content is not organized in manner which was designated on rubric. (0 points)		Content is organized in manner which was designated on rubric. (10 Points)	10
Quality	Poor quality throughout product - Unprofessional (0-5 Points)	Average quality throughout product - Shows some professional growth. (6-14 Points)	High quality throughout product - Neat and professional (15 Points)	15
Timeliness	Assignment was submitted after due date. (0 Points)		Assignment was submitted before or on due date. (5 Points)	5