

EDU 489
STUDENT TEACHING SEMINAR
Sample Syllabus

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Prerequisites:

The candidate must have met all the criteria for admission to teacher education and have received a student teaching assignment.

Course Description:

This course is part of the professional educator program and is taken during the student teaching semester. The course involves analysis of student and teacher behavior in the elementary school classroom and develops procedures and strategies for managing them positively. This course will be offered as an online course and will only meet twice during the semester.

Rationale:

This course requires candidates to apply knowledge of content and pedagogy learned in previous courses. Documentation of instruction and decision making is required.

Required Text:

Anthony, R. & Behrends, W. C. (2010). *Getting hired: A student teacher's guide to professionalism, resume` development, and interviewing*. Dubuque, IA: Kendall Hunt.

Course Objectives and Outcomes: To develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, integrate knowledge and improve personal teaching skills the candidate will:

Objectives	Activities	Assessment
Demonstrate applied content knowledge (KTS 1).	Content Plan for an 8 day unit	TWS
Design and plan instruction (KTS 2).	Design for Instruction Module	TWS
Create and maintain learning climate (KTS 3).	Classroom Management Module	TWS Classroom Management Plan
Implement and manage instruction (KTS 4).	Design for Instruction Module	TWS
Assess and communicates learning results (KTS 5).	Analysis Module	TWS
Demonstrate the implementation of technology (KTS 6).	Online Module Work Technology Use and Instruction in TWS	TWS
Reflect on and evaluate teaching and learning (KTS 7).	Reflection and Self-Evaluation Module	TWS

Evaluate teaching and implement professional development (KTS 9).	Reflection and Self-Evaluation Module; Job Fair; KTIP and REAP modules	TWS Resume Quizzes
Provide leadership within the school/community/profession (KTS 10).	Leadership Module	Quiz

Course Topics:

The following topics may be addressed:

Teacher Verbal/Non-Verbal Communication Skills, Managing Behavior, Parent/Teacher Communication Skills, Kentucky Teacher Intern Program (KTIP), Kentucky Teacher Performance Standards, Teacher Ethics/Professionalism, Discipline Models, Student Diversity, Creative Learning Environment, Collaboration And Teaming, Professional And Ethical Behavior, and Job Search, Leadership and Resume Writing

KERA Elements/Context Addressed:

Curriculum, Multi-age/multi Classrooms, Primary School Program, Assessment and Accountability, Professional Development, and Technology

Policy Statements:

- **Smoking Policy:** Kentucky Administrative Regulations prohibit smoking on school property other than in designated areas and only by faculty and staff. Parking lots are school property. Violation of this policy may result in termination of the student teaching experience.
- **Travel:** Travel from the candidate's residence to the host school or campus and return is the responsibility of the candidate. The University and faculty/staff accept no responsibility for the described travel.
- **Disabilities Statement:** In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in Downing University Center, A-200. The phone number is 270 745 5004. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Times: Any times mentioned throughout the term are for the *Central Time Zone*.

Communication:

* Students **MUST** have access to and be familiar with Blackboard to participate in this course. The majority of the course content, communication with the instructor and other class members, and the ability to complete and submit course requirements will be conducted via Blackboard.

* Students must utilize the WKU email account provided by the university to receive communication from the instructor. When emailing the instructor, the student should include the course number in the subject line of the email. Typically you should receive a response the same day.

* Students must make certain their technology is compatible with the WKU technology and working during all requirements of this online class. In addition, students must take **personal responsibility** for submitting tests and assignments by the dates due. This includes overcoming technical issues.

* If leaving a phone message, student should include a return phone number, name, and the course number. The Instructor should return your call within 24 hours. If not, please email the Instructor, as she could be away from her office. The instructor typically answers emails within 24 hours.

***Please do not expect the Instructor to address your technology problems or send assignments by email.**

*The best way to reach the Instructor is by email. The Instructor will check email daily and should respond to you rather quickly. If the Instructor does not respond quickly, there is a possibility that she is out of the country and has limited access to email. The Instructor will check as soon as possible if that is the case.

*The Instructor will check daily for uploaded assignments and will grade as many as possible each day. You should receive feedback on Blackboard from the Instructor on your assignment within a day or two of the due date.

Academic Dishonesty - Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in a course without possibility of withdrawal. The faculty member may also present the case to the Office of Student Life for disciplinary sanctions. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic dishonesty may seek relief through the Student Complaint Procedure.

Plagiarism - To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. **Student work will be checked using plagiarism detection software. A student who plagiarizes will receive 0 points for the assignment and will face the possibility of failing the class.**

Cheating - No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment or other project which is submitted for purposes of grade determination. *A student who cheats will be receive 0 points for the assignment and will face the possibility of failing the class.*

Evaluation and Grade Assignment: Grading in EDU 489 is based on a point system. **The total points accumulated determine the final grade.**

EDU 489 Tentative Grading Scale

Grade	Points
A	372-400
B	340-371
C	308-339
D	280-307

Tentative Point Values

May be adapted by the instructor as needed	
Scavenger Hunt	5 points
Blog Discussion	5 points
Professionalism Points	20 points
Teacher Work Sample	200 points
Job Fair Attendance	10 points
TWS Format	10 points
Book Discussion	50 points
Online Modules	100 points
Total Points	400 points

Specific Assignments & Requirements:

Scavenger Hunt: The teacher candidate will review the calendar and syllabus and complete a scavenger hunt.

Blog Discussion: In order to get to know your classmates, plan to participate in an online discussion. Include a paragraph information about yourself, and respond to at least two classmates in which you have something in common.

Teacher Work Sample: Through this performance assessment device, the teacher candidate will provide credible evidence of his/her ability to facilitate learning. Specific guidelines will be provided. Please word process the TWS so that it may be uploaded as one document. **The TWS is a Critical Performance and must be uploaded to the individual's electronic portfolio before a grade can be posted. A Level 2 holistic score on the TWS must be obtained before a student can successfully complete EDU 489.** The assignment must be typed in Microsoft Word and uploaded into the electronic portfolio. The web address for the electronic portfolio system is: <http://edtech2.wku.edu/portfolio/>. Final grades for individual candidates will not be forwarded to the Registrar until this requirement has been met. The TWS sections will be submitted online for grading. Due dates are designated on the class schedule.

Online Module Assignments: The teacher candidate will complete the assignments and quizzes posted in the online modules and post activities by specified dates.

Professionalism/Job Fair Attendance: Respect for the view of each member of the learning community and the use of professional standards of behavior (in the classroom and online) are expected. The teacher candidate is expected to participate in the WKU Job Fair held on South Campus and with the end of semester online surveys. Professional dress is required at the Job Fair, along with professional copies of a resume. The teacher candidate is expected to upload and complete all assignments on time. Points will be deducted for late uploads.

Book Discussions: Students will participate in online book discussions concerning readings from *Getting hired: A student teacher's guide to professionalism, resume` development, and interviewing*.

The Learning Center (TLC)

Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing University Center, A330) provides free supplemental education programs for all currently enrolled WKU students. TLC @ DUC offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and offers a thirty-two machine Dell computer lab to complete academic coursework. Additionally, TLC has three satellite locations. Each satellite location is a quiet study center and is equipped with a small computer lab. These satellite locations are located in Douglas Keen Hall, McCormack Hall, and Pearce Ford Tower. Please call TLC @ DUC at (270) 745-6254 for more information or to schedule a tutoring appointment. www.wku.edu/tlc

Key Journals/Magazines:

Social Studies and the Young Learner

Social Education

Phi Delta Kappan

Education Leadership

Education Digest

Journal of Education

Journal of Educational Research

Reading Teacher

School Library Journal

American Journal of Education

Early Childhood Education Journal

Education Journal

Education Week

Childhood Education

Teaching Children Mathematics

Edutopia

Websites:

Kentucky Teacher Standards <http://www.kyepsb.net/teacherprep/expstandards.asp>

Kentucky Education Reform Act (KERA) <http://www.wku.edu/library/kerakera.htm>

Kentucky Department of Education <http://www.kde.state.ky.us>

The Educator's Reference Desk <http://www.eduref.org/>

Indiana Department of Education <http://www.doe.state.in.us/>

Supplementary Texts:

Arends, R.I. (1997). *Classroom instruction and management*. New York: McGraw Hill.

Batey, C.S. (1996). *Parents are lifesavers: A hand-book for parent involvement in schools*. Thousand Oaks, CA: Corwin Press, Inc.

Evertson, C.M., Emmer, E.T., and Worsham, M.E. (1994). *Classroom management for elementary teachers*. Needham Hts., MA: Allyn and Bacon.

Silver, H.F., Strong, R.W., Perini, M.J. (2001). *Tools for promoting active, in-depth learning*. Ho-Ho-Kus, NJ: Thoughtful Education Press.

Sprick, R. Garriswon, M. & Howard, L. (1998). *CHAMPS: A proactive and positive approach to classroom management*. Longmont, CO: Sopris West.

Wong, H. K., & Wong, R.T. (1991). *The first day of school: How to be an effective teacher*. Sunnyvale, CA: Harry Wong Publications.