	<h1 style="text-align: center;">EDU 250</h1> <p style="text-align: center;">Spring 2024 Semester</p>
Instructor:	Dr. Erin Margarella
Class Location: Online	
<p style="text-align: center;">Instructor's Office Hours: MWF 9-3 TR Virtual and by appointment Erin.Margarella@wku.edu</p>	

*Note: This document and other class related materials are available on our course site at <https://wku.blackboard.edu>.

Course Description:

EDU 250 is the introductory course to a career in education. All students who are interested or think they are interested in teaching K-12 education should enroll in this class. Those who are interested in teaching middle school will enroll in EDU 275. The student will acquire basic knowledge of teacher ethics, career awareness, student diversity, and curriculum. 15 hours of field experiences are required outside of the time designated for this class. Equivalent to AGED 250.

Prerequisites:

None

Textbooks and Required Materials:

Textbook

Powell, S. D. (2018). *Your introduction to education: Explorations in teaching* (4th ed). Pearson.

A physical, TB test, background check, and confidentiality affidavit is required. These are required for all classes in the education program. Check the School of Teacher Education web page ([Teacher Admissions](#)) or the course site for information. **Documents are due the second week of class.** Students should drop this course by the drop/add date if these materials are not turned in to the Office of Teacher Services.

Major Course Topics:

- Teachers, Schools, & Students
- Student Similarities and Differences
- Curriculum and Instruction
- Assessment and Accountability
- Positive and Productive Learning Environments
- History of Education in the US
- Philosophical Foundations of Education in the US
- Societal Context of Schooling in the US

- Ethical and Legal Issues in US Schools
- Governing and Financing Public Schools in the US
- Developing Professionalism

Course Objectives:

Upon course completion, students will:

1. Develop and teach mini-lessons in different settings.
2. Describe different assessment goals and create simple assessments.
3. Compare student differences and similarities.
4. Use relevant content standards to create goals, objectives and learning targets.
5. Describe the legal context of P-12 education.
6. Describe education's historical and philosophical background.
7. Demonstrate basic teaching skills (instructional, technology, research, literacy).
8. Describe current educational trends and issues.
9. Describe teaching as a career including the certification process.
10. Act in a professional manner and be accountable for their behavior as it relates to appropriate teacher standards.

Description of Course Assessments:

Common Assessments

1. Attend a WKU School of Teacher Education orientation meeting. Students who do not attend the meeting will receive a grade of incomplete for the course regardless of their current grade.
2. Teacher candidates will participate in planning and teaching a mini-lesson plan, which may be taught in-class or during field experiences as appropriate. The mini-lesson plan will require the teacher candidate to use KAS/SPA standards to create goals, objectives, learning targets, and a formative assessment. **(Lesson Plan & Peer Teach/STEM Night/etc.)**
3. The teacher candidate will create a Google site where they add information about themselves; their (creative) philosophy of education; Curriculum Vitae, including professional development; and class tabs. This Google site will serve as a virtual portfolio that will culminate in their Student Teaching. **(Google Site Portfolio)**
4. The teacher candidate will complete 15 hours of observation in a P-12 school setting. The teacher candidate will create an online journal with observations and reflections, matching KTPS standards with their observations in a school setting. **(Field)**
5. The teacher candidate will complete a self-reflection based on the dispositions, discussing what skills they need to work on to become a teacher. **(Dispositions)**
6. The teacher candidate will use the KY ELA standards to complete a literacy scavenger hunt. **(Literacy)**

Topical Assessments

1. The teacher candidate will create a timeline on the history of education by highlighting some important time periods within US education.
2. The teacher candidate will discuss current educational trends and issues through readings and presentations on educational issues.

3. The teacher candidate will complete a Teacher Hall of Fame activity.
4. The teacher candidate will begin to learn about the legalities associated with students with special needs.

Course Grading and Evaluation:

Assessment Name	Point Value	
Lesson Planning (for Mini-Teach)	50	
Peer Teaching	50	
Teacher Orientation Meeting	20	
TB, Physical, and Criminal Checks	20	
15 hours of clinical/virtual observations	30	
Google Site Portfolio (including Philosophy of Education & Code of Ethics writings)	80	
Self-Reflection on Dispositions	50	
Field Experiences: Field Journals and KFETS documents uploaded (30 points for KFETS, 20 points for field journals)	50	
Literacy Scavenger Hunt	30	
In-Class Activities (reading guides, quizzes/tests, topical assignments, and other activities as chosen by instructor)	620	
TOTAL POSSIBLE	1000	

The following represents the grade equivalent for accumulated points and percentage expectations:

Grading Scale:

Grading Scale	
Grade	Percent
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	≤60%

Attendance and Participation Policy:

[WKU guide](#)

Attendance: Students are expected to be present, punctual, and attentive for class, and clinical experiences.

Tardiness: Students are expected to arrive prior to the start of class, to avoid disrupting the classroom. Students who arrive after class begins may be asked to wait until break to enter the classroom. Admittance to the clinical setting/laboratory in the event of tardiness for exceptional circumstances will be at the discretion of the instructor.

Extra Assignments: Faculty members may assign extra work for students who have missed any part of a class or clinical to help the student regain what was lost during their absence if the faculty member feels this is appropriate.

Extenuating Circumstances: Unforeseen events such as auto accidents, deaths in the immediate family or personal illness which requires a student to be absent from class or clinical may be viewed as an extenuating circumstance. In the case of such events the student must notify faculty members as soon as possible. Vacations, weddings, doctor appointments, studying for an exam, child care issues, job interviews, working, etc. are not considered extenuating circumstances as these are not unforeseen events. Students wishing to claim extenuating circumstances will be asked to provide documentation of the condition which led to excessive absenteeism. The presence of extenuating circumstances does not guarantee that a student will be exempted from this attendance policy.

Personal Illness and Emergency: Students may not attend class or clinical if they have a fever or other evidence of a contagious illness. Students are expected to be fever free for 24 hours after an acute illness before returning to the class or clinical setting. If students are unable to attend the regularly scheduled class, lab or clinical rotation due to illness or such an emergency, they are required to provide advance notice via telephone or email to the faculty member teaching the course. In an emergency where advance notice is impossible, the student is required to notify the faculty member teaching the course as soon as possible. Students should contact their own health care provider for recommendations for follow-up treatment.

Student Disability Services:

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Title IX/Discrimination & Harassment:

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Sex and Gender-Based Discrimination, Harassment, and Retaliation](#) (#0.070) and [Discrimination and Harassment Policy](#) (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Deborah Wilkins, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual

misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s [Counseling and Testing Center](#) at 270-745-3159.

Statement of Diversity:

Western Kentucky University is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. To that end, this classroom is an inclusive space where all participants are welcomed and treated with respect, dignity, and acceptance. Immoral, illegal, or unethical behavior and/or communication will not be tolerated.

While the majority of students are comfortable with the pronoun sets “he/him” or “she/her,” there is a growing population who prefer “they/them” pronouns, or another pronoun sets like ze/zir, per/pers, ey/em, or xe/xem, to avoid binary gender association. Participants in this course may choose to go by the pronoun sets with which they identify and are most comfortable. In addition to pronouns, all students have the right to indicate their preferred first name on TOPNET; this will appear on class rosters. If you did not specify your preferred name on TOPNET, please let me know what name and pronouns I should use for you. Student’s chosen names and pronouns will be respected at all times in the classroom.

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 the student’s own. One must give any author credit for source material borrowed from another. 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.

For more information about the [Process for Academic Dishonesty](#)

The Three Core Curriculum Themes:

[\(Click here to see an overview of all standards alignment with assessments in all Core courses.\)](#)

(Explain in the three theme columns how the assessment aligns to the theme.)

Assessment (number and title)	Literacy Theme	Technology Theme	Professionalism Theme
			

ILA Scavenger Hunt	ILA Standard 2: Candidates apply foundational knowledge to critically examine elementary/intermediate literacy curricula; design, adapt, implement, and evaluate instructional approaches and materials to provide a coherent and motivating literacy program that addresses both general and discipline-specific literacy processes.		
Peer Teach / Mini-Teach	ILA Standard 2: Candidates apply foundational knowledge to critically examine elementary/intermediate literacy curricula; design, adapt, implement, and evaluate instructional approaches and materials to provide a coherent and motivating literacy program that addresses both general and discipline-specific literacy processes.		
Dispositions Self-Reflection			X
Attend Teacher Orientation Meeting			X
TB, Physical, CAN Check, Criminal Background Check			X
KY Code of Ethics Assignment			X

Create Google Site with philosophy of education		1. Empowered Learner	
History of Education Topical Assignment		1. Empowered Learner	
Online Observation Journal		1. Empowered Learner	

Kentucky Teacher Performance Standards: (Link to the standards and all 174 indicators)

Teacher Standards for Educator Preparation and Certification established June 30, 2018. These standards shall be used in the evaluation and assessment of a teacher for initial or advanced certification and for the accreditation of educator preparation providers.

KTPS with INTASC Details/Indicators -- Core Curriculum Alignment	Courses/ Experiences EDU 250	Courses/ Experiences EDU 260	Courses/ Experiences PSY 310	Courses/ Experiences EDU 350	Courses/ Experiences EDU 360
Standard 1. Learner Development: The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.			X	X	
Standard 2. Learning differences: The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.			X	X	X
Standard 3. Learning environments: The teacher shall work with others to create environments that: Support individual and collaborative learning; and Encourage positive social interaction, active engagement in learning, and self-motivation.	X		X	X	X
Standard 4. Content knowledge: The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the			X		

content.					
Standard 5. Application of content: The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.		X	X		
Standard 6. Assessment: The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.		X			
Standard 7. Planning for Instruction: The teacher shall plan 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.	X				
Standard 8. Instructional strategies: The teacher shall understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.		X			
Standard 9. Professional learning and ethical practice: The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.	X		X		
Standard 10. Leadership and collaboration: The teacher shall seek appropriate leadership roles and opportunities to: Take responsibility for student learning; Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and Advance the profession.				X	X

Student Learning Outcomes:

School of Teacher Education Student Learning Outcomes
Graduates of the WKU School of Teacher Education Initial Preparation Programs are able to:

Courses	1. Demonstrate content knowledge in the academic disciplines	2. Apply the foundational principles of learning and teaching	3. Exhibit teaching competence in a clinical environment	4. Select, administer, and analyze results of formative and summative assessments	5. Identify, evaluate, and implement individualized instruction	6. Apply content knowledge, pedagogical skills, and technology to instructional practice	7. Identify, evaluate, and implement literacy practices	8. Display the dispositions of a professional educator
EDU 250		I (assess)		I	I	I	I	I
EDU 260		I		R (assess)	I	I (assess)	I	I
PSY 310		I (assess)					I	I
EDU 350		I		R/D	R (assess)	R	I (assess)	I (assess)
EDU 360		I (assess)		R/D	R	R	R	R

I - Initial, R-Reinforced, D-Demonstrated, M-Mastered

Major Course Assessments Aligned with Standards:

Major Course Assessments	Course Objectives	SPA Standard(s): ("will vary" in the Core)	KY Teacher Performance Standards/INTASC or KY IECES Standards	Overall Core Program Student Learning Outcomes (number)
Clinical Experiences and Assessments				
Assignment: Mini-teach lesson <input type="checkbox"/> Clinical; <u>3</u> hours	Obj. #1		Std. #7	SLO #
Assignment: Mini-teach <input type="checkbox"/> Clinical; <u> </u> hours	Obj. #1,7		Std. #8 (a)	SLO #
Assignment: Mini-teach reflection <input type="checkbox"/> Clinical; <u> </u> hours	Obj. #1		Std. #9 (g)	SLO #
Assignment: Write a formative assessment for the mini-teach lesson <input type="checkbox"/> Clinical; <u> </u> hours	Obj. #1, 2		Std. #6(r)	SLO #

Assignment: Complete field observations <input type="checkbox"/> Clinical; 9 hours	Obj. #3, 8, 10		Std. #8, #10	SLO #
Assignment: Write a reflection on student differences based on clinical observations <input type="checkbox"/> Clinical; 3 hours	Obj. #3		Std. #	SLO #
Assignment: Write a goal and objective for mini-lesson <input type="checkbox"/> Clinical; ___ hours	Obj. #4		Std. #7 (a)	SLO #
Assignment: US History of Education Topical Assignment <input type="checkbox"/> Clinical; ___ hours	Obj. #6		Std. #10 (l, s)	SLO #
Assignment: Philosophy of Ed on Google site <input type="checkbox"/> Clinical; ___ hours	Obj. #6		Std. #10 (s)	SLO #
Assignment: Teaching the mini-lesson <input type="checkbox"/> Clinical; ___ hours	Obj. #1,7		Std. #8 (a)	SLO #
Assignment: Discuss current trends/issues in ed <input type="checkbox"/> Clinical; ___ hours	Obj. #5, 8		Std. #10 (h)	SLO #
Assignment: Orientation Meeting <input type="checkbox"/> Clinical; ___ hours	Obj. #9		Std. #10 (l, s)	SLO #
Assignment: Self assessment of Dispositions <input type="checkbox"/> Clinical; ___ hours	Obj. #10		Std. #9 (o)	SLO #

ADDITIONAL COURSE INFORMATION AND EXPERIENCE RELATED TO EDUCATION PREPARATION

(EPSB Program Level Requirements)

Course Required P-12 Classroom Observation or Clinical Experiences and Assessments:

(List assessment or experience if this course includes the criteria. If none, put “N/A” and delete the table below. For others, use the table below to provide the number of observation hours and check each type of experiences candidates have during those hours. Note: The table categories are those that the KY EPSB requires each program to have as outlined by **16 KAR 5:040 Section 5(3).**)

Total Number of Hours:	
EPSB Required Candidate Experience Types - 16 KAR 5:040 Section 5(3)	
(a) Engagement with diverse populations of students which include:	
1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;	
2. English language learners;	
3. Students with disabilities; and	
4. Students from the following grade levels:	
• Elementary	X (mini-lesson)
• Middle School	
• Secondary	
(b) Observation in schools and related agencies, including:	
1. Family Resource Centers; or 2. Youth Service Centers	
(c) Student tutoring	
(d) Interaction with families of students;	
(e) Attendance at school board and school-based council meetings;	
(f) Participation in a school-based professional learning community; and	
(g) Opportunities to assist teachers or other school professionals.	

Course Assessments Related to Standards:

- [The Kentucky Academic Standards \(KAS\)](#), and/or [The Kentucky Early Childhood Standards \(KECS\)](#)
- **The Kentucky P-12 Curriculum Framework**
- **P-12 Assessment System to Guide Instruction**

Prior to graduation, every teacher candidate must be fluent in the Kentucky Academic Standards (KAS) for their content area and for literacy, must be able to deconstruct the standards into learning targets, and must be able to create formative assessments. (See Common Lesson Planning Template at end of document.) Provide descriptive evidence of meeting the following expectations of EPSB:

EPSB Questions to Address regarding: <ul style="list-style-type: none"> • KAS/KECS • KY P-12 Curriculum Framework • P-12 Assessment System to Guide Instruction 	Course Assessment and HOW Assessed -- Include Criteria Demonstrating Depth of Knowledge of Candidate
1. How does the EPP measure a candidate's knowledge and understanding of the Kentucky Academic Standards? How does the candidate demonstrate a deep understanding of a system-wide process for designing curriculum aligned to the KAS at the school or district level?	Students will be introduced to Kentucky Academic Standards during EDU 250.
2. Briefly describe how candidates use the Kentucky Academic Standards and appropriate assessment data to guide instruction.)	Students will use the KAS to help create/modify an existing lesson to teach to elementary students during the mini-teach lesson.
3. Describe how candidates use the Kentucky Academic Standards in lesson plans? (To what extent did the EPP provide evidence of candidates' use of the KAS framework in lesson plans?)	Students will be expected to choose a KAS that is appropriate for their mini-lesson.
4. Provide evidence of candidate's abilities to create and use formative and summative assessments to guide instruction toward P12 student mastery of the Kentucky Academic Standards.	Students will create a formative assessment to use for their minilesson. This will be an introduction into what formative assessment is and how to match the formative assessment to the objective of the lesson.
5. How does the candidate demonstrate understanding of how a school/district implements the curriculum at the school and classroom level?	Faculty who teach EDU 250 will share a district curriculum map with students to show how curriculum is planned within a school/district.
6. How do candidates learn about the state's assessment system for student learning and how that influences their instruction and assessment of their students?	In EDU 250, students discuss the state's assessment system for student learning. This emphasizes the importance of state standards and making sure teachers follow the curriculum map of the district so that information is taught for the state assessments.

Course Assessment Serving as Education Preparation Program "Key Assessments" aligned to CAEP Accreditation:

(Please name and briefly describe the assessment and check which category in the table below the assessment represents. If none, put "N/A.")

CAEP Key Assessment Areas	Assessment and Description
Assessment #1: Content Assessment	N/A

Assessment #2: Other Assessment of Content Knowledge	N/A
Assessment #3: Assessment of Professional Capabilities	N/A
Assessment #4: Clinical Experiences Measure of Teaching Proficiency	N/A
Assessment #5: Measure of Candidate Assessment Proficiencies	N/A
Assessment #6: Candidate ability to diagnose and prescribe for personalized Student Learning	N/A
Assessment #7: Application of Content Knowledge and Pedagogical Skills (Instructional Practice)	N/A
Assessment #8: Assessment of Literacy Outcomes	N/A
Assessment #9: Dispositions	Disposition Self-Reflection

School of Teacher Education Lesson Plan Template



Name _____ Date of Observation _____	
Ages/Grades of Students _____ #Number of Students in Class _____	
# of Students having IEP/504 _____ # of Gifted Students _____ # of Students having LEP _____	
Lesson Title: _____	
1. Context: Describe the Students for which this Lesson is Designed Identify your students' backgrounds, special needs, cultural differences, interests, and language proficiencies. <i>Use student initials for specific information about students in terms of learning strategies, behavior strategies. Give examples of what you know about students' interests, outside activities, etc., which could be incorporated into lesson plan. Also, be specific about student skills and knowledge. Describe racial, economic diversity in class.</i>	
DO NOT USE IN 250	
2. Learning Target(s)/Objectives <i>Provide 1-2 learning targets/objectives and 1-2 connected Kentucky Early Childhood Standards and Benchmarks for each component listed in this section. (Only use option b, for current lesson, in EDU 250.)</i>	
a. Previous lesson's learning target(s)/objective(s); connect each target/objective to the appropriate state curriculum/content area standard(s) and benchmark(s) AND to the appropriate NCTM, NGSS or NAAEE standard(s) b. Current lesson's learning target(s)/objective(s); connect each target/objective to the appropriate state curriculum/content area standard(s) and benchmark(s) AND to the appropriate NCTM, NGSS or NAAEE standard(s) c. Next lesson's learning target(s)/objective(s); connect each target/objective to the appropriate state curriculum/content area standard(s) and benchmark(s) AND to the appropriate NCTM, NGSS or NAAEE standard(s)	
3. Students' Baseline Knowledge and Skills Describe and include the pre-assessment(s), including the developmental continuum used to establish students' baseline knowledge and skills for this lesson.	
DO NOT USE IN 250	
4. Formative Assessment Describe and include the formative assessment(s) and developmental continuum(s) to be used to measure student performance during this lesson. <i>The formative assessment(s) and developmental continuum(s) should be directly connected to the current learning target/objective. The description should include the method used for collecting data.</i>	
5. Resources Identify the resources and assistance available to support your instruction and facilitate students' learning. This includes links to technology, homework, exit or bell ringer slips, readings, etc. Be specific if there is an aide in the classroom and their role.	

6. Lesson Procedures

Describe the sequence of strategies/activities and/or assessments will be used to scaffold instruction, engage your students. facilitate attainment of the lesson objective(s), and promote higher order thinking. Within this sequence, be sure to describe how the instruction will be differentiated to meet your students' needs, interests, and abilities. *Components of this section should include: 1. Connection to prior learning, 2. Frontloading of expected learning/outcomes, 3. Introduction of new materials or new ways of using materials, 4. Step by step instructions on lesson implementation, 5. The role of other adults involved in the lesson, 6. Scaffolded and/or differentiated instruction to meet the needs, interests and abilities of all students, 7. Detailed script of teacher talk and questioning embedded throughout the procedures, 8. Plan for providing feedback to students, 9. Closure of what took place, what was learned and next steps to connect to next lesson's learning.*

7. Reference

Identify the evidenced based resource(s) this activity was retrieved from using APA format.

8. Watch for -----

Identify anything that you would like specifically observed during this lesson. *What area(s) are you seeking specific feedback on for teacher performance as to improve student outcomes? (i.e. including all students, engaging students, promoting higher order thinking, higher level questioning, collecting assessment data, managing transitions, connecting to prior learning, etc.)*

COVID 19 Statement

All students are strongly encouraged to **get the COVID-19 vaccine**. In accordance with WKU policy, all students must call the WKU COVID-19 Assistance Line at 270-745-2019 within 4 hours of testing positive for COVID-19 or being identified as a close contact to someone who has tested positive. The COVID Assistance Line is available to answer questions regarding any COVID-19 related issue. This guidance is subject to change based on requirements set forth by federal, state, and local public health entities. Please refer to the Healthy on the Hill website for the most current information.

www.wku.edu/healthyonthehill

ADA Accommodation

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Title IX/ Discrimination and Harrassment

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's **Sex and Gender-Based Discrimination, Harassment, and Retaliation** (#0.070) and **Discrimination and Harassment Policy** (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of

sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s [Counseling and Testing Center](#) at 270-745-3159.

Things You Should Know



Academic
Integrity



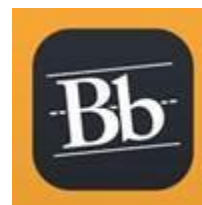
Student Code
of Conduct



Student
Handbook



Student
Resource
Portal



Blackboard
Student
Mobile
Applications



Sexual Assault Resources

Regular and Substantive Interaction (ONLINE classes only)

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#).

In this course, regular and substantive interaction will take place in the following ways:

- Description of RSI activity, and
- Description of RSI activity.

Example:

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#).

In this course, regular and substantive interaction will take place in the following ways:

- Weekly synchronous sessions with faculty and students,
- Faculty participation in weekly discussion boards,
- Weekly announcements, and
- Timely and detailed feedback on assignments provided within one week of submission.

Note: Your activities may look different from these as they are used solely for the purpose of this example.

If Issues Arise



Student Complaint

Student Grievance

Student Ombuds

Student Legal

Procedures

Procedures

Services

Be Prepared: Know Where to Go



All Gender

Restroom Safe Space WKU Emergency
Preparedness Active Shooter



WKU




Preparedness
Police Counseling and

Testing Food Security Center for Literacy

The Three Core Curriculum Themes:

[\(Click here to see an overview of all standards alignment with assessments in all Core courses.\)](#)

(Explain in the three theme columns how the assessment aligns to the theme.)

Assessment (number and title)	Literacy Theme 	Technology Theme 	Professionalism Theme 
ILA Scavenger Hunt	ILA Standard 2: Candidates apply foundational knowledge to critically examine elementary/intermediate		

	literacy curricula; design, adapt, implement, and evaluate instructional approaches and materials to provide a coherent and motivating literacy program that addresses both general and discipline-specific literacy processes.		
Peer Teach / Mini-Teach	ILA Standard 2: Candidates apply foundational knowledge to critically examine elementary/intermediate literacy curricula; design, adapt, implement, and evaluate instructional approaches and materials to provide a coherent and motivating literacy program that addresses both general and discipline-specific literacy processes.		
Dispositions Self-Reflection			X
Attend Teacher Orientation Meeting			X
TB, Physical, CAN Check, Criminal Background Check			X
KY Code of Ethics Assignment			X
Create Google Site with philosophy of education		1. Empowered Learner	

History of Education Topical Assignment		1. Empowered Learner	
Online Observation Journal		1. Empowered Learner	

[Kentucky Teacher Performance Standards:](#) (Link to the standards and all 174 indicators)

Teacher Standards for Educator Preparation and Certification established June 30, 2018. These standards shall be used in the evaluation and assessment of a teacher for initial or advanced certification and for the accreditation of educator preparation providers.

KTPS with INTASC Details/Indicators -- Core Curriculum Alignment	Courses/ Experiences EDU 250	Courses/ Experiences EDU 260	Courses/ Experiences PSY 310	Courses/ Experiences EDU 350	Courses/ Experiences EDU 360
Standard 1. Learner Development: The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.			X	X	
Standard 2. Learning differences: The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.			X	X	X
Standard 3. Learning environments: The teacher shall work with others to create environments that: Support individual and collaborative learning; and Encourage positive social interaction, active engagement in learning, and self-motivation.	X		X	X	X
Standard 4. Content knowledge: The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.			X		

Standard 5. Application of content: The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.		X	X		
Standard 6. Assessment: The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.		X			
Standard 7. Planning for Instruction: The teacher shall plan 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.	X				
Standard 8. Instructional strategies: The teacher shall understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.		X			
Standard 9. Professional learning and ethical practice: The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.	X		X		
Standard 10. Leadership and collaboration: The teacher shall seek appropriate leadership roles and opportunities to: Take responsibility for student learning; Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and Advance the profession.				X	X

Student Learning Outcomes:

School of Teacher Education Student Learning Outcomes
Graduates of the WKU School of Teacher Education Initial Preparation Programs are able to:

Courses	1. Demonstrate content knowledge in the academic disciplines	2. Apply the foundational principles of learning and teaching	3. Exhibit teaching competence in a clinical environment	4. Select, administer, and analyze results of formative and summative assessments	5. Identify, evaluate, and implement individualized instruction	6. Apply content knowledge, pedagogical skills, and technology to instructional practice	7. Identify, evaluate, and implement literacy practices	8. Display the dispositions of a professional educator
EDU 250		I (assess)		I	I	I	I	I
EDU 260		I		R (assess)	I	I (assess)	I	I
PSY 310		I (assess)					I	I
EDU 350		I		R/D	R (assess)	R	I (assess)	I (assess)
EDU 360		I (assess)		R/D	R	R	R	R

I - Initial, R-Reinforced, D-Demonstrated, M-Mastered

Major Course Assessments Aligned with Standards:

Major Course Assessments	Course Objectives	SPA Standard(s): ("will vary" in the Core)	KY Teacher Performance Standards/INTASC or KY IECES Standards	Overall Core Program Student Learning Outcomes (number)
Clinical Experiences and Assessments				
Assignment: Mini-teach lesson <input type="checkbox"/> Clinical; <u>3</u> hours	Obj. #1		Std. #7	SLO #
Assignment: Mini-teach <input type="checkbox"/> Clinical; <u> </u> hours	Obj. #1,7		Std. #8 (a)	SLO #
Assignment: Mini-teach reflection <input type="checkbox"/> Clinical; <u> </u> hours	Obj. #1		Std. #9 (g)	SLO #
Assignment: Write a formative assessment for the mini-teach lesson <input type="checkbox"/> Clinical; <u> </u> hours	Obj. #1, 2		Std. #6(r)	SLO #

Assignment: Complete field observations <input type="checkbox"/> Clinical; 9 hours	Obj. #3, 8, 10		Std. #8, #10	SLO #
Assignment: Write a reflection on student differences based on clinical observations <input type="checkbox"/> Clinical; 3 hours	Obj. #3		Std. #	SLO #
Assignment: Write a goal and objective for mini-lesson <input type="checkbox"/> Clinical; ___ hours	Obj. #4		Std. #7 (a)	SLO #
Assignment: US History of Education Topical Assignment <input type="checkbox"/> Clinical; ___ hours	Obj. #6		Std. #10 (l, s)	SLO #
Assignment: Philosophy of Ed on Google site <input type="checkbox"/> Clinical; ___ hours	Obj. #6		Std. #10 (s)	SLO #
Assignment: Teaching the mini-lesson <input type="checkbox"/> Clinical; ___ hours	Obj. #1,7		Std. #8 (a)	SLO #
Assignment: Discuss current trends/issues in ed <input type="checkbox"/> Clinical; ___ hours	Obj. #5, 8		Std. #10 (h)	SLO #
Assignment: Orientation Meeting <input type="checkbox"/> Clinical; ___ hours	Obj. #9		Std. #10 (l, s)	SLO #
Assignment: Self assessment of Dispositions <input type="checkbox"/> Clinical; ___ hours	Obj. #10		Std. #9 (o)	SLO #

ADDITIONAL COURSE INFORMATION AND EXPERIENCE RELATED TO EDUCATION PREPARATION

(EPSB Program Level Requirements)

Course Required P-12 Classroom Observation or Clinical Experiences and Assessments:

(List assessment or experience if this course includes the criteria. If none, put “N/A” and delete the table below. For others, use the table below to provide the number of observation hours and check each type of experiences candidates have during those hours. Note: The table categories are those that the KY EPSB requires each program to have as outlined by **16 KAR 5:040 Section 5(3).**)

Total Number of Hours:	
EPSB Required Candidate Experience Types - 16 KAR 5:040 Section 5(3)	
(a) Engagement with diverse populations of students which include:	
1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;	
2. English language learners;	
3. Students with disabilities; and	
4. Students from the following grade levels:	
• Elementary	X (mini-lesson)
• Middle School	
• Secondary	
(b) Observation in schools and related agencies, including:	
1. Family Resource Centers; or 2. Youth Service Centers	
(c) Student tutoring	
(d) Interaction with families of students;	
(e) Attendance at school board and school-based council meetings;	
(f) Participation in a school-based professional learning community; and	
(g) Opportunities to assist teachers or other school professionals.	

Course Assessments Related to Standards:

- [The Kentucky Academic Standards \(KAS\)](#), and/or [The Kentucky Early Childhood Standards \(KECS\)](#)
- **The Kentucky P-12 Curriculum Framework**
- **P-12 Assessment System to Guide Instruction**

Prior to graduation, every teacher candidate must be fluent in the Kentucky Academic Standards (KAS) for their content area and for literacy, must be able to deconstruct the standards into learning targets, and must be able to create formative assessments. (See Common Lesson Planning Template at end of document.) Provide descriptive evidence of meeting the following expectations of EPSB:

EPSB Questions to Address regarding: <ul style="list-style-type: none"> • KAS/KECS • KY P-12 Curriculum Framework • P-12 Assessment System to Guide Instruction 	Course Assessment and HOW Assessed -- Include Criteria Demonstrating Depth of Knowledge of Candidate
1. How does the EPP measure a candidate's knowledge and understanding of the Kentucky Academic Standards? How does the candidate demonstrate a deep understanding of a system-wide process for designing curriculum aligned to the KAS at the school or district level?	Students will be introduced to Kentucky Academic Standards during EDU 250.
2. Briefly describe how candidates use the Kentucky Academic Standards and appropriate assessment data to guide instruction.)	Students will use the KAS to help create/modify an existing lesson to teach to elementary students during the mini-teach lesson.
3. Describe how candidates use the Kentucky Academic Standards in lesson plans? (To what extent did the EPP provide evidence of candidates' use of the KAS framework in lesson plans?)	Students will be expected to choose a KAS that is appropriate for their mini-lesson.
4. Provide evidence of candidate's abilities to create and use formative and summative assessments to guide instruction toward P12 student mastery of the Kentucky Academic Standards.	Students will create a formative assessment to use for their minilesson. This will be an introduction into what formative assessment is and how to match the formative assessment to the objective of the lesson.
5. How does the candidate demonstrate understanding of how a school/district implements the curriculum at the school and classroom level?	Faculty who teach EDU 250 will share a district curriculum map with students to show how curriculum is planned within a school/district.
6. How do candidates learn about the state's assessment system for student learning and how that influences their instruction and assessment of their students?	In EDU 250, students discuss the state's assessment system for student learning. This emphasizes the importance of state standards and making sure teachers follow the curriculum map of the district so that information is taught for the state assessments.

Course Assessment Serving as Education Preparation Program "Key Assessments" aligned to CAEP Accreditation:

(Please name and briefly describe the assessment and check which category in the table below the assessment represents. If none, put "N/A.")

CAEP Key Assessment Areas	Assessment and Description
Assessment #1: Content Assessment	N/A

Assessment #2: Other Assessment of Content Knowledge	N/A
Assessment #3: Assessment of Professional Capabilities	N/A
Assessment #4: Clinical Experiences Measure of Teaching Proficiency	N/A
Assessment #5: Measure of Candidate Assessment Proficiencies	N/A
Assessment #6: Candidate ability to diagnose and prescribe for personalized Student Learning	N/A
Assessment #7: Application of Content Knowledge and Pedagogical Skills (Instructional Practice)	N/A
Assessment #8: Assessment of Literacy Outcomes	N/A
Assessment #9: Dispositions	Disposition Self-Reflection

School of Teacher Education Lesson Plan Template



Name _____ Date of Observation _____	
Ages/Grades of Students _____ #Number of Students in Class _____	
Lesson Title: _____	
1. Context: Describe the Students for which this Lesson is Designed Identify your students' backgrounds, special needs, cultural differences, interests, and language proficiencies. <i>Use student initials for specific information about students in terms of learning strategies, behavior strategies. Give examples of what you know about students' interests, outside activities, etc., which could be incorporated into lesson plan. Also, be specific about student skills and knowledge. Describe racial, economic diversity in class.</i>	
DO NOT USE IN 250	
2. Learning Target(s)/Objectives <i>Provide 1-2 learning targets/objectives and 1-2 connected Kentucky Early Childhood Standards and Benchmarks for each component listed in this section.</i> a. Current lesson's learning target(s)/objective(s); connect each target/objective to the appropriate state curriculum/content area standard(s) and benchmark(s) AND to the appropriate NCTM, NGSS or NAAEE standard(s)	
3. Students' Baseline Knowledge and Skills Describe and include the pre-assessment(s), including the developmental continuum used to establish students' baseline knowledge and skills for this lesson.	
DO NOT USE IN 250	
4. Formative Assessment Describe and include the formative assessment(s) and developmental continuum(s) to be used to measure student performance during this lesson. <i>The formative assessment(s) and developmental continuum(s) should be directly connected to the current learning target/objective. The description should include the method used for collecting data.</i>	
5. Resources Identify the resources and assistance available to support your instruction and facilitate students' learning. This includes links to technology, homework, exit or bell ringer slips, readings, etc. Be specific if there is an aide in the classroom and their role.	
6. Lesson Procedures Describe the sequence of strategies/activities and/or assessments will be used to scaffold instruction, engage your students. facilitate attainment of the lesson objective(s), and promote higher order thinking. Within this sequence, be sure to describe how the instruction will be differentiated to meet your students' needs, interests, and abilities. <i>Components of this section should include: 1. Connection to prior learning, 2. Frontloading of expected learning/outcomes, 3. Introduction of new materials or new ways of using materials, 4. Step by step instructions on lesson implementation, 5. The role of other adults involved in the lesson, 6. Scaffolded and/or differentiated instruction to meet the needs, interests and abilities of all students, 7. Detailed script of teacher talk and questioning embedded throughout the procedures, 8. Plan for providing</i>	

<i>feedback to students, 9. Closure of what took place, what was learned and next steps to connect to next lesson's learning.</i>	
7. Reference	Identify the evidenced based resource(s) this activity was retrieved from using APA format.
8. Watch for -----	Identify anything that you would like specifically observed during this lesson. <i>What area(s) are you seeking specific feedback on for teacher performance as to improve student outcomes? (i.e. including all students, engaging students, promoting higher order thinking, higher level questioning, collecting assessment data, managing transitions, connecting to prior learning, etc.)</i>