

EDU 589 – Advanced Internship for MAT-- Spring 2024

Section 700 (CRN 41335)

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Course Description -- This course seeks to assist Option 6 professional education candidates as they transition from being students in the college classroom to being teachers in the K-12 classroom. Prerequisite courses have stressed methods, techniques, technologies, and issues pertinent to instruction, and have included field experiences in middle grade and secondary classrooms. EDU 589 students complete a supervised practicum with observations and coaching, and fully document a unit of study through the Capstone Instructional Unit (formerly known as the Teacher Work Sample.) The following standards are addressed by this course:

Kentucky Teacher Standards

- | | |
|---|--|
| 1. Demonstrates Applied Content Knowledge | 6. Demonstrates the Implementation of Technology |
| 2. Designs and Plans Instruction | 7. Reflects on and Evaluates Teaching and Learning |
| 3. Creates and Maintains Learning Climate | 8. Collaborates with Colleagues, Parents, and Others |
| 4. Implements and Manages Instruction | 9. Evaluates Teaching and Implements Professional Development |
| 5. Assesses and Communicates Learning Results | 10. Provides Leadership in the School, Community, and Profession |

Kentucky Professional Growth and Effectiveness Standards

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|--|---|
| 1. Planning and Preparation | 3. Instruction |
| A. Demonstrating Knowledge of Content and Pedagogy | A. Communicating with Students |
| B. Demonstrating Knowledge of Students | B. Using Questioning and Discussion Techniques |
| C. Selecting Instructional Outcomes | C. Engaging Students in Learning |
| D. Demonstrating Knowledge of Resources | D. Using Assessment in Instruction |
| E. Designing Coherent Instruction | E. Demonstrating Flexibility and Responsiveness |
| F. Designing Student Assessment | |
| 2. Classroom Environment | A. Reflecting on Teaching |
| 4. Professional Responsibilities | |
| A. Creating an Environment of Respect and Rapport | B. Maintaining Accurate Records |
| B. Establishing a Culture for Learning | C. Communicating with Families |
| C. Managing Classroom Procedures | D. Participating in a Professional Community |
| D. Managing Student Behavior | E. Growing and Developing Professionally |
| E. Organizing Physical Space | F. Demonstrating Professionalism |

ADA Statement -- Students with disabilities who require academic and / or auxiliary accommodations for this course must contact the Student Accessibility Resource Center (SARC) in person (Room 1074 of the Downing Student Union), via e-mail (sarc.connect@wku.edu) or by phone (Voice -- 270-745-5004 or TTY -- 270-745-3030). Please do not request accommodations directly from the instructor without a Faculty Notification Letter (FNL) from the SARC.

Title IX Statement -- Western Kentucky University (WKU) is committed to supporting its faculty, staff, and students by upholding the University's Title IX Sexual Misconduct / Assault Policy (#0.2070) and Discrimination and Harassment Policy (#0.2040), which may be found at <https://www.wku.edu/policies/university>. Under these policies, discrimination, harassment, and / or sexual misconduct based on sex / gender are prohibited. Students are encouraged to report incidents of sex / gender-based discrimination, harassment and / or sexual misconduct to the Title IX Coordinator (Andrea Anderson -- 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 any faculty member, WKU faculty are "Responsible Employees" of the University and must report what is shared to WKU's Title IX Coordinator or Title IX Investigator. Students desiring to speak with someone who may be able to afford confidentiality may contact WKU's Counseling and Testing Center (270-745-3159).

Required Materials -- It is imperative that students have access to a computer and internet connection which will support video conferencing. While there is no textbook for this course, students will be required to utilize online tools, create products in Google Classroom, and correspond via e-mail.

Evaluation -- Course grades will be based on the Capstone Instructional Unit assignments. Grades will be assigned according to the standard ten-point scale (90% - 100% = A, 80% - 89% = B, 70% - 79% = C, 60% - 69% = D). **Note:** *In order to receive a course grade of "C" or higher, students must complete the TWS with a holistic score of "3" or higher.*

Capstone Instructional Unit / grading -- The Capstone (formerly known as the TWS) is the senior project for students seeking teacher certification; consequently, 100% of the final grade (500 possible points) is derived from its successful completion along with several checkpoint assignments. These points are distributed as follows:

Section 1 – Checkpoints.....	70 Points
Section 1 – Unit Goals and Assessment Rough.....	100 Points
Section 1 – Final Draft in Anthology.....	10 Points
Section 2 – Checkpoints.....	70 Points
Section 2 - Design for Instruction Rough Draft.....	100 Points
Section 2 – Final Draft in Anthology	10 Points
Section 3 – Checkpoints	30 Points
Section 3 - Analysis of Student Performance & Reflection of Rough Draft....	100 Points
Section 3 – Final Draft in Anthology	10 Points
	500 Points

For each section of the Capstone Instruction Unit, students will have access to a written prompt, a rubric, and detailed instructions. These will be provided during class meetings and on the [Capstone Instruction Unit web site](#). Each assignment is to be submitted via Blackboard.

While each section of the Capstone has a specific rubric, the general scoring guide is as follows:
(GOAL: 3-PROFICIENT)

1 -- BEGINNING 0% - 65%	2 -- DEVELOPING 70% - 80%	3 -- PROFICIENT 85% - 95%	4 -- EXEMPLARY 100%
Provides little or no evidence of the indicator	Provides limited evidence of the indicator	Provides clear, consistent, convincing evidence of the indicator	Provides insightful, in-depth, elaborate evidence of the indicator

Proper grammar, punctuation, spelling, and usage are essential for evidence to be considered "clear", "convincing", or "elaborate", so students submitting poorly written work should expect a "2" or less.

Additional notes:

- Sections which are received after the appropriate deadline will receive a score of no higher than 70% unless prior arrangements have been made.
No student names, teacher names, or school identifiers are to appear anywhere within the Capstone, and work may not be plagiarized. Similar Capstone assignments will result in a reduction of points (possibly a zero), so students with similar placements should take this into account and discuss with the instructor.

Professionalism -- As prospective teachers, students are expected to demonstrate professional standards of attendance, engagement, collaboration, and dependability. While not an exhaustive list, the following points formulate your professionalism.

- **Attendance** – My goal is to make the creation and implementation of your Capstone Instructional Unit a rewarding and meaningful experience. For this reason, attendance at all ZOOM sessions along is essential. If you have a situation that prevents you from attending a session, please schedule an appointment with me as soon as possible.
- **Engagement** -- It is essential that students be actively and respectfully engaged in all class activities.
- **Collaboration** -- In this course, students are encouraged to form their own Professional Learning Communities (PLC's) so that they may work together, rather than in isolation. Through PLC's, students may share their joys and frustrations-- "things that worked" and "things that bombed" -- but also collaborate on the Capstone assignments. Peer collaboration is critical in this course, and students are expected to do a thorough job of assisting their colleagues.
- **Dependability** – It is important that all Capstone assignments be submitted on time. In addition, your classmates need to be able to depend on you for collaboration, feedback, and support.

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 most 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.**

Class Schedule / Assignments / Due Dates

Due Date	Event	Assignment	points
Jan 16		Ckpt 1: Student/school information	10
Jan 19		Ckpt 2: Timeline - Standard - Content	10
Jan 24		Ckpt 3: Contextual Factors	30
Jan 25 (4:15-6:15 CST)	ZOOM - Section 1		
Jan 29		Ckpt 4: Unit Goals	10
Jan 31		Ckpt 5: Assessment Items	10
Feb 7		Section 1 ROUGH Draft	100
Feb 8 (4:15-6:15 CST)	Reserve for ZOOM – TBD (We may not need to meet on this date)		
Feb 11		Section 1 FINAL Draft	10
On or before Feb 13	PRE-ASSESSMENT WINDOW		
Feb 13		Ckpt 6: Pre-Assessment Results	30
Feb 15 (4:15-6:15 CST)	ZOOM - Section 2		
Feb 16		Ckpt 7: Objectives	10
Feb 18		Ckpt 8: Differentiation	10
Feb 20		Ckpt 9: Engagement (technology)	10
Feb 22		Ckpt 10: Formative Assessment	10
Feb 27		Section 2 ROUGH Draft	100
Mar 3		Section 2 FINAL Draft	10
Mar 4 - Mar 22	TEACH WINDOW		
Mar 21 (4:15-6:15 CST)	ZOOM - Section 3		
Mar 25		Ckpt 11: Whole Group Analysis	10
Mar 27		Ckpt 12: Sub-Group Analysis	10
Mar 29		Ckpt 13: Individual Analysis	10
April 14		Section 3 ROUGH Draft	100
April 21		Section 3 FINAL Draft	10

Student Learning Outcomes (SLO):

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
SMED 101		I (assess)	I (assess)	I	I	I	I	I
SMED 102		I	I (assess)	R (assess)	I	I (assess)	I	I (assess)
SMED 310	R	D (assess)	R	R	R	R	I	R (assess)
SMED 320	D (assess)	D (assess)	D (assess)	R/D	R (assess)	R	I (assess)	D (assess)
SMED 340	D (assess)	R	D (assess)	R/D	R	R	R	R
SMED 360	D (assess)	R	D (assess)	R/D	R	R	R	R
SMED 470	D (assess)	M (assess)	M (assess)	M/D	R	R	R	M (assess)
SMED 489	M (assess)	M (assess)	M (assess)	M/D	M	M	R	M

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 JCES Standards	Overall Core Program Student Learning Outcomes (number)
Assessments				
Assignment: Teacher Work Sample	ALL		ALL	

ADDITIONAL COURSE INFORMATION AND EXPERIENCE RELATED TO EDUCATION PREPARATION (EPSB Program Level Requirements)

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

Total Number of Hours: 0 (STUDENT TEACHING SEMESTER)	
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	
• 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:

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?	TEACHER WORK SAMPLE
2. Briefly describe how candidates use the Kentucky Academic Standards and appropriate assessment data to guide instruction.)	TEACHER WORK SAMPLE
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?)	TEACHER WORK SAMPLE
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.	TEACHER WORK SAMPLE
5. How does the candidate demonstrate understanding of how a school/district implements the curriculum at the school and classroom level?	TEACHER WORK SAMPLE
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?	TEACHER WORK SAMPLE