



**EDU 520 – Planning for Instruction  
FALL 2022 Syllabus**

Instructor: Dr. Martha M. Day, Professor  
Western Kentucky University  
School of Teacher Education/SKyTeach  
1906 College Heights Blvd.  
Bowling Green, KY 42101-1030

E-mail: [martha.day@wku.edu](mailto:martha.day@wku.edu)

Cell: 615-319-1099

**ONLINE ASYNCHRONOUS**

Instructor's Office Hours: Please email for an appointment.

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

**Course Description:** 3 credit hours. Survey of instructional planning, focused on pre-instruction. Topics include classroom management, determining outcomes and criteria for success, and differentiating instruction.

**Prerequisites:** Special Requirement: Restricted to students admitted to the Alternative Route to Teacher Certification program or permission of the Department Head.

**Learning Outcomes:** Upon completing this course, students will be able to perform activities related to:

**Kentucky Teacher Standards**

**Standard 1:** Demonstrates applied content knowledge

**Standard 2:** The teacher designs and plans instruction

**Standard 3:** The teacher creates and maintains learning climate

**Standard 4:** The teacher implements and manages instruction

**Standard 5:** The teacher assesses learning and communicates results

**Standard 10:** Provides leadership in the school, community, and profession

**Kentucky Professional Growth and Effectiveness Standards**

**Standard 1-**Planning and Preparation

**Standard 2-**The Classroom Environment

**Standard 3-**Instruction

**Standard 4-**Professional Responsibilities

**Standard 5-**Student Growth

**Textbooks and Required Materials:*****Required Texts and Materials:***

No textbook purchase is required

***Reference Texts:***

Lemov, Doug (2021). Teach Like a Champion 3.0, Jossey-Bass, San Francisco, CA, 514 pp.

Wong, H. and Wong, R. (2014). The Classroom Management Book, 1<sup>st</sup> Ed., Harry Wong Publications, Inc., Mountain View, CA, 308 pp.

Wong, Harry (2009). The First Days of School, Harry Wong Publications, Inc. Mountain View, CA, 346pp.

Barton, Linda (2001). Quick flip questions for the Revised Bloom's Taxonomy, Edupress, Madison, WI. (PROVIDED).

**Major Course Topics:**

Effective and meaningful instruction requires a positive, well-managed learning environment. Activities, assignments, and class discussions will focus on the practical application of content material in order to prepare pre-service teachers as classroom practitioners who are able to meet the needs of all abilities of learners.

The following represents the grade equivalent for accumulated points:

*Grading Scale:* (Grades will not be rounded up or down.) Grades will be awarded on a point system. Course grades will be based on classwork, homework, fieldwork, unit/lesson plans, peer teaching and key assessments.

**Grading Scale**

<b>Grade</b>	<b>Percentage</b>
A	93-100%
B	85-92%
C	77-84%
D	70-76%
F	<70%

For individual assignments, please refer to the Class Schedule posted on Blackboard.

### **Deadlines and Resubmission Policy**

Students are always welcome to email the instructor in ADVANCE of assignment due dates for informal feedback. Thus, resubmitted work AFTER due dates is not permitted. Students are responsible for completing all missed work due to an absence. **Late assignments will result in a 20% grade reduction for each calendar day an assignment is late and will not be accepted after five days from the original due date.** All work must be turned in according to the format requested. **No late Blackboard discussion posts will be accepted. Assignments are posted well in advance of their due date to accommodate student schedules. Please plan accordingly!**

### **Attendance and Participation Policy:**

The WKU Student Handbook states: "Registration in a course obligates the student to be regular and punctual in class attendance and participation." Students for whom regular, punctual attendance will be impossible should withdraw from the class immediately. For absences or tardies to be considered "excused", student must advise the instructor IN ADVANCE or IMMEDIATELY THEREAFTER of circumstances which the instructor deems to be HIGHLY EXTENUATING and accompanied by DOCUMENTATION. Unexcused absences or tardies will result in a reduction in the final grade assigned in the course.

*Student Engagement:* Students are expected to be actively and respectfully engaged in all class activities. Students should follow directions, participate in class discussions, restrict conversations to professional class related dialogue and limit technology use to tasks specifically related to class. Cell phone usage during class (texting and talking) is not permitted during class unless you are specifically instructed to participate in a class related poll. Lack of observation of these requirements will be addressed and will result in grade reduction if the student fails to comply.

*Communication:* Email, text, and telephone communication facilitates active communication between the instructor and students. Please be advised that you are expected to communicate in a professional manner. This entails using appropriate salutations and closing in emails along with appropriate spelling and grammar. Text messages sent to the instructor must observe appropriate spelling and grammar and avoid the use of acronyms and slang. Keep your communications with your instructor, cooperating teachers and fellow students on a PROFESSIONAL level.

**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. The phone number is 270.745.5004 [270.745.3030 V/TTY] or email at sarc@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.

**Statement of Diversity:** We believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or

unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

**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. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.

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

#### **Course Required P-12 Classroom Observation or Clinical Experiences:**

\*NOTE: Failure to successfully complete the required number of field hours for this course will result in the assignment of a failing grade for the course.

<b>Total Number of Hours: 50</b>	
<b>EPSB Required Candidate Experience Types - 16 KAR 5:040 Section 3(3)</b>	
<b>(a) Engagement with diverse populations of students which include:</b>	
1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;	X
2. English language learners;	X
3. Students with disabilities; and	X
4. Students from the following grade levels:	
• Elementary	X
• Middle School	X
• Secondary	X
<b>(b) Observation in schools and related agencies, including:</b>	
1. Family Resource Centers; or 2. Youth Service Centers	N/a
<b>(c) Student tutoring</b>	N/a
<b>(d) Interaction with families of students;</b>	X
<b>(e) Attendance at school board and school-based council meetings;</b>	N/a
<b>(f) Participation in a school-based professional learning community; and</b>	N/a
<b>(g) Opportunities to assist teachers or other school professionals.</b>	X

**Clinical Field Experiences: Students must complete 50 hours of clinical field experience in a K-12 school setting as a course requirement for EDU 520.**

**CLINICAL HOURS FOR THIS COURSE ARE VIRTUAL. ALL HOURS MUST BE LOGGED INTO THE KFETS SYSTEM.**

**Please see the video below regarding Clinical Field Hours Requirements:**

## [\(1205\) Fieldwork Requirements Updated Jan 2020 - YouTube](#)

Please see the video below for instructions on reporting KFETS Hours:

[KFETS How to Videos - Office of Professional Educator Services | Western Kentucky University \(wku.edu\)](#)

Recording VIDEO (VIRTUAL) Field Observations into KFETS:

[kfets\\_video.pdf \(wku.edu\)](#)

### ***State Field Work Requirements***

The Educational Professional Standards Board (EPSB) requires that all education majors who will be student teaching in any content area must complete 200 verified hours of appropriate field experiences prior to their student teaching semester. In order to track and document these hours, all universities in the state of Kentucky must use the EPSB Kentucky Field Experience Tracking System (KFETS).

- If a student requests an Out of Area placement at a non-public school, it must be a certified non-public school, as classified by the state in which it is located. Unless a student requests an out of area placement through the Office of Professional Educator Services (OPES), all students will be automatically placed in the Warren County Public School or Bowling Green Independent School District for most clinical field work.
- All students are emailed with placement information as soon as it is received from the school district.
- Students may not contact any school or school district until they have received confirmation of a placement from the OPES. This will not be confirmed until all the major requirements are met for Professional Education Admissions: Physical medical/TB form, criminal background check, CAN check, and confidentiality affidavit form.
- In order to comply with state regulations, each student will need to have all of the field hours documented in KFETS by the end of each semester for any course that requires clinical field observations as part of the coursework.

At the end of each semester in which clinical field work is a part of the coursework, students will need to do the following:

1. Enter hours and data into the KFETS system.
2. Students may use these resources to assist them in using the KFETS system: [EPSB KFETS Data Input Powerpoint](#) and [KFETS How to Videos](#).
3. Submit the completed Clinical Field Experience Forms to their instructor.
4. When students apply for student teaching they should review the detailed summary report in KFETS to ensure they have the minimum 200 hours recorded. This report should be forwarded to Cindy White at [cindy.white@wku.edu](mailto:cindy.white@wku.edu). Students are encouraged to also keep copies of all clinical fieldwork forms for their own records.

Face-to-face Clinical Hour Expectations: Students must arrange ALL field experiences with the course instructor and assigned cooperating teacher(s) PRIOR to entering the K-12 school settings. If you ever find yourself in a situation where you are not able to attend a prearranged field experience, you must contact both the course instructor AND the cooperating teacher in writing (email) PRIOR to your designated observation time. Failure to successfully complete the required clinical field experiences will result in a failing grade in the course. Students are responsible for their own transportation to area schools for required field experiences. Students are expected to dress and act in a professional manner at all times when engaged in clinical field experiences. Students should have previously submitted a criminal background check, a physical examination, and a TB skin test to Teacher Services, and should have also attended a two-hour Teacher Admissions Orientation Session. Any of these requirements which, for whatever reason, have not been previously satisfied must be completed prior to ANY fieldwork. Requirements for admission to student teaching include a minimum 2.75 GPA, a minimum 2.75 GPA in professional education courses and in the applicable major (with no grade lower than a "C") and minimum scores (Math=174, Reading=176, and Writing=174) on the Pre-Professional Skills Test (PPST or Praxis I)

Expectations during Clinical Field Experiences:

- Act and behave so that your presence is perceived as an asset to the school you are visiting. Remember that you are a guest in the school. Follow all school rules and be as cooperative and helpful as possible.
- Sign in and sign out as directed, and wear your name tag at all times. Be courteous to the front office staff. Remain flexible and remember that school schedules often change without notice.
- Dress for success. Students see you as a role model. Your attire, cosmetics, personal appearance and behavior must not cause disruptions.
- Silence ALL electronic devices (cell phones, etc.) prior to your visit, and refrain from their use during your visit.

**Course Assignments and Experiences Related to:**

- **The Kentucky Academic Standards (KAS)**

(If none, put "N/A." Otherwise, provide information that addresses the following EPSB Program Review questions: How does the EPP ensure each candidate's knowledge/proficiency of the Kentucky Academic Standards (KAS)? How does the EPP measure the depth of knowledge of each candidate?)

- **The Kentucky P-12 Curriculum Framework and P-12 Assessment System to Guide Instruction**

Frameworks will vary according to student's respective content area.

- **Candidates Using the KAS Framework in Lesson Planning**

Students will use a modified KTIP (Kentucky Teacher Internship Program) format for the purposes of creating lesson plans.

- **Candidates Using Formative and Summative Assessments Related to Kentucky P-12 Curriculum Framework**

Assessments will vary according to each student's respective content area.

**Course Assignments Serving as an Education Preparation Program "Key Assessment":**

<b>Key Assessment Areas</b>	<b>Assessment Name</b>
1: Content Assessment	Praxis Content Exam
2: Other Assessment of Content Knowledge	Major GPA
3: Assessment of Professional Capabilities	Praxis PLT Exam
4: Clinical Experiences Measure of Teaching Proficiency	
5: Measure of Candidate Assessment Proficiencies	
6: Candidate Ability to Diagnose and Prescribe for Personalized Student Learning	
7: Application of Content Knowledge/Pedagogical Skills (Instructional Practice)	
8: Assessment of Literacy Outcomes	Not applicable
9: Dispositions	

**Course Experiences and Assessments Addressing Learned Society (SPA) Standards:**

<b>Standard Kentucky Teacher Standards (Per Program)</b>	<b>Description</b>	<b>Courses/Experiences (Optional - You may list each course in a column to show alignment)</b>
KTS 1	Applied Content Knowledge	
KTS 1.1	Communicates concepts, processes, and knowledge.	
KTS 1.2	Connects content to life experiences of student.	
KTS 1.3	Demonstrates instructional strategies that are appropriate for content and contribute to student learning.	
KTS 1.4	Guides students to understand content from various perspectives.	
KTS 1.5	Identifies and addresses students' misconceptions of content.	
KTS 2	Designs and Plans Instruction	
KTS 2.1	Develops significant objectives aligned with standards.	
KTS 2.2	Uses contextual data to design instruction relevant to students.	

KTS 2.3	Plans assessments to guide instruction and measure learning objectives.	
KTS 2.4	Plans instructional strategies and activities that address learning objectives for all students.	
KTS 2.5	Plans instructional strategies and activities that facilitate multiple levels of learning.	
<b>KTS 3</b>	<b>Creates and Maintains Learning Climate</b>	
KTS 3.1	Communicates high expectations	
KTS 3.2	Establishes a positive learning environment	
KTS 3.3	Values and supports student diversity and addresses individual needs.	
KTS 3.4	Fosters mutual respect between teacher and students and among students	
KTS 3.5	Provides a safe environment for learning.	
<b>KTS 4</b>	<b>Implements and Manages Instruction</b>	
KTS 4.1	Uses a variety of instructional strategies that align with learning objectives and actively engage students	
KTS 4.2	Implements instruction based on diverse student needs and assessment data	
KTS 4.3	Uses time effectively	
KTS 4.4	Uses space and materials effectively.	
KTS 4.5	Implements and manages instruction in ways that facilitate higher order thinking.	
<b>KTS 5</b>	<b>Assesses and Communicates Learning Results</b>	
KTS 5.1	Uses pre-assessments	
KTS 5.2	Uses formative assessments	
KTS 5.3	Uses summative assessments	
KTS 5.4	Describes, analyzes, and evaluates student performance data.	
KTS 5.5	Communicates learning results to students and parents.	
KTS 5.6	Allows opportunity for student self-assessment.	
<b>KTS 6</b>	<b>Demonstrates Implementation of Technology</b>	
KTS 6.1	Uses available technology to design and plan instruction	
KTS 6.2	Uses available technology to implement instruction that facilitates student learning	
KTS 6.3	Integrates student use of available technology into instruction	
KTS 6.4	Uses available technology to assess and communicate student learning	



KTS 6.5	Demonstrates ethical and legal use of technology.	
KTS 7	Reflects and Evaluates Teaching and Learning	
KTS 7.1	Uses data to reflect on and evaluate student learning	
KTS 7.2	Uses data to reflect on and evaluate instructional practice	
KTS 7.3	Uses data to reflect on and identify areas for professional growth	
KTS 8	Collaborates with Colleagues/Parents/Others	
KTS 8.1	Identifies students whose learning could be enhanced by collaboration.	
KTS 8.2	Designs a plan to enhance student learning that includes all parties in the collaborative effort.	
KTS 8.3	Implements planned activities that enhance student learning and engage all parties.	
KTS 8.4	Analyzes data to evaluate the outcomes of collaborative efforts	
KTS 9	Evaluates Teaching and Implements Professional Development	
KTS 9.1	Self assesses performance relative to Kentucky's Teacher Standards	
KTS 9.2	Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.	
KTS 9.3	Designs a professional growth plan that addresses identified priorities.	
KTS 9.4	Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning	
KTS 10	Provides Leadership with School/Community/Profession	
KTS 10.1	Identifies leadership opportunities that enhance student learning and/or professional environment of the school	
KTS 10.2	Develops a plan for engaging in leadership activities.	
KTS 10.3	Implements a plan for engaging in leadership activities	
KTS 10.4	Analyzes data to evaluate the results of planned and executed leadership efforts.	