

EDU 589 -- ADVANCED INTERNSHIP FOR THE M.A.T.

Fall 2022 – Section 700 CRN 44853

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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 Teacher Work Sample. The following standards are addressed by this course:

Kentucky Teacher Standards

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

Kentucky Professional Growth and Effectiveness Standards

1. Planning and Preparation
 - A. Demonstrating Knowledge of Content and Pedagogy
 - B. Demonstrating Knowledge of Students
 - C. Selecting Instructional Outcomes
 - D. Demonstrating Knowledge of Resources
 - E. Designing Coherent Instruction
 - F. Designing Student Assessment
2. Classroom Environment
 - A. Creating an Environment of Respect and Rapport
 - B. Establishing a Culture for Learning
 - C. Managing Classroom Procedures
 - D. Managing Student Behavior
 - E. Organizing Physical Space
3. Instruction
 - A. Communicating with Students
 - B. Using Questioning and Discussion Techniques
 - C. Engaging Students in Learning
 - D. Using Assessment in Instruction
 - E. Demonstrating Flexibility and Responsiveness
4. Professional Responsibilities
 - A. Reflecting on Teaching
 - B. Maintaining Accurate Records
 - C. Communicating with Families
 - D. Participating in a Professional Community
 - E. Growing and Developing Professionally
 - 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 videoconferencing. While there is no textbook for this course, students will be required to utilize Blackboard tools, create products in Microsoft Office, and correspond via e-mail.

Evaluation -- Course grades will be based on the Teacher Work Sample (TWS). 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.*

The Teacher Work Sample will be coordinated by your Master Teacher, Ms. Melanie Owens

Teacher Work Sample -- The TWS is the capstone project for students seeking teacher certification; consequently, 100% of the final grade is derived from its successful completion. These points are distributed as follows:

TWS1 -- Contextual Factors	60 Points
TWS2 -- Learning Goals and Pre / Post Assessment	80 Points
TWS3 -- Design for Instruction.....	100 Points
TWS4 -- Analysis of Student Learning.....	120 Points
TWS5 -- Reflection of Teaching Practices.....	40 Points

For each section of the TWS, students will have access to a written prompt, a rubric, a completed example, and detailed instructions. These will be provided during class meetings and /or via e-mail, and will also be posted on Blackboard. Students may also benefit from peer assistance in brainstorming and editing. The Master Teacher is available and willing to be of help; however, one of the purposes of the TWS is to encourage collaboration among teachers and teachers-to-be.

While each section of the TWS has a specific rubric, the general scoring guide is as follows:

1 -- BEGINNING 0% - 60% - 65%	2 -- DEVELOPING 70% - 75% - 80%	3 -- PROFICIENT 85% - 90% - 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.

*No student names, teacher names, or school identifiers are to appear anywhere within the TWS, and work may not be plagiarized. Similar TWS assignments may be called into question. Students with similar placements should take this into account and discuss with the master teacher.

Each assignment is to be submitted via e-mail as a word document using the specified file name, and students should retain a copy of each original. *All TWS submissions are to be made to blackboard*

Professionalism -- As soon-to-be certified teachers, EDU 589 students are expected to demonstrate professional standards of attendance, punctuality, engagement, collaboration, and dependability. Students having any questions at all about what constitutes professional behavior should consult with the instructor or master teacher.

***** . ALL ASSINGMENTS ARE DUE IN BLACKBOARD BY THE NEXT ZOOM MEETING.

IMPORTANT -- The folloing calendar is tentative and may be modified at any time!

Dates	Meetings / Windows
Prior to first ZOOM session	Assignment: <ol style="list-style-type: none"> 1. Download the Teacher Work Sample (TWS) document. Read Contextual Factors (pages 8-9 of TWS document) 2. Download and save your copy of the Teacher Work Sample Template. Complete “Before TWS” column in Reflection of Teaching Practices. (<i>This is found on pages 4 and 5 on TWS document and on the final pages of the TWS template.</i>) 3. Choose the content you will use for your TWS unit. This unit will be a 5 to10 day unit and should be taught before October 24.
August 29 4:00pm-6:00pm CST	<p style="text-align: center;">ZOOM CLASS SESSION ONE</p> Topics: <u>Teacher Work Sample overview & Contextual Factors</u> Assignment: Complete the TWS1 - Contextual Factors.
September 12 4:00pm-6:00pm CST	<p style="text-align: center;">ZOOM CLASS SESSION TWO</p> Topic: <u>Learning Goals and Pre/Post Assessment</u> Assignment: Complete TWS2 - Learning Goals and Pre/Post Assessment.
September 26 4:00pm-6:00pm CST	<p style="text-align: center;">ZOOM CLASS SESSION THREE</p> Topic: <u>Design for Instruction</u> Assignment: <ol style="list-style-type: none"> 1. Complete TWS3 – Design for Instruction. 2. Teach TWS unit before October 24 and collect the necessary data.
October 24 4:00pm-6:00pm CST	<p style="text-align: center;">ZOOM CLASS SESSION FOUR</p> Topic: <u>Analysis of Student Learning</u> Assignment: Complete TWS4 – Analysis of Student Learning.
November 14 4:00pm-6:00pm CST	<p style="text-align: center;">ZOOM CLASS SESSION FIVE</p> Topic: <u>Reflection of Teaching Practices & Final Touches</u> Assignment: <ol style="list-style-type: none"> 1. Complete TWS5 – Reflection of Teaching Practices 2. Final copy of TWS is due in Blackboard by November 22.

Course Assignments, Projects, and Evaluation:

Standards addressed in this course:

KTPS with INTASC Details/Indicators -- Core Curriculum Alignment	Alignment: Assignments/Assessments
<p>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.</p>	Teacher Work Sample
<p>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.</p>	Teacher Work Sample
<p>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.</p>	Teacher Work Sample
<p>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.</p>	Teacher Work Sample
<p>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.</p>	Teacher Work Sample
<p>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.</p>	Teacher Work Sample
<p>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.</p>	Teacher Work Sample
<p>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.</p>	Teacher Work Sample

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.

Teacher Work Sample

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.