![WKU Logo]	**COURSE: EDU 589** **Advanced Internship for MAT** Fall 2024 Syllabus

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Class Location: online
Instructor's Office Hours: T B A * If these times do not work for you, let me know. I will make time for you!

Course Description

This course seeks to assist Option 6 professional education candidates (interns) as they transition from being students in the college classroom to being teachers in the K-6 classroom. Prerequisite courses have stressed methods, techniques, technologies, and issues pertinent to instruction, and have included field experiences in elementary 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	Kentucky Framework for Teachers

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
	Domain 1: Planning & 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
	
	Domain 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
	
	Domain 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
	
	Domain 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

Prerequisites

The candidate must have completed ELED 503, ELED 505, ELED 506, ELED 507, ELED 509, PSY 510, SPED 515, and LTCY 519 with a 3.0 or higher GPA.

Textbooks and Required Materials

Required Textbook: Wong, H. K. & Wong, R. t. (2018). *The first days of school: How to be an effective teacher (5th ed.).* Harry K. Wong Publications.

ISBN: **0976423383**

ISBN13: **9780976423386**

Major Course Topics

Kentucky Framework for Teaching, Kentucky Academic Standards, Standards-Based Instruction, Teacher Verbal/Non-Verbal Communication Skills, Classroom Instructional Strategies, Managing Behavior, Assessment, Teacher Ethics/Professionalism, Student Diversity, Positive Learning Environment, Professional and Ethical Behavior

Course Objectives

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

- design/plan viable instruction and learning climate.
- create a dynamic learning climate.
- introduce/implement/manage efficient instruction.
- assess learning and communicate results to students and others.
- reflect on and evaluate specific teaching/learning situations and or programs.
- demonstrate a current and sufficient knowledge of certified content areas.
- use technology to support instruction, access and manage data, enhance. professional growth and productivity, communicate with colleagues and others, and conduct research.

Description of Course Assessments
(Note: Assignments may be adapted by instruction as needed)

1. **EDU 589 Key Assessment: Capstone Instructional Unit (aka Teacher Work Sample) (240 points)**

   Capstone Instructional Unit (CIU) will employ a range of teaching strategies and consider individual differences. Through this performance assessment device, the candidate will provide credible evidence of his/her ability to facilitate learning.

   There will be three sections within the CIU. Each section will be worth 80 points

(Key Assessment 5A, 5B and 6).

CIU Submission: All sections must be **submitted into Anthology** for grading. Due dates are designated on the course calendar.

Note: A Level II score must be obtained before a student can successfully complete EDU 589.

2. **Capstone Instructional Unit Drafts (30 points)**
    Using the CIU prompt and scoring guide, the intern will submit drafts of assigned sections on or before the due date (see course calendar for due dates). The intern will submit drafts of each of the three required sections. Each draft will be worth 10 points.

3. **Lesson Mastery Module (50 points)**
    Using the course text and other highly regarded sources, the intern will develop skills to design lessons for student mastery.

4. **Classroom Management Module (130 points)**
    Using the course text and other highly regarded sources, the intern will explore positive classroom and behavior management strategies, including how to respond to disruptive and noncompliant behaviors in the cycle's different phases as well as behavioral interventions to decrease these behaviors. A final project will be required.

5. **"Our Class" Photo Album (10 points)**
    As a get-acquainted activity, you will complete one page in the class online photo album. See Blackboard for more information.

6. **Clinical Field Setting Form (5 points)**
    The intern will complete a Google Form that documents clinical placements for the practicum semester.

7. **Professional Reflection & Growth Plan (25 points)**
    Using the Dispositions as a guide, the intern will reflect on professional growth and create a modified professional growth plan.

8. **Professionalism (10 points)**

    Since the development of professional behavior is one of the course goals active participation in the online learning community is required. Respect for the view of each member of the learning community and the use of professional standards of behavior are expected. The intern is expected to upload all assignments and the key assessment on time; there is a 10% **per day** penalty for late assignments.

Course Grading and Evaluation

Assessment Name	Point Value

Capstone Instructional Unit (CIU)	240
CIU Section Drafts	30
Lesson Mastery Module	50
Classroom Management Module	130
"Our Class Photo Album"	10
Clinical Field Setting Form	5
Professional Reflection & Growth Plan	25
Professionalism	10
Total Points	**500**

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

Grading Scale:

Grading Scale	
Grade	**Percentage**
A	**93-100%**
B	**85-92%**
C	**76-84%**
D	**70-75%**
F	**$\leq$70%**

==**Attendance and Participation Policy**==

Students are expected to attend every class. Attendance will be taken and recorded promptly at the beginning of each class period. If you are tardy, it is your responsibility to see the instructor after class to ensure that the recorded absence is changed to a tardy. Two tardy entries will be counted as 1 absence. Missing 1 class means an automatic "0" in professionalism points.

You are expected to be present and participatory at all sessions. While cell phones will not be permitted during class time, you are encouraged to bring a laptop or tablet for in-class work.

==**Limited or Specific Use of AI Permitted:**==

In general, I expect that the work you submit in this class will be your own and you are not authorized to use artificial intelligence (AI) tools such as GPT, Magic School, etc. However, there will be specific assignments or activities in which we will utilize these tools to enhance your learning experience. In these instances, I will provide you with additional information about the assignment and how AI will be employed and cited Examples of how to cite AI tools are available at https://libguides.wku.edu/stylewrite/ai. Again, **unless permission is**

granted, you are expected to complete assignments without substantive assistance from others, including AI tools.

ADA Statement

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.

Sexual Misconduct/Assault Policy

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at

https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf and

Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

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, 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 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.*

For further information and support you may choose to go to the Student Accessibility Resource Center: https://www.wku.edu/sarc/

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

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.

NOTE INDICATORS in each cell below:

KTPS with INTASC Details/Indicators	
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
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
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
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
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
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

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
EDU 489	M	M	M	M	M	M	M	M

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

Major Course Assessments Aligned with Standards:

Major Course Assessments	Course Objectives	SPA Standard(s): CAEP/ELED	KY Teacher Performance Standards/INTASC	Overall Core Program Student Learning Outcomes (number)
Course Experiences and Assessments				

Teacher Work Sample	#1, #2, #3, #4, #5, #6, #7		#1, #2, #3, #4, #5, #6, #7, #8, #9, #10	

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: minimum of 40	
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;	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) Observation in schools and related agencies, including:	
1. Family Resource Centers; or 2. Youth Service Centers	
(c) Student tutoring	X
(d) Interaction with families of students;	X
(e) Attendance at school board and school-based council meetings;	
(f) Participation in a school-based professional learning community; and	X
(g) Opportunities to assist teachers or other school professionals.	X

Course Assessments Related to Standards:

- **The Kentucky Academic Standards (KAS)**
- **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 descriptiveevidence of meeting the following expectations of EPSB:

EPSB Questions to Address regarding: ● **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 knowledgeand understanding of the Kentucky Academic Standards? How does the candidate demonstrate a deep understanding of a system-wide process for designingcurriculum aligned to the KAS at the school or districtlevel?	The Kentucky Academic Standards (KAS) Every ELED teacher candidate must be fluent in the Kentucky Academic Standards (KAS) for the content taught anddeconstruct the standards into measurable learning targets. TWS: Learning Goals & Pre/Post Assessment

	Identify and list KAS for content taught in the unit. Design one or two learning goals for the unit and explain how the learning goal(s) address the KAS. A pre/post assessment will be used to determine P-5 student growth related to the Learning Goals. Plan anoverview of the five-to-ten-day unit of instruction thataddresses the KAS identified in the Learning Goals. Formative assessments are planned throughout the unit to monitor progress toward Learning Goals.
2. Briefly describe how candidates use the Kentucky Academic Standards and appropriate assessment datato guide instruction.)	TWS: Pre/Post Assessment Candidates use a pre/post assessment to determineP-5 student growth related to the Learning Goals. Multiple assessment modes and approaches alignedwith learning goals to assess student learning must be included before and after instruction. These assessments should be designed to measure studentlearning with reference to the goals and may include performance-based tasks, created responses, paper-and-pencil tasks, or personal communication. TWS: Reflection Candidates reflect on performance as a teacher and link the performance to P-5 student learning results. Evaluate the performance and identify future actions for improved practice and professional growth.
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?)	TWS: Design for Instruction After selecting the content (topic, knowledge, skills) for the instructional unit, Candidates write a description of the unit. The description must includethe following for the unit: Learning Goals that reflectkey concepts of the discipline, behavioral objectives that address the Learning Goals, instructional strategies that allow for differentiated instruction asdetermined by the Contextual Factors and the pre-assessment data, a plan for formatively assessingstudents that guides instruction and measures student performance on each Learning Goal, and adaptations and differentiated instruction that address the Contextual Factors. A copy of the template is provided below this table.
4. Provide evidence of candidate's abilities to createand use formative and summative assessments to guide instruction toward P12 student mastery of theKentucky Academic Standards.	TWS: Pre/Post Assessment Candidates use a pre/post assessment to determineP-5 student growth related to the Learning Goals. Multiple assessment modes and approaches alignedwith learning goals to assess student learning must be included before and after instruction.

	assessments should be designed to measure student learning with reference to the goals and may include performance-based tasks, created responses, paper-and-pencil tasks, or personal communication. TWS: Design for Instruction After selecting the content (topic, knowledge, skills) for the instructional unit, Candidates write a description of the unit. The description must include the following for the unit: Learning Goals that reflect key concepts of the discipline, behavioral objectives that address the Learning Goals, instructional strategies that allow for differentiated instruction as determined by the Contextual Factors and the pre-assessment data, a plan for formatively assessing students that guides instruction and measures student performance on each Learning Goal, and adaptations and differentiated instruction that address the Contextual Factors. A copy of the template is provided below this table.
5. How does the candidate demonstrate understanding of how a school/district implements the curriculum at the school and classroom level?	
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?	

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

Teacher Work Sample (TWS): The TWS will employ a range of teaching strategies and consider individual differences. Through this performance assessment device, the candidate will provide credible evidence of his/her ability to facilitate learning.

CAEP Key Assessment Areas	Assessment and Description
Assessment #1: Content Assessment	
Assessment #2: Other Assessment of Content Knowledge	
Assessment #3: Assessment of Professional Capabilities	
Assessment #4: Clinical Experiences Measure of Teaching Proficiency	X
Assessment #5: Measure of Candidate Assessment Proficiencies	X
Assessment #6: Candidate ability to diagnose and prescribe for personalized Student Learning	X
Assessment #7: Application of Content Knowledge and Pedagogical Skills (Instructional Practice)	X
Assessment #8: Assessment of Literacy Outcomes	
Assessment #9: Dispositions	
Assessment #10: Exit Survey	

Course Experiences or Assessments Addressing Learned Society (SPA) Standards:

SPA Standard # and Description	Course Experiences and Assessments -- note standard AND indicator alignment
2.1 Reading, Writing, and Oral Language **2.2 Science** **2.3 Mathematics** **2.4. Social Studies**	Teacher Work Sample Using one or more content areas listed in the first column, Candidates plan and implement five-to-ten-day standards-based unit of study in the secondary classroom, analyze the results of the pre/post assessment, and reflect on professional practice.
3.1 Integrating and applying knowledge for instruction— Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community; **3.2 Adaptation to diverse students—** Candidates understand how P-12 students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students; **3.3 Development of critical thinking and problem solving—** Candidates understand and use a variety of teaching strategies that encourage P-12 students' development of critical thinking and problem solving; **3.4 Active engagement in learning—** Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments	Teacher Work Sample The Teacher Work Sample (TWS) is a performance-based assessment tool for teacher candidates to demonstrate ability to plan, deliver, and assess a standards-based instructional sequence, analyze student learning, and reflect on teacher candidate's instruction and student learning to improve teaching practice. WKU teacher candidates are required to plan a unit of study between 5 and 10 days in length. The TWS enhances teacher candidates' ability to accomplish the following: • Plan assessments and instruction appropriate for the contextual factors, • Design challenging learning goals, • Create assessments aligned to learning goals, • Design challenging and meaningful instructional experiences, • Analyze student data, and • Demonstrate and reflect upon performance on identified Kentucky Teaching Standards.

4.0 Assessment for instruction Candidates know, understand, and use formal and informal assessmentstrategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each P-12 student.	**Teacher Work Sample:** - Pre/Post Assessment - Design for Instruction - Analysis of StudentLearning - Reflection The Teacher Work Sample (TWS) is a performance-based assessment tool for teacher candidates to demonstrate ability to plan, deliver,and **assess** a standards-based instructional sequence, analyze student learning, and **reflect on teacher candidate's instruction andstudent learning to improve teaching practice.** WKU teacher candidates are required to plan a unit of study between 5 and 10 daysin length.

Course Experiences or Assessments Addressing ILA (literacy) Standards: (to the indicator level)

International Literacy AssociationStandard # and Description	Course Experiences and/or Assessments
STANDARD 1: FOUNDATIONAL KNOWLEDGE Candidates demonstrate knowledge of the major theoretical, conceptual, and evidence-based foundations of elementary/intermediate literacy and language and theways in which they interrelate.	
STANDARD 2: CURRICULUM AND INSTRUCTION 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 generaland discipline-specific literacy processes	
STANDARD 3: ASSESSMENT AND EVALUATION Candidates understand, select, and use appropriate assessments to gather evidence on elementary/intermediate students'language acquisition and literacy development for instructional and accountability purposes.	
STANDARD 4: DIVERSITY AND EQUITY Candidates examine their own culture and beliefs; sethigh expectations for their students; learn about and appreciate the cultures of their students, families, andcommunities to inform instruction.	Teacher Work Sample
STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT	Teacher Work Sample

Candidates apply knowledge of learner development and learning differences to create a positive, literacy-rich learning environment anchored in digital and print literacies.	
STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP Candidates are lifelong learners who reflect upon practice; use ongoing inquiry to improve their professional practice; advocate for students and their families to enhance students' literacy learning.	Teacher Work Sample