HLC Accreditation 2016-2017

Federal Compliance Form

College of Education | Curriculum and Instruction

Appendix A: Supplement A2
Curriculum & Instruction Syllabi

Additional information:

College of Education
Course Syllabus
CI 270 CRN13321, Introduction to the Education Profession, Spring, 2016

Instructor:	Dr. Brenna Haines
Department:	Curriculum & Instruction
Office Location:	Corbin Education Center Room 120
Telephone:	(316) 978-6873
Email:	Brenna.haines@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Tuesdays 10:30a-12:30p and Wednesdays 11:00am-12:00 or by appointment
Classroom; Days/Time:	CE 158; Tuesdays 12:30-3:20 p.m.

(Note: Weather Cancellations – Call 978-6633 [select 2] to obtain information on weather related class cancellations.)

"A professional is someone who can do his best when he doesn't feel like it." Alistair Cooke

How to use this syllabus
This syllabus provides you with information specific to this course and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Students examine the nature of teaching, the roles of collaboration, reflective practice, critical thinking, problem solving and inquiry. Students are engaged in activities using all of these tools. Includes electronic classroom observation component. Prerequisites: successful completion of foundation courses.

This course replaces CI 271, 272.

A grade of "B-" or higher is required for entrance to the teacher education program.

Definition of a Credit Hour
Success in this 3 credit hour course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction and preparation/studying or course related activities for a total of 135 hours.

Measurable Student Learning Outcomes
All programs in the College of Education are designed to be consistent with the college vision and a set of guiding principles.
The vision statement is to prepare candidates who are highly competent, collaborative and reflective professionals.

Learner Outcomes The student will:	Related Assessment	Guiding Principles from the Unit Conceptual Framework (PR, HDD, CTA, T, CKS, C)	KSDE Program Standards
1. Observe and interpret interactions between students and educators, to become aware of how learning occurs for all students.	Chapter readings/ reactions, Video Analysis	HDD 1 HDD 3	1.1.1CK The teacher understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes. 1.1.4PS The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
2. Collect evidence to support the knowledge gained about teaching, learning, and assessment	Chapter readings/ reactions, Video Analysis	CTA1	1.1.1CK The teacher understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes. 6.1.1CK The teacher understands the difference between formative and summative assessment. 6.1.2CK The teacher understands the multiple methods of assessment and how to select assessments….that are both reliable and valid based on the specific learning goals and learner needs. 6.1.3CK The teacher understands the role of feedback in learner achievement and can supply feedback in a variety of communication modes. 6.2.1CK The teacher knows when to engage learners in analyzing their own assessment results.

3. Begin to collect evidence from a variety of sources to demonstrate awareness of the skills needed, for becoming a teacher (including English Language Learners (ELL) and those students with special needs).	Chapter readings/ reactions,, Analysis of Legal Brief	PR 1	1.2.1CK The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning. 2.1.1CK. The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs. 2.1.2CK The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.
4. Demonstrate having appropriate dispositions for becoming a teacher.	Dispositions (Rubric)	PR 3	**CAEP Standard 2. Standard 2: CLINICAL PARTNERSHIPS AND PRACTICE**. The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.
5. Show evidence toward gaining knowledge about standards in education for both content and pedagogy.	Chapter readings/ reactions,, Design-a-School Project	CKS	**KSDE Professional Education Standard 4. Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teachers and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery. **KSDE Professional Education Standard 5. Application of Content.** The teacher understands how to engage learners through

			interdisciplinary lessons that utilize concept based teaching and authentic learning experiences to engage
6. Identify tools of inquiry during classroom observations.	Chapter readings/ reactions, Video Analysis	PR 1 PR 3	**KSDE Professional Education Standard 4. Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teachers and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery.
7. Describe and analyze the governance of schools	Chapter readings/ reactions, Design-a-School Project	PR 1	
8. Identify technologies used in teaching.	Chapter readings/ reactions,, Design-a-School Project	T 4	5.3.6PS Through the use of varied technologies and resources, the teacher facilitates the acquisition and application of that knowledge to solve real word problems.
9. Practice observation and interpretation skills	Video Analysis	HDD 1 HDD23	9.2.3PS The teacher effectively uses student data, self-assessment, teaching evaluations/observations, school and district goals, and problem solving strategies to analyze and reflect on his/her practice related to all stakeholders and to plan for professional growth.
10. Reflection	Chapter readings/ reactions	CTA1	9.2.3PS The teacher effectively uses student data, self-assessment, teaching evaluations/observations, school and district goals, and problem solving strategies to analyze and reflect on his/her practice related to all stakeholders and to plan for professional growth.

Unit Conceptual Framework

Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook
Ryan, K., Cooper, J.M., & Bolick, C.M. (2016). *Those who can, teach.* (14th ed.) Boston: Cengage Learning.
*Various articles provided on course Blackboard site
*Access to WSU email account that you *check regularly*

Technology Expectations:
Students will be expected to (1) access Blackboard for course information; (2) use email; and (3) use word processing for all course assignments.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Teacher Education Candidate Conduct Expectations:
Teacher education candidates (TECs) in a teacher education program participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. TECs should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf

In view of these expectations, teacher education candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and cooperating teachers, may receive a failing grade and/or face possible removal from the field experience. For a more complete description of expectations and procedures for dismissal from field experiences see related documents in the Teacher Education Application Packet.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

Your grade will be determined by the following percentages as noted in the WSU Catalog.

A	95% - 100%	C	74% - 76%
A-	90% - 94%	C-	70% - 73%
B-	87% - 89%	D+	67% - 69%
B	84% - 86%	D	64% - 66%
B-	80% - 83%	D-	60% - 63%
C+	77% - 79%	F	0% - 59%

Assignments
All assignments provided as homework or work completed in class will be graded and included in the calculation of grades. (In-class or homework activities not designated by category above will constitute the participation grade.) Scores from all assignments will be added up, and divided by the total number of points possible to determine the overall percentage, according to the following:

Evidence of Learning (Chapter summary/reaction and Class Participation)	~15 @ 15 points	15
Chapter Review Presentation	1 @ 20 points	20
Dispositions Rubric	1 @ 15 points	15
Legal Brief Write-up and Presentation	1 @ 20 points	20
Final (Design-a-School)	1 @ 30 points	30
Total		**100**

Assignments/Course Products and Points: (Late assignments may not be given full credit.)

1. **Evidence of Reading/Learning--Chapter summary & reactions.** For each chapter, students will complete a summary with reaction, graphic organizer, and/or outline of the chapter as noted on the schedule. This evidence of reading/learning will either be (1) uploaded to Blackboard before class, or (2) a copy brought to class on the day it is due. All late work will be graded, but can only earn, at most, 80% credit within a reasonable time frame to be determined by the instructor.

2. **Chapter Review Presentation** - While all students are required to read all chapters as scheduled in the syllabus, each student is assigned one chapter to analyze in depth in order to summarize its key points/highlights and present this information to the class.

3. **Dispositions Rubric** - Students will analyze and discuss this document. Scoring will be included.

4. **Final Design-a-School Project** – For the final, you will be assigned to a group to design a school that addresses many of the topics we have covered in the course. It will be a group project and will include a presentation to the class including a PowerPoint. A description and rubric can be found in the ASSIGNMENTS folder on Blackboard.

5. **Legal Brief** —Students read and respond to a legal issue related to a court case. Using the Legal Brief Written Paper Template write your analysis of the legal issue. Create a six-slide PowerPoint to support your legal brief analysis. Present the legal brief in a concise, professional manner.

(Upload Legal Brief Paper into the Assignments section of BB before class. Email the PPT to the instructor before class. The PowerPoint and presentation will be evaluated by the faculty member.)

PowerPoint includes

1. Title Slide (name of the case and date of the case, your name, and the date of your presentation).
2. Summary of Case (without Decision)
3. Facts
4. Decision and Opinion
5. Reference Slide

Legal briefs can be found at National School Boards Association Attorney's site (http://www.nsba.org/cosa/) or *WrightsLaw* *http://www.wrightslaw.com.* At the NSBA site, select "Resources" and search for a legal case. On the WrightsLaw site, do some exploring. Click on several of the links. You will find MANY cases.

The brief should not be older than 5 years. A brief is NOT a newspaper report on the case that will include the newspaper's name, but will be a legal document. Legal briefs must be approved by the instructor before proceeding in order to avoid duplication.

6. **Participation:** Please note that much of what we do in class cannot be made up or obtained by simply getting notes from a colleague. Your understanding of concepts, therefore your grade on assignments, may be impacted if you cannot attend or if you do not participate. Informing the instructor about an absence demonstrates proper etiquette and is desired behavior, but it does not excuse the absence. Please plan to be here and be actively involved in the class.

APA Style: The College of Education does not use MLA as its style manual, but rather the publication manual of the American Psychological Association (APA). For a good online source, search for APA OWL.

Entry into Teacher Education

All information pertaining to entry into the teacher education programs can be found in the Teacher Education Application Packet, which is available in 107 Corbin. A copy of this packet will be distributed and discussed in CI 270.

You should begin scheduling standardized test times and collecting the artifacts which are required as soon as possible. Questions related to entry requirements should be directed to the staff in Educational Support Services Office (Corbin 107).

Licensure Assessments:
Both the state of Kansas and national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

(There are no licensure assessments contained in this course.)

Important Academic Dates
For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

Disabilities
If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing
The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusiveness
Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Diversity Expectations:
Issues related to diversity are considered in all educator preparation courses (ethnicity, race, gender, socioeconomic status, exceptionalities, language, religion, sexual orientation, and geographical area). **All course content and required assignments must demonstrate a value of and respect for diversity.**

In this class, you will have the opportunity to express and experience cultural diversity. In order to learn, we must be open to the views of people different than ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values, and beliefs. As we share together during the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students' opinions and refrain from personal attacks or

demeaning comments of any kind.

Intellectual Property
Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System
Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Wichita State and College of Education Services Available

WSU Services Available	College of Education Services Available
Shocker OneStop, http://wichita.edusupportcenter.com/sims/helpcenter/common/layout/SelfHelpHome.seam?inst_name=wsu_onestop	**COE Undergraduate Student Advising** Jane.Eshelman@wichita.edu (316) 978-3300 **Faculty Offices and Contact Information** http://webs.wichita.edu/?u=coedhome&p=/people **Programs and Majors** http://webs.wichita.edu/?u=coedhome&p=/programs
Office of Disability Services http://www.wichita.edu/thisis/home/?u=disserv	
Student Health Services http://www.wichita.edu/thisis/home/?u=shc	
WSU Tech Support http://webs.wichita.edu/?u=userservices&p=/new_pages/wsu_pc_labs/	**COE Technology Lab** http://webs.wichita.edu/?u=coedtechcenter&p=/index
Ask a Librarian http://libraries.wichita.edu/ablah/	**University Libraries Staff (College of Education)** http://libraries.wichita.edu/ablah/index.php/staff-directory
Registration http://webs.wichita.edu/?u=registrar&p=/registration/	**Helpful Information for Students** http://webs.wichita.edu/?u=registrar&p=/students/
Office of Financial Aid http://www.wichita.edu/thisis/home/?u=finaid_home	**Applications and Forms** (scholarship, student teaching applications, exceptions forms, student concern forms, transcript analysis request forms) http://webs.wichita.edu/?u=coedess&p=/services/applicationsforms/
	Cooperative Education and Internships http://www.wichita.edu/thisis/offices/coop/
	Master of Arts in Teaching (Middle Level/Secondary) http://webs.wichita.edu/?u=coedmat&p=/t2t/t2t_index/
	Middle Level Secondary Residency Program http://webs.wichita.edu/?u=coedmat&p=/mls_mat/mls_mat_index/
	Early Childhood Residency Program http://webs.wichita.edu/?u=coedearlychildhood&p=/index

Tentative Schedule for 16 week class

Week and Date	Topics, Readings, Assignments, Deadlines	
1 (1-19)	• Introduction to Class (Syllabus & BB), Classmates, and Instructor • Role of Education Professors • How to talk to Professors article • Chapter Review expectations	• Cornell notes: graphic organizer option • What do you want to know about teaching? (Or, why do you think you want to be a teacher?)
2 (1-26)	• Chapter 1 (Cornell notes, reflections) • Topic of the week: why teach?	• Coop at WSU: Karen Pickert
3 (2-2)	• Chapter 2 • Topic of the week: what is a school and what is it for? • (KWL graphic organizer option)	• Shortened class, Dr Haines at AMTE conference
4 (2-9)	• Chapter 3 • Topic of the week: who are today's students in a diverse society?	
5 (2-16)	• Chapter 4 • Topic of the week: how do social issues affect students?	CoEd Scholarships: Johnny Buchanan-Spachek
6 (2-23)	• Chapter 5 • Topic of the week: what is taught?	
7 (3-1)	• Chapter 6 • Topic of the week: what makes a teacher effective?	
8 (3-8)	• Chapter 7 • Topic of the week: what should teachers know about technology and its impact on schools?	• Sherena Langley: CoEd admissions
9 (3-15)	**No Class** (WSU Spring Break)	
10 (3-22)	• Chapter 8 • Topic of the week: what are the ethical and legal issues facing teachers?	Visit from Stacie Ogburn: Licensure • Legal Briefs Due
11 (3-29)	• Chapter 9 • Topic of the week: what are the philosophical foundations of American education?	
12 (4-5)	• Chapter 10 & 11 • Topics of the week: (1)What is the history of America's struggle for educational opportunity? (2) How are schools governed, influenced, and financed?	Chapter 10: More focus on sections 10.1, 10.4 and 10.5
13 (4-12)	• Chapter 12 • Topic of the week: how should education be reformed?	
14 (4-19)	• Chapter 13	

	• Topic of the week: what are your job options in education?	
15 (4-26)	• Chapter 14 • Topic of the week: what can the new teacher expect?	
16 (5-3)	• Last Class • Chapter 15 • Topic of the week: what does it mean to be a professional?	• Final Project Due
17 (5-10)	• Finals Week	

College of Education
Course Syllabus
CI 311 CRN 10541, Introduction to Diversity Field Experience, Spring, 2016

Instructor:	Liz Roberts
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center, Room 252B
Telephone:	(316) 978-6935
Email:	Elizabeth.roberts@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	By appointment only
Classroom; Days/Time:	Lindquist Hall Room 114, Tuesdays 12:30 – 3:30 p.m.
Prerequisites:	Admission to Teacher Education
Corequisites:	CI 320 (Intro Diversity: Exceptional), CI 321(Intro Diversity: Cultural Issues), CESP 334 (Intro Diversity Hum Growth/Dev)

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
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Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
To support the coursework in Core 1, this field experience provides students with opportunities to observe and interact with diverse populations in the context of classroom, community, and family settings.

Major Topics: Fieldwork and class discussions related to: Ethics, diversity, classroom management, field experiences, reflective practice, observation of contextual factors FERPA, and American Psychological Association (APA) writing format.

Definition of a Credit Hour
One (1) credit hour for field placement, internship, practicum, or clinical rotation is defined as at least forty-five (45) hours of supervised work each semester. This one (1) credit hour course is a combination of field experience and classroom work. The expectation of work in order to be successful for this 1-credit course is to attend the required class meetings (check course schedule for class meeting days); successfully complete required hours of field experience; complete assigned work and evaluations; and check email as well as Blackboard for announcements, updates, and placement information on a daily basis.

Measurable Student Learning Outcomes
All programs in the College of Education are designed to be consistent with the college vision and a set of guiding principles. **The vision statement is to prepare candidates who are highly competent, collaborative and reflective professionals.**

Learner Outcomes The student will:	**Related Assessment**	**Guiding Principles from the Unit Conceptual Framework (PR, HDD, CTA, T, CKS, C)**	**KSDE Program Standards**
Evaluate curriculum resources to determine potential in developing concepts, skills, and values that enable the functioning of learners as responsible members of a democratic, multicultural, technological and global society.	**FER#3 conducted in corequisite CI 321 (Intro Diversity: Cultural Issues)***	Connection of Teaching Experiences and Assessment (CTA) Content Knowledge, Pedagogical Content Knowledge and Alignment with Standards (CKS)	S1-P1, S1-P2, S1-P4
Interview an adult from a culture different from the interviewee; exploring historical, social, cultural and linguistic perspectives.	**FER#3 conducted in corequisite CI 321 (Intro Diversity: Cultural Issues)***	CTA CKS	S1-P1, S1-P2, S1-P4
Observe special education service delivery models – candidates will be assigned to observe in specific schools.	**FER#2 conducted in corequisite CI 320 (Intro Diversity: Exceptional)***	Human Development and Diversity (HDD)	S1-K1,S2-K1, S2-K2,S3-K1,S3-K2,S3-K4,S3-K6
Observe students with a variety of exceptionalities and diverse needs.	**FER#2 conducted in corequisite CI 320 (Intro Diversity: Exceptional)***	Human Development and Diversity (HDD)	S2-P1,S9-P1,S10-P1
Explain through a case study the interaction of genetics, environment, and social-cultural influences on a child's current behavior. The case study will incorporate observation, interactions, interview and assessment.	**FER#1 conducted in corequisite CESP 334 (Intro Diversity Hum Growth/Dev)***	Human Development and Diversity (HDD)	S1-P1, S9-P1, S10-P1

*This is a course that provides Field Experiences for the corequisites CI 320, CI 321, and CESP 334.

Standard 1: The educator demonstrates the ability to use the central concepts, tools of inquiry and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

Knowledge:

- K1 The educator understands major concepts, assumptions, debates, and processes of inquiry, and ways of knowing that are central to the discipline being taught and create opportunities that make these aspects of subject matter meaningful for all students.

Performance:

- P1 The educator represents and uses differing viewpoints, theories, "ways of knowing" and methods of inquiry in teaching of subject matter concepts.
- P2 The educator evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy and usefulness for representing particular ideas and concepts.
- P4 The educator develops or adapts and uses curricula that encourages all students to see, question and interpret ideas from diverse perspectives.

Standard 2: The educator demonstrates an understanding of how individuals learn and develop intellectually, socially and personally and provides opportunities that support this development.

Knowledge:

- K1 The educator understands how learning occurs – how students construct knowledge, acquire skills and develop critical thinking – and knows how to use instructional strategies that promote learning for all students.
- K2 The educator understands that the students' physical, social, emotional, moral and cognitive development influences learning and knows how to address these factors when making instructional decisions.

Performance:

- P1 The educator assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (physical, social, emotional, moral and cognitive) and that leads to the next level of development.

Standard 3: The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

Knowledge:

- K1 The educator understands and can identify differences in approaches to learning and performance and design instruction that helps use students' strengths as a basis for growth.
- K2 The educator understands that diversity, exceptionality and limited English proficiency affect learning.
- K4 The educator understands how students' learning is influenced by individual experiences, talents and prior learning, as well as language, culture, family and community values.
- K6 The educator has knowledge of state and federal regulations related to children and youth with exceptionalities.

Standard 9: The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]).

Performance:

- P1The educator uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on and revising practice.

Standard 10: The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being.

Performance:

- P1The educator participates in collegial activities designed to make the entire school a productive learning environment.

(Kansas State Department of Education (KSDE). (2011-2012). Regulations *and standards for Kansas educators.* Retrieved from http://www.ksde.org)

Unit Conceptual Framework

Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Course Materials:

Name tag, TB test, spiral notebook (this is a Blackboard supported course)

Technology Expectations:

CI 311 students will (a) access assignments on Blackboard attachments or by e-mail attachment when Blackboard is not working, (b) effectively search Web sites for information related to course materials, and/or (c) use on-line management systems to access course materials and communicate with instructor.

In this course, you are expected to demonstrate an open mind toward technology. Please familiarize yourself with the course Blackboard site and check your WSU e-mail account regularly for messages. Please word process formal written materials. I will respond to e-mails in a timely manner during the work week. **Please know that I will respond to your e-mail within 24 hours of receiving it during the work week.**

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Class Protocol

CI 311 Responsibilities:**

- successfully complete FERs 1, 2, and 3 (11 points each) for CI 320, CI 321, CESP 334 (33 points);
- attend all CI 311 class sessions (3 points per class session) (12 points);
- have your TB Test recorded in the ESS office by assigned due date (5 points);
- have required badge by orientation (5 points);
- complete at least 45 hours of field experience **and** classroom work (15 points);
- turn in TWO Field Experience Log Sheets*** (mid-term and the last day of this class) (5 points a log sheet - 10 points total).

**No partial credit will be granted for any of the CI 311 responsibilities

***The Field Experience log sheet will be handed out at the second class meeting and will be due no later than (mid-term) and (the last day of this class).

Reminders:

- Prior to your field experience orientation you are required to have a TB test and to have the test information documented in the Education Student Services Office (ESS) Corbin 107. You can get a TB test through WSU Student Health Services or your personal physician. Remember to carry your

TB test information with you when you go to your observation site as you could be asked for it at any time.

- You are also required to purchase a name tag. Name tags can be purchased at the Rhatigan Student Center. Name tags cost approximately $7.00-$10.00.
- When at your field placement site, you are required to sign in at the office and wear your name tag.
- Since this class does not meet weekly it is your responsibility to check Blackboard and your WSU email for announcements, updates, and placement information.

Teacher Education Candidate Conduct Expectations:
Teacher education candidates (TECs) in a teacher education program participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. TECs should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, teacher education candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and cooperating teachers, may receive a failing grade and/or face possible removal from the field experience. For a more complete description of expectations and procedures for dismissal from field experiences see related documents in the Teacher Education Application Packet.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (*Note: the chart on the next page is a sample that may be used*). (Other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.)

Points/percentages, as instructor chooses	**Letter grade**	**Grade Points**	**Interpretation**
93.0-100%	A	4.00	*The A range denotes excellent performance.*
90.0-92.9%	A-	3.70	
87.0-89.9%	B+	3.30	
83.0-86.9%	B	3.00	*The B range denotes good performance.*
80.0-82.9%	B-	2.70	
77.0-79.9%	C+	2.30	
73.0-76.9%	C	2.00	*The C range denotes satisfactory performance.*
70.0-72.9%	C-	1.70	
67.0-69.9%	D+	1.30	
63.0-66.9%	D	1.00	*The D range denotes unsatisfactory performance.*
60.0-62.9%	D-	0.70	
0-59.9%	F	0.00	*F denotes failing performance.*

Assignments: As a field experience, this course is designed to provide you with the opportunity to observe in a classroom or classrooms in order to complete the Field Experience Reports (FERs) assigned in CI 320, CI 321 and CESP 334. To this end, you will be assigned a classroom or classroom(s) in which to observe. **A total of 45 hours of observation and classroom work is required in your assigned classroom.**

Field Experience Reports (FERs): You are required to complete and pass an FER in CI 320, CI 321, and CESP 334 during your field experience (CI 311 or CI 424). If you do not meet this requirement but have

passed the Core 1 course, you will receive remediation to complete the requirements of this FER. This remediation will not change your course grade, but it will place a hold on your WSU account preventing you from enrolling in further semesters. You must complete the necessary remediation steps to achieve a 70% or higher overall on your FER in order to release the hold on your account.

CI 311 is a field experience for Core 1 professional education courses; therefore, you must successfully complete all other Core 1 class requirements in which you are co-currently enrolled to pass CI 311. For example, if you do not successfully complete the requirements in CI 321, you will not pass CI 311.

Assignment	**Point Value**	**Weight**
Midterm Evaluation*	60 pts	30 %
Final Evaluations*	60 pts	30 %
CI 311 Responsibilities	80 pts	40 %
Total	200 points	100%

You must receive at least an **80% or higher** in order to pass this course, CI 311.

*Evaluations include your cooperating teacher's evaluation (30 points) and your self-evaluation (30 points). The Core 1 Student Concern Plan (see last page of syllabi) will be followed if more than one area on the cooperating teacher's evaluation is marked as a "1" (unacceptable) at mid-term or final evaluation time.

Core 1 Student Concern Plan

At mid-term, if there is a concern in one of your Core 1 courses or you receive a "1" (unacceptable) in more than one area on your cooperating teacher's mid-term evaluation, then Step 1 of the concern action plan will be followed.

Step 1: Course instructor(s)/Core 1 student conference

a. Schedule mid-point conference between Core 1 course instructor(s) and student

b. Develop an action plan of support for student (set timeline of goals and plan for improvement)

c. Both instructor(s) and student sign the plan

*No Growth based on plan of support from Step 1, move to Step 2

Step 2: Course Instructor(s), Core 1 Student, and Department Chair Meet

a. Schedule conference with course instructor(s), Core 1 student, and department chair

b. Develop an action plan of support as deemed necessary for circumstances with timeline of goals and deadlines

c. Instructor(s), student, and department chair sign the plan

*No Growth based on plan of support from Step 1 and 2 by final evaluation and/or there is a concern in one of your Core 1 courses or you receive a "1" (unacceptable) in more than one area on your cooperating teacher's final evaluation, then Step 3 of the concern action plan will be followed.

Step 3: Course Instructor(s), Core 1 Student, Department Chair, and Associate Dean meet to develop

a. Schedule conference with course instructor(s), Core 1 student, department chair, and associate dean

b. Develop an action plan of support as deemed necessary for circumstances with timeline of goals and deadlines for the next semester and PDS placement

c. Instructor(s), student, department chair, and associate dean sign the plan

Licensure Assessments:
Both the state of Kansas and national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

No required assessment occurs in this course.

Important Academic Dates
For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

Disabilities
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1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Tentative Schedule for 16 week class

Date	Topic	Assignment
Week 1 January 19	• Introduction to Course • What is PDS? • What is Core 1? What are your responsibilities? • Field Experience dress, requirements • FER requirements, APA Format • Value of Observation with video & discussion • TB Test/Name Tag	• Engraving of the Name tags – Bookstore • TB Test **TB Test Due by 5 PM in ESS office (Corbin 107) Friday, February 5.**
Week 2 January 26	• How do you conduct yourself as a professional? • Kansas Code of Conduct • Discuss Placements • Core I Evaluation requirements • Log Sheet Requirements • Diversity/ Ethics/FERPA • Introduction to classroom management	• Engraving of the Name tags – Bookstore • TB Test **TB Test Due by 5 PM in ESS office (Corbin 107) Friday, February 5.**
Week 3 February 2	• Discuss Placements • Questions about Core 1 Placements • TEC Responsibility next few week's • Every Kid Needs a Champion • **2:15 – 3:15 PM Orientation at assigned school** • **L'Ouverture 1539 Ohio**, Wichita, KS 67214 316-973-5050	• Engraving of the Name tags – Bookstore • Need with you at orientation – assigned school name tag, copy of TB test, field experience log, and notebook • TB Test **TB Test Due by 5 PM in ESS office (Corbin 107) Friday, February 5**
Week 4 February 9	12:30 – 3:30 PM Core I Experience in assigned classroom **L'Ouverture 1539 Ohio**, Wichita, KS 67214 316-973-5050	Need with you at assigned school - assigned school name tag, copy of TB test, field experience log, and notebook
Week 5 February 16	**USD 259 not in Session** Utilize this time to work on your own organizing your Notes for FER observations	**X**
Week 6 February 23	12:30 – 3:30 PM Core I Experience in assigned classroom **L'Ouverture 1539 Ohio**, Wichita, KS 67214 316-973-5050	Need with you at assigned school name tag, copy of TB test, field experience log, and notebook
Week 7 March 2	12:30 – 3:30 PM Core I Experience in assigned classroom **L'Ouverture** 1539 Ohio, Wichita, KS 67214 316-973-5050	Need with you at assigned school name tag, copy of TB test, field experience log, and notebook
Week 8 March 8	**Mid-term Checkpoint** **Mid-term Meeting in Lindquist Hall, Room 114** • Classroom Management, Student Engagement • Core 1 Questions	**Field Experience Log Due Date #1** **Mid-term CT and Student Evaluation Due**

	• How to make the most of your experience	
Week 9 March 15	**WSU Spring Break – No Class**	**X**
Week 10, 11 March 22,29	12:30 – 3:30 PM Core I Experience in assigned classroom **L'Ouverture** 1539 Ohio, Wichita, KS 67214 316-973-5050	Need with you at assigned school name tag, copy of TB test, field experience log, and notebook
Week 12, 13, 14, 15 April 5,12,19,26	12:30 – 3:30 PM Core I Experience in assigned classroom **L'Ouverture** 1539 Ohio, Wichita, KS 67214 316-973-5050	Need with you at assigned school name tag, copy of TB test, field experience log, and notebook
Week 16 May 3	**Final Class in** **Lindquist Hall, Room 114** • The power of reflection as an effective practitioner	**Field Experience Log Due Date #2** **Final CT and Student Evaluation Due**

College of Education
Course Syllabus
CI 317, Literacy Strategies for Content Areas (2), Spring 2016

Instructor:	Dr. Michelle Adler
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center 257
Telephone:	620-218-1890
Email:	Michelle.adler@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Tuesdays 9-11:30 and 12:30-3:30, Friday by appointment
Classroom; Days/Time:	Devlin Hall; Mondays 1:30 – 3:20
Prerequisites:	Admission to the Teacher Education Program

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
A standard of honesty, fairly applied to all students, is essential to a learning environment. Students abridging a standard of honesty must accept the consequences; penalties are assessed by appropriate classroom instructors or other designated people. Serious cases may result in discipline at the college or University level and may result in suspension or dismissal. Dismissal from a college for academic dishonesty, constitutes dismissal from the University. (http://webs.wichita.edu/inaudit/ch8_05.htm)(WSU Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm)

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
This course covers principles and strategies used in effective instruction, including vocabulary development and comprehension skills needed to more fully learn in content areas. Students receive training to use the 6 Trait Analytical Rating Guide for assessing writing, which is the method used to score the Kansas State Writing Assessment.
Prerequisite: Admission to the Teacher Education Program.

Definition of a Credit Hour
Success in this 2 credit hour course is based on the expectation that students will have 100 minutes of direct faculty instruction and four (4) hours of out-of-class work each week. Time spent outside of class might include work assigned on-line through Blackboard, reading, written assignments and other course related activities.

Measurable Student Learning Outcomes

The Teacher Education Candidate will:	Related Assessments	KSDE Professional Standards	WSU Guiding Principles from the Conceptual Framework	KSDE Program Standards
Understands major concepts and processes of inquiry that are central to the discipline being taught.	Chapter tests and class assignments	Standard 4	CKS	1,5,6, and 7
Understands the principles and techniques used in effective reading instruction.	Chapter tests and assignments	Standard 4	CKS	1,5,6, and 7
Uses a variety of reading strategies that are appropriate for students' diverse reading abilities and that support further growth and development.	Chapter tests and assignments	Standards 1 and 2	CKS	1,5,6, and 7
Models effective communication strategies in conveying ideas and information.	Class discussions, written work	Standard 4	PR	1,5,6, and 7
Knows how to ask questions and stimulate discussion in different ways for particular purposes.	Class discussions and assignments	Standards 4 and 8	CKS	1,5,6, and 7
Understands current methods for teaching reading.	Chapter tests and assignments	Standard 4	CKS	1,5,6, and 7
Uses instructional strategies that help all students develop reading skills and that assist poor readers in gaining information.	Chapter tests and assignments	Standard 1	CKS	1,5,6, and 7
Understands reading and thinking skills that pertain to learning a discipline and to integrating that discipline into other content fields.	Chapter tests and assignment	Standard 4	CKS	1,5,6, and 7
Uses reading and thinking skills strategies to assist all students in learning about the relationships among and between various subject matter fields.	Chapter tests and assignments	Standard 5	CKS	1,5,6, and 7
Demonstrates skills in using technology to collect and analyze data, enhance instructional practices, and facilitates professional communication and productivity.	Chapter Tests and Assignments	Standard 10	T, CKS	1,5,6, and 7

<u>Unit Conceptual Framework</u>
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards

(CKS)
Collaboration with stakeholders (C)

KSDE Program Standards:

Standard 1:

The kindergarten through sixth grade teacher demonstrates a high level of competence in use of the English language arts and knows, understands and uses concepts from emerging literacy, reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help all students successfully apply their developing literacy skills to many different situations, materials, and ideas.

Standard 2:

The kindergarten through sixth grade teacher knows, understands, and uses the major concepts, procedures, and reasoning processes of mathematics that define numbers and operations, geometry, measurement, data analysis and probability, and algebra so that all students understand relationships that can represent phenomena, solve problems, and manage data.

Standard 3:

The kindergarten through sixth grade teacher knows, understands, and uses fundamental concepts in the subject matter of science – including physical, life, and earth and space sciences – as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy for all students.

Standard 4:

The kindergarten through sixth grade teacher knows, understands, and uses the major concepts and modes of inquiry from the social studies – the integrated study of history, geography, the social sciences, and other related areas – to promote all students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

Standard 5:

The kindergarten through sixth grade teacher can design, implement, and evaluate arts experiences that are developmentally appropriate, meaningful and challenging for all students, that lead to positive learning outcomes, and that develop positive dispositions toward artistic explorations and expression.

Standard 6:

The kindergarten through sixth grade teacher knows, understands, and uses the major concepts of health education and human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for all students.

Standard 7:

The kindergarten through sixth grade teacher uses his/her understanding of children's characteristics and needs and of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for all students.

KSDE Professional Education Standards:

Standard 1: Learner Development. The teacher understands 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 designs and implements developmentally appropriate, relevant, and rigorous learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of differences in individuals, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.

Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content.

Standard 5: Application of Content. The teacher understands how to engage learners through interdisciplinary lessons that utilize concept based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking.

Standard 6: Assessment. The teacher understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses 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 relevant ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, support staff, and community members to ensure learner growth, and to advance the profession.

Required Texts/Readings Textbook
Fisher, D., Brozo, W. G., Frey, N., & Ivey, G. (2015). *50 instructional routines to develop content literacy (3rd ed.).* Upper Saddle River, NJ: Pearson. ISBN: 978-0-13-334796-8

Other Readings
There will be additional readings from journals. These will be provided or a link will be provided

Technology Expectations:
The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Students will submit some assignments through Blackboard attachments or by email, effectively search web sites for information related to course materials, and use on-line management systems to access additional course materials and communicate with the professor. The use of technology will be a critical requirement for this course. At a minimum, students will have to be fluent in word processing, have access to a word processing program capable of inserting pictures and hyperlinks, a color printer, and have Internet connectivity and access to e-mail.

Class Protocol and Attendance:
As a professional educator, your disposition includes arriving on time, submitting assignments punctually, and respecting other educators and teacher candidates in both the classroom and the field setting (see Code of Conduct). Mind the 4 Rs: Be Ready, Respectful, and Responsible with the Right Attitude.
Additionally, computer use should be limited to tasks related to the course. Phones should be on vibrate and should not be out. (Please see me for that rare emergency that requires you to keep your phone handy.)

Class participation is required to gain the maximum amount out of this class; if you anticipate an absence, please visit with me so I can verify your plan for catching up.

- You receive 5 points for every hour you are in class, participating, and on-time.
- Points are lost if you are tardy, leave early, have an excused/unexcused absence, or are present in body but not in mind (you're on your phone, computer, etc.)
- Additionally, three tardies and/or early exits from class will count as one absence.

Teacher Education Candidate Conduct Expectations:
Teacher education candidates (TECs) in a teacher education program participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. TECs should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, teacher education candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and cooperating teachers, may receive a failing grade and/or face possible removal from the field experience. For a more complete description of expectations and procedures for dismissal from field experiences see related documents in the Teacher Education Application Packet.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (Note, other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.) ****Successful completion of elementary methods courses requires a grade of at least a "B-".**

Letter Grade	Grade Points	Percentages	Interpretation
A	4.00	95-100%	*The A range denotes excellent performance.*
A-	3.70	90-94%	
B+	3.30	87-89%	
B	3.00	84-86%	*The B range denotes good performance.*
B-	2.70	80-83%	*** Please note B- grade is required for course.*
C+	2.30	77-79%	
C	2.00	74-76%	*The C range denotes satisfactory performance.*
C-	1.70	70-73%	
D+	1.30	67-69%	
D	1.00	64-66%	*The D range denotes unsatisfactory performance.*
D-	0.70	60-63%	
F	0.00	59% and below	*F denotes failing performance.*

Assignments
Students will complete all reading assignments, reflective journals, quizzes, a lesson plan, scored writing, and a written final exam. The course activities document that provides session dates and due dates for assignments, presentations, and exams are guidelines and may be subject to change as the class progresses.

1. Four written, reflective journal assignments (4 x 50 = 200 points)
2. Four additional assignments/activities (4 x 25 = 100 points)
3. Three quizzes over assigned readings and class discussion (3 x 40 = 120 points)
4. 6 + 1 Writing Traits Training Assignment (50 points)
5. Lesson Plan (50 points)
6. Final Exam – (100 points, must pass with a 70% or higher)

Extra Credit:
There is no extra credit for this course.

Late Assignments:
It is important to honor your obligations and commitments, and that includes turning your work in when it's due. Work that is late will immediately lose 20% for the first 48 hours after the due date. 48 hours after the initial due date, 50% credit can be attained until one week after the initial due date. At that point, a zero (0) will be given for the assignment.

Missed Assignments and Exams:
See above for late/missed assignments. If I am notified prior to an absence and it is excused, the exam may be made up but it must happen before the next class period.

Licensure Assessments:
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One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

CI 317 Literacy Strategies for the Content Areas – Performance expectations are that the student earns a score of 70% or more on the Literacy Assessments and complete the 6+1 Writing Trait training.

Remediation - Students failing to achieve an acceptable performance on this required assessment will be provided with a limit of one remediation opportunity. The university is not able to recommend individuals for licensure who fail to attain an acceptable rating on required assessments, even though they may receive an acceptable course grade or exceed minimum GPAs. Therefore, students who do not achieve acceptable performance on this assessment after one remediation opportunity will be subject to dismissal from the program.

Important Academic Dates
For spring semester 2016, classes begin Tuesday, January 19, 2016, and end Thursday, May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

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Other

Copyright Notice:
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Tentative Schedule

Date	Class Content	Assignments
1/25	Introduction to Course Introductions/Syllabus What is Content Area Literacy (CAL)?	
2/01	Reader Response Instructions Powerful Ideas	Sack with 3 things and a note card summary due today
2/08	Standards and Accountability	Response to CAL due today
2/15	CCSS Treasure Hunt & Text Complexity	In class work - graded
2/22	Activating Prior Knowledge Motivation and Engagement Before Reading Comprehension Strategies	
2/29	During Reading Comprehension Strategies Text Structures	Reader Response to Motivation and Engagement due today
3/07	After Reading Comprehension Strategies Close Reading	Partner poster on strategy due today
3/14	**Spring Break**	
3/21	Designing & Planning for instruction for literacy before, during, & after Class lesson planning	Text Structure Assignment due, in class quiz on structures
3/28	How to build vocabulary knowledge	
4/04	Lesson Planning What is Scaffolding? Discuss Tier Plans	Vocabulary RR due
4/11	How to use writing as a tool for learning vs. as a process tool	Partner lesson plan due
4/18	Six-Trait Writing and it's place in CAL Diversity in today's classroom	Six trait writing test completed in class
4/25	Assessments/Test-taking ****Literacy Strategy Presentations	Tier Literacy Lesson Plan DUE
5/02	Focusing on Diverse Learners in the classroom ***Literacy Strategy Presentations	Reader Response – free topic!
5/09	**Final**	Literacy Assessment/Final DUE

College of Education
Course Syllabus
CI 317 Literacy Strategies in the Content Areas (2), Spring 2016

Instructor:	Maribel Benedict
Department:	Curriculum and Instruction
Office Location:	Online Course
Telephone:	316-973-7606
Email:	Maribel.benedict@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Online Course, please email at any time
Classroom; Days/Time:	Online Course
Prerequisites:	Admission to teacher education , and for secondary only, completion of CI 424

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Covers principles and strategies used in effective instruction, including vocabulary development and comprehension skills needed to more fully read to learn in content areas. Students receive training to use the six-trait Analytical Rating Guide for assessing writing, which is the method used to score the Kansas State Writing Assessment.

Definition of a Credit Hour
The expectation of work in order to be successful in this 2 hour on-line credit course is a minimum of 2 to 3 hours a week. This includes working through Blackboard with the assigned readings from our textbook and on-line readings, writing reflections from our readings, responding to quizzes, participating in Bb discussions, lesson planning, and a 6 trait writing training.

Measurable Student Learning Outcomes

Learner Outcomes The student will:	Related Assessment	Guiding Principles from the Unit Conceptual Framework (PR, HDD, CTA, T, CKS, C)	KSDE Program Standards
1. The educator understands major concepts and processes of inquiry that are central to the discipline being taught.	Chapter and online readings Reflective Journal LM Quiz Discussion Board response	CKS, PR	4.1.2CK The teacher understands common misconceptions that occur in learning the discipline and how to guide learners to accurate conceptual understanding. 4.1.2CK The teacher understands common misconceptions that occur in learning the discipline and how to guide learners to accurate conceptual understanding.
2. The educator understands the principles and techniques used in effective reading instruction.	Chapter and online readings Reflective Journal LM Quiz Discussion Board response	CKS, C, PR	1.3.1CK The teacher knows how to use instructional strategies that promote student learning. 1.3.2CK The teacher knows how to make instructional decisions that build on learners' strengths and needs.
3. The educator uses a variety of reading strategies that are appropriate for students' diverse reading abilities and that support further growth and development.	Chapter and online readings Reflective Journal LM Quiz Discussion Board response	CKS	7.1.1CK The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs. 7.3.2CK The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs. 8.1.5PS The teacher uses appropriate strategies and resources to differentiate instruction to meet the needs of individuals and groups of learners.

4. The educator models effective communication strategies in conveying ideas and information.	Reflective Journal Discussion Board response	CKS, PR	3.3.2PS The teacher collaborates with learners, families and colleagues to build a safe, positive learning climate of openness, mutual respect, support and inquiry. 8.1.10PS The teacher asks questions to stimulate discussion that serves different purposes
5. Show evidence toward gaining knowledge about standards in education for both content and pedagogy.	Chapter and online readings Reflective Journal LM Quiz Discussion Board response	CKS	5.1.3PS Using content specific pedagogy, the teacher creates interdisciplinary lessons connecting content themes and literacy. 4.1.3CK The teacher has a deep knowledge of Kansas College and Career Ready Standards and their learning progressions for the discipline(s) s/he teaches.
6. The educator used instructional strategies that help all students develop reading skills and that assist poor readers in gaining information.	Write a lesson plan using a literacy technique	CKS, CTA	1.3.1CK The teacher knows how to use instructional strategies that promote student learning. 2.1.4PS The teacher uses strategies and accesses resources, including specialized assistance and services to meet particular learning differences or needs. 4.1.4PS The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards. 5.1.3PS Using content specific pedagogy, the teacher creates interdisciplinary lessons connecting content themes and literacy.

7. The educator has knowledge of reading and thinking skills that pertain to learning a discipline and to integrating that discipline into other content fields.	Chapter and online readings Reflective Journal LM Quiz Discussion Board response	CKS	5.3.1CK The teacher understands the concepts that govern his/her content area. 7.1.1CK The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs. 7.2.2CK The teacher understands how integrating cross- disciplinary skills in instruction engages learners in applying content knowledge in relevant ways.
8. The educator has knowledge of the writing traits and it's connections to literacy	Webcast 6+1 Writing Trait Assignment	CKS, PR	5.3.1CK The teacher understands the concepts that govern his/her content area.
9. The educator demonstrates skills in using technology to collect and analyze data, enhance instructional practices, and facilitate professional communication and productivity.	Blackboard Discussion Board APA style Online system to access materials	CTA, T	9.2.3PS The teacher effectively uses student data, self-assessment, teaching evaluations/observations, school and district goals, and problem solving strategies to analyze and reflect on his/her practice related to all stakeholders and to plan for professional growth.

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook
Moore, D. W., Moore, S. A., Cunningham, P. M., & Cunningham, J. W. *Developing readers and writers in the content areas K-12* (6th Ed.). Boston: Allyn & Bacon.

Other Readings
Numerous online readings are required. These readings will be posted along with the weekly assignments on Bb.

Technology Expectations:
Students will (a) submit assignments on Blackboard or by email attachment when Blackboard is not working, (b) format headers are footers and word processing software, (c) effectively search websites for information related to course materials, (d) identify common types of hardware and software used in P-12 schools, and (e) use online management systems to access course materials and communicate with instructor.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Other Equipment/Materials
Technology to access Bb

Class Protocol
Attendance/Participation: Attendance and participation are important, required, and counted toward the final course grade. Should accident, emergency, or other event become an obstacle to your participation and timely completion of course assignments, please notify your instructor by sending an e-mail. Emergencies do not negate responsibility for completing course assignments.

Teacher Education Candidate Conduct Expectations:
Teacher education candidates (TECs) in a teacher education program participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. TECs should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, teacher education candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and cooperating teachers, may receive a failing grade and/or face possible removal from the field experience. For a more complete description of expectations and procedures for dismissal from field experiences see related documents in the Teacher Education Application Packet.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

Points/percentages, as instructor chooses		**Letter grade**	**Grade Points**	**Interpretation**
600-576	100-96%	A	4.00	*The A range denotes excellent performance.*
575-540	95-90%	A-	3.67	
539-522	89-87%	B+	3.33	
521-504	86-84%	B	3.00	*The B range denotes good performance.*
503-480	83-80%	B-	2.67	
479-462	79-77%	C+	2.33	
461-444	76-74%	C	2.00	*The C range denotes satisfactory performance.*

443-420	73-70%	C-	1.67	
419-402	69-67%	D+	1.33	
401-384	66-64%	D	1.00	*The D range denotes unsatisfactory performance.*
383-360	63-60%	D-	0.67	
359-	59%-	F	0.00	*F denotes failing performance.*

Assignments
Students will complete all reading assignments, written reflective journals, quizzes, a lesson plan, scoring writing, and a written final exam. **The course activities document that provides session dates and due dates for all assignments, presentations and exams are attached and can also be found on CI 317 on Blackboard in the Course Documents section under the documents.**

1. Four (4) written reflective journal assignments (4 X 50 = 200 points)
2. Four (4) discussion board postings (4 x 20 points each = 80 points)
3. Three (3) Quizzes (over assigned readings) (3 x 40 points each = 120 points)
4. 6 + 1 Writing Trait Training Assignment (50 points)
5. Lesson Plan (50 points)
6. Final Exam - Essay (100 points – Performance Expectations are 70% of the possible points

Assignment	**Due Date**
Discussion Board (Personal Bio-poems)	January 23
LM1 Reflective Journal	January 29
LM1 Quiz	January 29
LM2 Discussion Board	Feb. 22 (initial post) February 26 (last post)
LM2 Reflective Journal	February 26
LM2 Quiz	February 26
LM3 Discussion Board	March 22 (initial post) March 25 (last post)
LM3 Reflective Journal	March 25
LM3 Quiz	March 25
LM3 6 Trait module completion	April 1
LM4 Discussion Board	April 20 (initial post) April 22 (last post)
LM4 Lesson Plan	April 22
LM5 Reflective Journal	May 6
Final	May 10

Written Assignments: Key criterion on all assignments is completeness of communication of meaning. Each written assignment will follow the APA Manual style guidelines and will be typed (word processed), double-spaced, and edited/revised to be essentially free of errors. Consult the following resources for APA Manual style guidelines:
American Psychological Association. (2003). *Publication manual of the American Psychological association* (4th ed.). Washington, DC: Author.

Licensure Assessments:
Both the state of Kansas and national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required

assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

CI 317 Literacy Strategies for the Content Areas – Performance expectations are that the student earns a score of 70% or more on the Literacy Assessments (Quizzes and Final Exam) and complete the 6+1 Writing Trait training. Specific details for these requirements can be found in the course syllabus. The rubrics for scoring the exams are also included with the syllabus.

Remediation - Students failing to achieve an acceptable performance on this required assessment will be provided with a limit of one remediation opportunity/opportunities. The university is not able to recommend individuals for licensure who fail to attain an acceptable rating on required assessments, even though they may receive an acceptable course grade or exceed minimum GPAs. Therefore, students who do not achieve acceptable performance on this assessment after one remediation opportunity/opportunities will be subject to dismissal from the program.

Late Assignments

- All assignments will be submitted at their due dates by the end of the day.
  Each day late = -10 points
- The following aspects will be graded except where other standards or rubrics are provided:
  a. Completeness. All portions/sections of the assignments/readings have been included in the response/discussion.
  b. Organization/Structure. There is logic to the way in which the ideas are presented or the point made. The speaker/writer communicates meaningfully.
  c. Incorporation of Course Knowledge. Concepts and principles from course readings and discussions are synthesized in the assignment/requirements.
  d. Support/Critical Reflection. Students are expected to be reflective thinkers, readers, speakers, and writers. This means that students must reflect upon what they think, read, speak, and write and then apply this understanding to the particular assignments and activities. Reasons for opinions, implications, and conclusions are stated; the "why" of the answer is given; multiple perspectives are considered; the choices made are defined.

Missed Assignments and Exams

- All assignments must be complete at submission. Failure to complete any portion of a required assignment will result in a grade no higher than "C" equivalent for the project. Students should retain a copy of any major assignment.

Important Academic Dates

For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting

personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusiveness

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property

Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services

WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation

Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording

Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Other

Attendance/Participation: Attendance and participation are important, required, and counted toward the final course grade. Should accident, emergency, or other event become an obstacle to your participation and timely completion of course assignments, please notify your instructor by sending an e-mail. Emergencies do not negate responsibility for completing course assignments.

Written Assignments: Key criterion on all assignments is completeness of communication of meaning. Each written assignment will follow the APA Manual style guidelines and will be typed (word processed), double-

spaced, and edited/revised to be essentially free of errors. Consult the following resources for APA Manual style guidelines:

American Psychological Association. (2003). *Publication manual of the American Psychological association* (4th ed.). Washington, DC: Author.

Tentative Schedule

Week # Date	Learning Module (LM)	Reading Assignments	Assignments for the Learning Module	Due Dates
January 19	Introductions	Course Syllabus and Date Syllabus	*Discussion Board (Bio-Poems and Learner Outcomes)	**January 23**
Week 1 January 19 Week 2 January 25	LM 1 "Literacy Foundations"	Chapter 1 "Content Area Reading and Writing" Chapter 2 "Setting The Stage" Web-based readings Listed on Module	LM 1 Reflective Journal LM 1 Quiz	**January 29** **January 29** **(Any assignment can be submitted before the due date)**
Week 3 February 1 Week 4 February 8 Week 5 February 15 Week 6 February 22	LM 2 "Reading"	Chapter 4 "Reading Materials and Exhibiting Responses" Chapter 5 "Comprehension" Chapter 6 "Meaning Vocabulary" Web-based readings Listed on Module	LM 2 Discussion Board LM 2 Reflective Journal LM 2 Quiz	**Personal post By February 22** **Respond to posts By February 26** **February 26** **February 26**
Week 7 February 29 Week 8 March 7 Week 9 March 14 ***No School-Spring Break*** Week 10 March 21	LM 3 "Writing"	Chapter 7 "Writing" Web-based readings Listed on Module 6+1 Writing Traits On-line Training	LM 3 Discussion Board LM 3 Reflective Journal LM 3 Quiz LM 3 6+1 Writing Traits Training Assignment	**Personal post By March 22** **Respond to posts By March 25** **March 25** **March 25** **April 1**

Week 11 March 28 Week 12 April 4 Week 13 April 11 Week 14 April 18	LM 4 "Designing Instruction For Literacy"	Chapter 3 "Instructional Units" Chapter 9 "Inquiry Through Digital Literacies " Chapter 10 "Responsive Instruction" Web-based readings Listed on Module	LM4 Discussion Board LM 4 Lesson Plan	**Personal Post By April 20** **Respond to posts By April 22** **April 22**
Week 15 April 25 Week 16 May 2	LM 5 "Beyond Reading and Writing"	Chapter 8 "Studying" Chapter 11 "Reading Proficiency" Chapter 12 "Reading Policy" Web-based readings Listed on Module	LM5 Reflective Journal	**May 6**
May 6	**Final Exam**	**Essay questions will be posted by May 6**	**Final Exam Due**	**May 10**

College of Education
Course Syllabus
CI 318, Core II Practicum: Literacy Strategies, Spring, 2016

Instructor:	Victoria Opalewski
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center 256
Telephone:	316-978-3352
Email:	Victoria.opalewski@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	2:30 – 4:00 pm, Tuesdays and Wednesdays or by appointment
Classroom; Days/Time:	TBD; this is a practicum, for which you will be placed in your placement school and work out a mutually agreeable schedule for 3 hours/week with your Cooperating Teacher (CT)
Prerequisites:	Grades of B- or better in CI 320, CI 321, CI 423, CI 424, and CESP 334
Co-requisites:	CI 317, CI 427, and CESP 433

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Provides opportunity for candidates to apply principles and strategies used in effective content literacy instruction, including vocabulary development, reading comprehension and evaluation of print/nonprint texts (including listening and viewing), and expression of ideas (speaking and writing) for a variety of audiences and purposes. Candidates develop multiple literacies as they design, implement, and evaluate instruction that integrates purposeful 21st century technologies and meets the needs of culturally, developmentally, and linguistically diverse students. Prerequisites: Grades of B- or better in CI 320, CI 321, CI 423, CI 424, and CESP 334. Must also receive satisfactory or better rankings in all final observation and disposition evaluation forms by university supervisor/faculty member. Co-requisites: CI 317, CI 427, and CESP 433.

Definition of a Credit Hour
In a field placement, a "credit hour" is a measure of graduate or undergraduate academic work that is defined as **at least 45 hours of supervised work each semester**. For this one-credit-hour field experience, you

should plan to engage in at least **three hours of observation/co-teaching** in your assigned field placement *each week* (15 weeks x 3 hours = 45 hours) in addition to reflecting in writing on your experiences.

Measurable Student Learning Outcomes

Learning Outcomes	Guiding Principle from Unit Conceptual Framework	WSU Program Goals and KSDE Professional Education Standards	KSDE Program Standards
1. Uses a variety of reading strategies that are appropriate for students' diverse reading abilities and that support further growth and development.	CKS, HDD	Standard #4	Math 5-8: #9 ELA 5-8: #1 ELA 6-12: #4
2. Models effective communication strategies in conveying ideas and information.	PR	Standard #6	Math 5-8: #1 Math 6-12: #4 ELA 5-8: #4 ELA 6-12: #3
3. Asks questions and stimulates discussion in different ways for particular purposes.	CKS	Standard #6	ELA 5-8: #4 ELA 6-12: #3
4. Uses instructional strategies that help all students develop reading skills and that assist struggling readers in gaining information.	CKS	Standard #7	Math 5-8: #9 ELA 5-8: #1 ELA 6-12: #4
5. Uses reading and thinking skills strategies to assist all students in learning about the relationships among and between various subject matter fields.	CKS	Standard #11	ELA 5-8: #1 ELA 6-12: #4
6. Uses technology to collect and analyze data, enhance instructional practices, and facilitate professional communication and productivity.	T, CKS	Standard #12	ELA 5-8: #2 ELA 6-12: #1
7. Selects readings and curriculum that are developmentally appropriate for students.	HDD	Standard #2	Hist/Comp: #1-4 Hist/Gov: #4-6
8. Provides direct instruction and modeling of reading and viewing strategies that help students construct meanings in a variety of texts.	CKS	Standard #4	ELA 5-8: #2 ELA 6-12: #1
9. Integrates the subject matter with literacy instruction.	CKS	Standard #11	Sci 5-8: #10 Bio: #14 Chem: #9 EarthSci: #10 Phys: #9
10. Designs lessons that help students convey the results of inquiry.	CKS	Standard #6, 12	Sci 5-8: #9 ELA 5-8: #4 ELA 6-12: #3

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook

- Refer to texts for CI 317 Literacy Strategies in the Content Area

- In addition, I encourage you to join your subject specific professional organization as a student member (discounted rate).

Technology Expectations:
Students in this course are expected to demonstrate an open mind toward digital literacy and develop an advanced knowledge of technology. In addition, students are expected to be adept at computer use (e.g., email, word processing, PowerPoint, grade book programs, etc.). In all cases, the use of any technology should be in support of effective planning, teaching, student learning, assessment, and professional development.

Students should familiarize themselves with the course Blackboard site and check their WSU e-mail account every day for messages. Students should word process formal written materials, most of which will be submitted electronically. Please submit all documents as Word (.doc or .docx) files or in Rich Text Format (.rtf). E-mails will be answered in a timely manner during the workweek.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

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http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, teacher education candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and cooperating teachers, may receive a failing grade and/or face possible removal from the field experience. For a more complete description of expectations and procedures for dismissal from field experiences see related documents in the Teacher Education Application Packet.

Grading Scale
Wichita State University uses a plus/minus grading system. The grade for this course will be figured from a point system, which is outlined in the section entitled "Course Requirements and Evaluation." Please note:

- You must earn "Credit" for this course for admission to Core III Pre-Student teaching. In order to earn "Credit," you must have a B- (80%) or better.
- You must complete every assignment in order to pass this class.
- Your performance on the Field Experience Disposition Rubrics WILL affect your overall course grade. See additional comments under Field Experience Disposition Rubric below.

(Other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.)

Points/percentages, as instructor chooses	**Letter grade**	**Grade Points**	**Interpretation**
93.0-100%	A	4.00	*The A range denotes excellent performance.*
90.0-92.9%	A-	3.70	
87.0-89.9%	B+	3.30	
83.0-86.9%	B	3.00	*The B range denotes good performance.*
80.0-82.9%	B-	2.70	

77.0-79.9%	C+	2.30	
73.0-76.9%	C	2.00	*The C range denotes satisfactory performance.*
70.0-72.9%	C-	1.70	
67.0-69.9%	D+	1.30	
63.0-66.9%	D	1.00	*The D range denotes unsatisfactory performance.*
60.0-62.9%	D-	0.70	
0-59.9%	F	0.00	*F denotes failing performance.*

Assignments
If you are having particular trouble with some aspect of the course—such as completing an assignment, keeping regular attendance, or otherwise meeting expectations—please speak to me right away. Make an appointment with me, call me, or e-mail me.

Course Requirements and Evaluation

Below are point values, percentages, and descriptions of the major course assignments.

Assignment	**Point Value**	**Weight**
Reflections (2 @ 20 pts. each)	40 points	40%
Midterm Field Experience Dispositions Rubric	20 points	20%
Final Field Experience Dispositions Rubric	20 points	20%
Attendance Log	20 points	20%
TOTAL POINTS FOR SEMESTER	100 points	100%

Your Attendance Log and Appropriate Participation
You are required to attend and participate appropriately (e.g., professional behavior, attire, etc.) during a consistent 3-hour timeframe each week for the entire semester, observing and practicing methods and strategies learned in your WSU course work in consistent classes. Attendance and appropriate participation at your field placement (during consistent class periods each week) is mandatory from the time you receive your placement until the final day of WSU classes. Irregular attendance or inappropriate behavior (e.g., consistent tardies, disruptions, or other unprofessional activities) will result in the immediate withdrawal from the placement and no credit for this course.

You will document your attendance and appropriate behavior using the attendance log. Please complete your attendance log and have your cooperating teacher sign it each time you are present in your CT's classroom. This completed log (with a minimum of 39 hours logged) must be turned in to me on or before the due date *in order for you to receive credit* for completing the assigned observation and assignments for this course. **No attendance log = no credit for this course**.

I strongly encourage you to avoid being absent from your placement. If you must be absent (for illness or other emergency), you must notify the school Contact Person, your Cooperating Teacher, and me. You should make several attempts to contact your CT until you have received confirmation that your message has been received. You should send me an e-mail (victoria.opalewski@wichita.edu) with an explanation for your absence (copying your CT), and make plans to make up the time you missed at the school with your CT.

Online Requirement: Throughout this course, you will use our Blackboard course site to retrieve course assignments, documents, and readings. Any work submitted after the deadline (date and time) will be considered "late" and penalized accordingly (see Policy on Late Work below).

Working and responding in an online environment poses unique challenges. Please remember that this is a professional environment. As a future teacher, everything you put out onto the web is subject to scrutiny. Even secure and restricted sites can be accessed by those outside of our learning community. Take this into consideration: everything you post or send by e-mail is potentially available for public consumption and criticism, so you should present yourself professionally – as a teacher-in-training who will one day apply for a job where any online material may be searched and judged (fairly or unfairly).

Reflections
Once placements have been finalized (I anticipate this to be the second week of classes), we will engage in a small-group sharing in our 317 class meetings. These discussions will be the basis for your two required reflections, which will be posted online in Blackboard. You will receive more detailed assignment expectations in class. You will also read and respond to your peers' formal reflections online.

Midterm and Final Field Experience Disposition Rubrics
Submission of the midterm and final Field Experience Disposition Rubrics on or before the posted due dates is required before credit will be issued for this course. Please note:

- It is *your responsibility* to remind your CT to complete and sign this form; I recommend that you ask your CT to complete it at least *one week prior* to the submission deadline. Save the original for your records; your CT may also want a copy.
- Submit the paper copy to me during CI 317 class time. If you must submit it at another time, please discuss the location for turning it in with me.
- A rating of 1 in any category will warrant a meeting with me. Failure to set up a meeting with me will result in an unsatisfactory (failing) course grade.

Licensure Assessments:
Both the state of Kansas and national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One such assessment required for all professional education field experiences is *WSU Teacher Education Field Experience Dispositions Rubric.* At a minimum, this rubric is to be completed by the public school supervisor at the conclusion of a semester for each student. The proficiency required of candidates is a 2 or higher in each area of the rubric.

There are no o licensure assessments contained in this course.

Late Assignments
All assignments will be penalized 10% for every day they are late. Work is considered late if it is not submitted by the date *and time* specified on the assignment sheet. Permission to turn in an assignment late and without penalty will be given rarely and only as a result of a conference with me (and never on the day the assignment is due). **Because you must turn in all assignments in order to pass this course, you must turn in your work even though it is late and may receive an F.**

Important Academic Dates
For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7-13, 2016.

Disabilities
If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).
The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are

necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

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Intellectual Property
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Shocker Alert System
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The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording
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Other

A Note about Writing Conventions and WSU's Writing Center: Fairly or unfairly, your public use of language as a teacher opens you to scrutiny and possible criticism from students, other teachers, administrators, parents, and the general public. It is vital that you develop and employ a rigorous screening process for any prose that will (or *could*) go public. This self-editing skill begins with correct grammar and spelling and extends to appropriate content, tone, style, and format. To this end, I will evaluate all of your writing for this class in part by how well it conforms to the conventions of professional public writing.

With that in mind please note that the WSU Writing Center is free and open to all WSU students. You may schedule or drop in for a 30 minute session with a tutor (an undergraduate or graduate teaching assistant) Monday through Friday. While tutors do not proofread or edit (i.e., they won't "fix" your paper for you), they offer assistance with all aspects of writing, including brainstorming, organization, style, and revision, as well as specific writing concerns that you articulate. In addition, the center is equipped with five computers with Windows, Microsoft Word, and Internet access. You may also do online writing exercises to help improve basic grammar skills. No appointment is necessary, but you can schedule one by phone: 316-978-3173. The Writing Center is located in 601 Lindquist Hall and opens the second week of classes and closes on the last day of classes: Monday-Thursday (11 a.m. to 7 p.m.) and Friday (11 a.m. to 3 p.m.).

As a future teacher, who will be expected to teach various literacies, you may find it valuable to experience what the Writing Center as has to offer. Writing is a social process, and it is almost always beneficial to have another set of eyes review and offer constructive feedback for your writing. Take advantage of this opportunity, not just to improve your writing but to get a sense of how other "teachers" approach writing instruction.

Format of Written Work: The faculty of the College of Education has chosen the style guide of the American Psychological Association as the manual to be followed when submitting written work. It is the responsibility of the student to follow the guidelines set forth in this manual. If questions arise, please refer to the manual first, and then to the COE website; the instructor should be consulted after consulting these resources.

Copyright Notice
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A Note about Confidentiality: Maintaining the confidentiality of Birth-to-Grade 12 pupils with whom we work is an extremely important legal requirement. Our field placements exist because WSU maintains good working relationships with schools. Thus, it is critical to maintain confidentiality with respect to children, teachers and other school personnel.

Use your good judgment in using non-identifying pseudonyms to refer to your placement sites, cooperating teachers, and students in your classes in all of your written communications (e.g., online reflections, e-mails, etc.) and in public conversations (e.g. on a bus, in a restaurant, etc.). I highly recommend that you refrain from discussing your placement on personal social networking sites.

Student Early Alert System (SEAS)
SEAS is an electronic tool for WSU faculty to give timely feedback to students who may be in danger of failing a class. Early Alert systems have been shown to increase student success in several dimensions, including GPA, retention, and graduation rates. Instructors are able to give feedback on attendance, participation, assignments and exams to students in each of their current classes. At the end of that business day, an email will be sent to each student on whom an instructor has raised an alert. Instructors are encouraged to make an effort to give early alert feedback no later than the end of the fifth week of the semester.

Tentative Schedule for 15 week class

Date	CI 318 Benchmarks
1-19/20 (T/W) 1-26/27 (T/W)	• Begin thinking about a consistent 3-hour block (or two 1.5 hour blocks) each week that you can devote to your field placement. • Contact CT and school Contact Person to determine the classes you will visit each week. • If applicable, attend orientation at placement school.
2-2/3 (T/W)	• **You should begin attending your placement this week, if you haven't already done so** • Ask CT for seating chart to learn student names.
2-9/10 (T/W)	
2-16/17 (T/W)	• Confer with CT to begin planning your first lesson—with literacy strategies fully integrated. • Confer with CT regarding contextual factors (students' learning styles, developmental levels, etc.)
2-23/24 (T/W)	• Confer with CT to continue planning Lesson #1. What literacy strategy/ies will you integrate into the lesson? • **New Requirement: Have you applied for Student Teaching? You have until March 1.**
3-1/2 (T/W)	• Ask CT to complete Midterm Field Experience Dispositions Rubric. • Provide lesson plan #1 and materials for CT review and feedback *prior to your teaching.* • **Reflection #1 Due**
3-8/9 (T/W)	• **Teach** (and record) your first literacy lesson during or before this week. *Even though you are only required to submit a video recording of one lesson, I'd recommend recording BOTH, in case you run into technical difficulty. Plus, it's good practice for your KPTP.* • **Response to Colleague's Response #1 due.**
3-22-23 (T/W)	• **Midterm Field Experience Dispositions Rubric Due** – submit signed hard copy in class. • Confer with CT to begin planning literacy lesson #2 during or before this week.
3-29/30 (T/W)	• Continue planning with CT for literacy lesson #2. What literacy strategy/ies will you integrate into the lesson? • Make plans to record your teaching, if you have not already done so.
4-5/6 (T/W)	• Provide lesson plan #2 and materials for CT review and feedback *prior to your teaching.* • Confirm availability of camera.
4-12/13 (T/W)	• **Teach (**and record) **literacy lesson #2** during or before this week and view your recording to be sure you captured your teaching. <u>We will view videos in class on April 19/20</u>. • **Reflection #2 due**
4-19/20 (T/W)	• Ask CT to complete Final Field Experience Dispositions Rubric • **Response to colleague's Reflection #2 due online**
4-26/27 (T/W)	• Consider sending your CT and contact teacher a thank you. • Start thinking about your pre- and student teaching experience. What level? Do you have a (mutual) connection with a CT from your previous Cores?
5-3/4 (T/W)	• **Final Field Experience Dispositions Rubric** and **Attendance Log Due** – submit hard copies by May 12. • **May 5: Last day of placement**

College of Education
Course Syllabus
CI 320 CRN 23709, Introduction to Diversity: Exceptionalities, Spring, 2016

Instructor:	Jennifer Stone, Ph.D.
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center 118
Telephone:	316-978-3876
Email:	Jennifer.stone@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Wednesday 12:30 – 3:30, by appointment
Classroom; Days/Time:	Corbin 155, Tuesdays 12:30 – 2:20 pm
Prerequisites:	Admission to teacher education.
Co-requisites	CI 311 or CI 324, CI 321, CESP 334

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Surveys the strengths and needs of learners with exceptional needs, including those learners with physical, sensory, and cognitive disabilities and those who exhibit gifts and talents. The effects of cultural differences and human development on individuals with exceptional needs are explored. Current educational policy, practices, and services are reviewed. Course includes diversity content. Prerequisite: admission to teacher education. Corequisite: CI 311, 321; CESP 334.

Definition of a Credit Hour
2 credit hour class: The expectation of work in order to be successful for this 2-credit course is 100-minutes of direct faculty instruction and 4 hours of out-of-class student work each week, which includes practice work, writing lab reports, and assigned readings.

Measurable Student Learning Outcomes

Course Outcomes The student will:	**Related Assessment**	**Guiding Principles from Conceptual Framework**	**KSDE Professional Education Program Standards**
1. develop an awareness of diversity,		HDD	S1, S2, S7

including exceptionalities.	#1, 2, 3, 4, 5,6,7, EX		
2. identify and discuss the cultural, social, and legal trends related to the child and adolescent development and the impact on curricular planning for schools.	#1, 2, 3,4,5,6,7 EX	PR, HDD	S2, S7, S10
3. be aware of the biases and demonstrate openness and objectivity toward issues, theories, and orientations in understanding children and adolescents.	#2, 3, 4, 5,6,7,EX dispositions	PR, HDD	S1,S2, S7
4. demonstrate evidence of a working knowledge of key terms and concepts relating to diversity, exceptionalities, and culturally responsive teaching.	#1, 2,3,4,5,6,7 dispositions	HDD	S1, S2, S4
5. identify teaching/learning issues for diverse student populations.	#1,2,3,4,5,6,7	HDD	S1, S2
6. describe the characteristics of, service delivery models for, and identification/assessment procedures related to students with sensory impairments, physical disabilities and other health impairments, cognitive exceptionalities, emotional/behavioral disorders and severe and multiple disabilities.	#1,2,3,4,5,6,7,	HDD	S1, S2
7. examine and interpret educational policy and practice through critically reflective oral, written, and visual communication.	#1, 5,6,7,EX dispositions	PR, HDD	S1, S2

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook

Turnbull, A.P., Turnbull, R., Wehmeyer, M.L., & Shogren, K.A. (2016). *Exceptional lives: Special education in today's schools* (8th1he d). Upper Saddle River, NJ: Pearson Education.

Technology Expectations:

(1) access Blackboard for course information on a regular basis, take quizzes, use the wiki tool, use discussion boards, use other tools on Blackboard;
(2) use e-mail and check it regularly; students will be emailed at their Wichita.edu address and announcements posted are emailed to blackboard which is can be forwarded to Wichita.edu. Students are expected to forward their email to a preferred account if they do not use that account regularly.
(3) use word processing for all course assignments

(4) use digital cameras and/or recording equipment
(5) upload video, pictures, documents
(4) Turn in all documents in .pdf, .mp4, or other generic formats.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Class Protocol
Students are expected to arrive in class on time and attend class regularly.
Students are expected to participate in class discussions and activities.
Students are expected to login to online modules 3 times during the online module weeks.
Students are expected to use APA formatting!
Students are expected to use person first language!

Teacher Education Candidate Conduct Expectations:
Teacher education candidates (TECs) in a teacher education program participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. TECs should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, teacher education candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and cooperating teachers, may receive a failing grade and/or face possible removal from the field experience. For a more complete description of expectations and procedures for dismissal from field experiences see related documents in the Teacher Education Application packet.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

Points/percentages, as instructor chooses	**Letter grade**	**Grade Points**	**Interpretation**
95% -100%	A	4.00	*The A range denotes excellent performance.*
90%-94.9%	A-	3.67	
87%-89.9%	B+	3.33	
83%-86.9%	B	3.00	*The B range denotes good performance.*
80%-82.9%	B-	2.67	
77%-79.9%	C+	2.33	
74%-76.9%	C	2.00	*The C range denotes satisfactory performance.*
70%-73.9%	C-	1.67	
67%-69.9%	D+	1.33	
64%-69.9%	D	1.00	*The D range denotes unsatisfactory performance.*
60%-63.9%	D-	0.67	
0-59.9%	F	0.00	*F denotes failing performance.*

Assignments
Class information, announcements, and assignments will be posted on **Blackboard** (http: www.blackboard.wichita.edu).

1. **Assignment #1 – Quizzes**: Candidates will complete an online quiz through blackboard before class begins on the indicated due dates throughout the semester. There will be 10 quizzes. (200 points)

2. **Assignment #2 – Scavenger Hunt:** Complete the Accessibility Scavenger Hunt based in Universal Design. When finished, you will turn in a presentation of the results to blackboard and a reflection of your findings. Instructions for this assignment are located under the assignments tab in blackboard.(100 points total)

3. **Assignment #3 – Movie Review:** Candidates will review a movie from the given list. Obtaining a copy of this movie to view is obligation of the student. Students will present a review of the movie in class on movie review day.

4. **Assignment #4 – Book Review Paper**: Candidates will write a paper using APA format to discuss the children's book that was read. The rubric for this assignment identifies the criteria to be addressed in the paper and a complete assignment description is provided as a separate document in Blackboard. (100 points)

5. **Assignment #5 – Differentiating Curriculum (in-class assignment)**: Candidates will work in groups of 3-4 to differentiate a given lesson's delivery, directions, and product. Students will differentiate for gifted and talented learners, for students with various learning disabilities, and for students with intellectual disabilities. A short presentation will be given to the class on how the lesson was changed and why. (100 points)

6. **Field Experience Requirement (FER) #3**: FER #3 is a requirement based upon observations from the field experience. The paper should be in APA format. Directions and a rubric are provided in Blackboard. (300 points)

   NOTE: You are required to complete and pass FER #3 in CI 320 during your field experience in CI 311 or CI 424. If you do not meet this requirement but have passed the Core 1 course, you will receive remediation to complete the requirements of this FER. This remediation will not change your course grade, but it will place a hold on your WSU account preventing you from enrolling in further semesters. You must successfully complete the necessary remediation steps to release the hold on your account.

7. **Participation**: Professionalism (including participation in class activities and discussions both in person and online) is required. (10 points for each class – 150 points)

NOTE: An explanation of each assignment and the rubric can be found on Blackboard in the Assignments Folder. All assignments will be turned in through blackboard and are due at the beginning of class on the due date unless otherwise noted.

Mid-point of an EDU/ELE school assignment is February 17, 2016. Final evaluations are due from ECU/ELE assignments on Friday, March 25, 2016. The KPTP is to be submitted online by 11:59 p.m. on Sunday, April 3, 2016. Attendance is required at the KTOY Event on April 12, 2016 (from 3:00 p.m. until 4:30 p.m. at the Metroplex).

Grading:
Assignment Summary:

Assignment #1 – Quizzes	200	points	Due: Across semester
Assignment #2 – Scavenger Hunt	100	points	Due Week 4
Assignment #3 – Movie Review	50	points	Due: Week 16
Assignment #4 – Book Review Paper	100	points	Across weeks 6-15

Assignment #5 – Differentiating Curriculum	100 points		in class Week 12
FER #3	300 points		Due: Week 14
Participation and Attendance	150 points		10 points each week
Total	**1000 points**		

Licensure Assessments:
Both the state of Kansas and national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

- FER #3
- Classroom Dispositions Form

Remediation - Students failing to achieve an acceptable performance on this required assessment will be provided with a limit of one remediation opportunity. The university is not able to recommend individuals for licensure who fail to attain an acceptable rating on required assessments, even though they may receive an acceptable course grade or exceed minimum GPAs. Therefore, students who do not achieve acceptable performance on this assessment after one remediation opportunity will be subject to dismissal from the program.

Extra Credit
Students can bring in a current event to discuss with the class. Current events must be news articles relating to persons with exceptionalities. They must be recent (within the last week). Students must present the topic of the article, a critique of it's presentation of people with exceptionalities, and point out the use of person first language or lack there of.
Students must email the professor before class in order to present current events in class.

Late Assignments
For full credit an assignment must be submitted at the time of class on the due date. An assignment will be accepted one day late with a penalty of 10% of the points forfeited, or two days late with a penalty of 50% of the points forfeited. No assignment will be accepted beyond two days past the due date.

Missed Assignments and Exams
If an assignment will not be turned in due to extenuating circumstances, the instructor must be notified before the due date and documentation of the circumstances provided.

Important Academic Dates
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Disabilities
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Tentative Schedule for 15 week class

Meeting Dates & Locations	Topics and Activities	Readings and Assignments
Week One 1/19/16	Overview of course, discussion of assignments, and history of special education in the United States	Bring copy of syllabus and schedule In Class - Pennhurst videos/Cousin Geri
Week Two 1/26/16	Overview of Today's Special Education Ensuring Progress in the Gen. Ed. Curriculum Through Universal Design for Learning and Inclusion	Turnbull, Turnbull, Wehmeyer, & Shogren - *Exceptional lives* Chapters 1 & 2 • BB- Response/discussion of inclass video clips • 6 word essays
Week Three 2/2/16	Today's Multicultural, Bilingual, and Diverse Schools **SCAVENGER HUNT IN CLASS**	Turnbull, Turnbull, Wehmeyer, & Shogren - *Exceptional lives* - Chapter 3 ***DUE: SPED overview Quiz***
Week Four 2/9/16	Working with Parents	Turnbull, Turnbull, Wehmeyer, & Shogren - *Exceptional lives* -Chapter 4 ***DUE: Scavenger hunt 1 due***
Week Five 2/16/16	Understanding Students with Learning Disabilities	Turnbull, Turnbull, Wehmeyer, & Shogren - *Exceptional lives* - Chapter 5 • BB- View Misunderstood Minds before class • Contribute to Discussion Board ***Books Due: Dicey's Song***
Week Six 2/23/26	Understanding Students with Learning Disabilities Simulation Day	Turnbull, Turnbull, Wehmeyer, & Shogren - *Exceptional lives* - Chapter 5 BB- Reflections and responses to classroom simulations ***Books Due: Freak the Mighty***
Week Seven 3/1/16	Understanding Students with Emotional or Behavioral Disorders	Turnbull, Turnbull, Wehmeyer, & Shogren - *Exceptional lives* – Chapter 7 ***DUE: EBD Quiz*** ***Books Due: Kissing Doorknobs; Reaching Dustin***
Week Eight 3/8/16	Understanding Students with Attention-Deficit/Hyperactivity Disorder	Turnbull, Turnbull, Wehmeyer, & Shogren - *Exceptional lives* - Chapter 8 ***DUE: AD/HD Quiz*** ***Books Due: Joey Pigza Loses***

		Control; Zipper the Kid with ADHD
Week Nine **3/15/16**	**Spring Break** **No Class**	
Week Ten **3/22/16**	Understanding Students with Autism: Simulations Day	Turnbull, Turnbull, Wehmeyer, & Shogren - *Exceptional lives* - Chapter 11 ***DUE: Autism Quiz*** ***Books Due: Rules; Yolanda's Genius***
Week Eleven **3/29/16**	Autism Continued:	Turnbull, Turnbull, Wehmeyer, & Shogren - *Exceptional lives* - Chapter 6, Chapter 11 continues ***DUE: Communication Quiz*** ***Books Due: Getting Near to Baby; The Silent Spillbills***
Week Twelve **4/5/16**	Understanding Students Who Are Gifted and Talented ***In Class: Differentiating Curriculum Assignment***	Turnbull, Turnbull, Wehmeyer, & Shogren - *Exceptional lives* - Chapter 16 ***DUE: Gifted Quiz*** ***Books Due: The Puzzled Prodigy; The Music Box***
Week Thirteen – Online	Understanding students with Hearing and Vision Impairments Simulation Day, And Take home simulations	Turnbull, Turnbull, Wehmeyer, & Shogren - *Exceptional lives* - Chapter 14 & 15 ***DUE: VI QUIZ*** ***DUE: Hearing Impairments Quiz*** ***Books Due: Deaf Child Crossing; Nick's Mission; The Great Gilly Hopkins; Things Not Seen***
Week Fourteen **4/19/16**	Understanding Students with Intellectual Disability	Turnbull, Turnbull, Wehmeyer, & Shogren - *Exceptional lives* -Chapter 9 BB • Take the pledge ***DUE: Intellectual Disabilities QUIZ*** ***Books Due: Me and Rupert Goody; So B. It*** ***FER #3 Due by midnight***

Week Fifteen 4/26/16	Understanding Students with Traumatic Brain Injury	Turnbull, Turnbull, Wehmeyer, & Shogren - *Exceptional lives* - Chapter 13 ***Due: Quiz: TBI*** ***Book Due: Bringing Nettie Back***
Week Sixteen – 5/3/16	Movie Reviews in Class Final Review and Reflection	***Movie Review Due***
Week Seventeen	**Finals Week** **No Class**	

College of Education
Course Syllabus
CI 321 CRNs 21156, 22947 & 25151, Introduction to Diversity: Cultural Issues
Spring, 2016

Instructor:	Johnnie Thompson, Ed.D.
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center 114
Telephone:	316-978-6881
Email:	Johnnie.thompson@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Wednesdays, 10:00 am – 1:00 pm, and by appointment
Classroom; Days/Time:	Corbin 158; CRN 21156 Thursday 8:00 – 9:50, CRN 22947 Thursday 10:00 – 11:50, CRN 25151 Thursday 4:00 -5:20
Prerequisite:	Admission to teacher education
Corequisites:	CI 311, 320; CESP 334

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.
Be aware that instructors can directly apply academic sanctions (re-do assignment, fail assignment, fail course) and/or begin proceedings against a student under the Code of Conduct.]

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Students examine issues that impact providing an equitable education to all students. Disciplined inquiry and critical experience encourage educators to be more responsive to cultural pluralism in society. Course content emphasizes diversity issues in education and development of a knowledge base to support culturally responsible pedagogy. Course includes diversity content. Prerequisite: admission to teacher education. Corequisite: CI 311, 320; CESP 334.

Definition of a Credit Hour
2 credit hour class: Success in a 2 credit hour course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 2 hours per unit per week with 1 of the hours used for lecture) for instruction and preparation/studying or course related activities for a total of 90 hours.

Measurable Student Learning Outcomes

Learner Outcomes	Related Assessment	Guiding Principles from the Unit Conceptual Framework (PR, HDD, CTA, T, CKS, C)	KSDE Program Standards
1. The educator demonstrates evidence of a working knowledge of key terms, and concepts relating to diversity.	FER, exam, ECGC	HDD	S1-K1, S2-K2, S2-K3
2. The educator identifies and analyzes aspects of culture and recognizes cross-cultural similarities and differences.	FER, ECGC	HDD	S1-K1, S1-K2
3. The educator identifies causes of subordinate group status, racism, stereotype, prejudice, and discrimination.	ECGC, FER, exam	HDD	S1-K1
4. The educator analyzes social trends, demographics, and social issues impacting curriculum planning.	FER, exam, ECGC	HDD, CKS	S1-K1, S1-P4,S2-K1, S2-K2, S2-K3 S3-K-1, S3-K2, S3-K3, S3-K4, S3-K5 S7-K2
5. The educator identifies teaching/ learning issues for diverse student populations	ECGC, FER, exam	HDD, CTA, CKS	S1-K1, S1-P1, S1-P2, S2-K1, S2-K2, S2-K3, S3-K1, S3-K2, S3-K3, S3-K4, S3-K5, S6-K2
6. The educator develops an awareness of diversity	CC, ECGC. FER	HDD	S1-K1, S1-P1, S1-P2, S1-P-4, S2-K1, S2-K2, S2-K3, S3-K3
7. The educator examines and interprets educational policy and practice	FER, exam	PR	S1-P4
8. The educator develops a critically reflective approach to understanding themselves and the professional arena of education	CC, FER, ECGC	PR	S9-K1
9. The educator works collaboratively with colleagues.	ECGC	C	S4-K3, S5-K1, S5-K2, S5-K3

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook
Gollnick, D. & Chinn, P. (2013). *Multicultural education in a pluralistic society(9th ed).* Columbus, Ohio: Pearson Hall.

Technology Expectations:
CORE 1 candidates will be able to:
* Submit assignments by email.
* Format headers/footers and paginate using word processing software.
* Effectively search Web sites for information related to course materials.
* Identify common types of hardware and software used in P-12 schools.
* Use online management system to access course materials and communicate with instructor and class members.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Teacher Education Candidate Conduct Expectations:
Teacher education candidates (TECs) in a teacher education program participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. TECs should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, teacher education candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and cooperating teachers, may receive a failing grade and/or face possible removal from the field experience. For a more complete description of expectations and procedures for dismissal from field experiences see related documents in the Teacher Education Application Packet.

Grading Scale
The grading for this course is based on assessments of the above activities. Each activity will be assessed as described in rubrics provided. Each assessment, with the exception of the group project, will be assigned a numerical score. Each numerical score will be converted to a letter grade. Final grades are calculated using letter grades and the weight percentages for each assignment. Total points should not be used to determine final grade. Extra credit assignments are not given.
The Wichita State University grading scale is used to determine final grades.

1. DAP (20%) _____ X .20 = _____

2. Culture Clips (20%) _____ X .20 = _____

3. Exam (20%) _____ X .20 = _____

4. FER (25%) _____ X .25 = _____

5. ECGC (15%) _____ X .15 = _____

TOTAL _____

FINAL GRADE _____

Assignments

1. **D.+A.+P. (Disposition + attendance + participation)** 20%

   Disposition= Candidates consistently displays a positive/professional attitude toward the following:

   (a) peers
   (b) assignments and activities
   (c) faculty (WSU and school site)
   (d) students

   Attendance= Candidates are expected to attend and fully participate in all classes. Should an emergency occur, please notify me, by email. An absence may be excused with proper documentation. An absence (excused or unexcused) does not negate responsibility for that class.
   Three consecutive tardies = one absence.

   Participation will be evaluated on a weekly basis. Relevant participation requires preparation. Each candidate is expected to take an active role in classroom discussions and activities. Attendance is required to participate. Make-up activities are not provided. **Cell phone use is not allowed. Therefore, cell phones should not be visible or heard during class**. Personal computers are allowed for note-taking. DAP Grades are lower for continuous violation of cell use.

2. **Culture Clips** 20%
   Self-awareness project
   Detailed instructions and grading rubric are found on BlackBoard.

3. **Written Examination** 20%
   A comprehensive evaluation of all materials presented in the class will be given. Examination will have both subjective and objective elements.

4. **Field Experience Requirement** (FER#2) 25%
   Analysis of School and Home Culture
   Candidates will analysis critical elements of both the school and home culture that impact learner outcomes. Analysis will include a textbook evaluation, personal interviews, information obtained from on site school observations and attendance at an activity in which the candidate will be the ethnic/racial minority. Detailed instructions can be found on Blackboard; see FER (Field Experience Requirement) #2 for detailed guidelines.

5. **Collaborative Group Presentation** 15%
   Each candidate will be assigned to work in a collaborative group. Groups will be expected to research a common topic. Each group must then present information in a format that demonstrates collaboration. Presentations must include elements that evidence knowledge of instructional strategies that incorporate knowledge of learning theories, grouping strategies, technology and the ability to think outside of the box.

All assignments must follow established guidelines. Guidelines will be provided for all assignments. Assignments will not be accepted after the due date, except in the case of an emergency. All assignments must be word-processed.

Licensure Assessments:
Both the state of Kansas and national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

There are no licensure assessments contained in this course.

Important Academic Dates
For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

Disabilities
If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing
The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusiveness
Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property
Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System
Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services
WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With

many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Other

Copyright Notice
Course materials prepared by the instructor, together with the content of all lectures presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Tentative Schedule for 16 week class

Week	Date	Topic	Activity	Assignment
1	January 21	Culture	• Community building • Syllabus • mini-clips • Culture Clips Assignment • Review requirements for FER #2	
2	January 28	Culture Self/Development	• elements of culture • definition of key terms • Self Awareness	G&C –Chptr 1
3	February 4	Culture School	• goals of MCE • prejudice/discrimination • Social contact theory • demographics • equality • equity • historical perspective	G&C-Chptr 2 -
4	February 11	Culture Clips	• Presentations	G&C Chptr 3 Culture Clips -Video: "A Class Divided"
5	February 18	Cultural Pluralism	• Complete presentations • Discussion of Video • Information organizers-completed during class	-G& C Chapter 9
6	February 25	Cross-cultural Competence	• Ethnic/cultural • Minority/majority • cultural typology • Intro of ECGC Project • Parachute activity	G&C Chptr 7
7	March 3	Learning Theories	• -Learning Styles • -Multiple Intelligences	G&C Chptr 6
8	March 10	Strategies	• Multiple perspective • Effective strategies • Multicultural lesson design	G&C Chptr 5 Begin research for ECGC
9	March 17	Spring Break	No Class	G&C Chptr8 Event Approval by email
10	March 24	Inclusive Classroom	• Addressing self esteem • -Application of multiple perspective • Application of learning strategies	Chptr 4
11	March 31	Connecting the dots	• Application – lesson plan design • SIOP Lesson Design	
12	April 7	Collaboration	• Expert Group Meetings • Home Group Meetings	FER Due
13	April 14	EXAM	• Written Examination	
14	April	ECGC	Home Group Meetings No Whole Group Meeting	

	21			
15	April 28	Presentations ECGC	• 3 groups	
16	May 5	Presentations ECGC	• 3 groups • -Discussion and analysis • -Implications for teaching	Last day of class

Key:
G&C = Gollnick, D. & Chinn, P. Multicultural Education in a pluralistic society

College of Education
Course Syllabus
CI 323, Technology Seminar in Elementary Education, Spring, 2016

Instructor:	JaeHwan Byun & Kim Davis
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center
Telephone:	316-978-6870
Email:	Jaehwan.byun@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Monday and Wednesday 10:30 – 1:00 or by appointment
Classroom; Days/Time:	Corbin 156A, Monday 8:00 – 8:50, Wednesday 8:00 – 8:50, 9:30 – 10:20
Prerequisites:	Admittance to Teacher Education Program

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Intended to help elementary and early childhood unified education majors develop the technology skills required to be effective elementary classroom teacher in today's schools. Focuses on word processing, presentation skills, data collection and analysis, interactive and collaborative hardware and software, and the appropriate use of technology in curriculum development and classroom instruction. Replaced CI 431A effective fall 2011. Prerequisite: acceptance into the teacher education program. Corequisite: CI 311, 320, 321; CESP 334.

Definition of a Credit Hour
1 credit hour class: Success in this 1 credit hour course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction and preparation/studying or course related activities for a total of 45 hours.

Measurable Student Learning Outcomes

Learner Outcomes The student will:	Related Assessment	Guiding Principles from the Unit Conceptual Framework (PR, HDD, CTA, T, CKS, C)	KSDE Program Standards
1. Understand how the conceptual framework undergirds the integration of technology across Elementary Education program.	Class discussion, Reflective writings,	PR, HDD, CTA, CKS, T, and C	S2 - 12
2. Demonstrate general processes of technology	Class discussion, Reflective writings, electronic portfolio	PR, C	S5, 6, 9, and 10
3. Demonstrate an awareness of the technology requirements and incorporate missing skills	Pre and Post self-assessment of technology skills	PR, T	S12
4. Demonstrate an understanding of how contextual factors/technology affects the learning environment.	Reflective writings and electronic portfolio	PR, HDD	S2, 3, 5, 9
5. Demonstrate an understanding of problem-solving techniques	Reflective writings and electronic portfolio	PR, HDD	S2, 5, 9
6. Demonstrate an understanding of self-evaluation and reflective practice skills.	Reflective writings and electronic portfolio	PR, CTA	S9
7. Demonstrate an understanding of the professional education component.	Reflective writings and electronic portfolio	PR	S2

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook
None

Other Readings
As assigned

Technology Expectations:
Students will create interactive whiteboard lesson while integrating Web 2.0 tools which enhance student learning. Students will demonstrate uses of iPAD applications, Twitter and Edmodo as tools to encourage student participation.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Other Equipment/Materials
Provided in computer lab as needed.

Class Protocol
Active participation is required during our class meetings. In order to facilitate discussions, readings and assignments must be completed in advance of the class period for which they are assigned. Attendance in class will provide opportunity for demonstration f classroom technology skills mastery.

Teacher Education Candidate Conduct Expectations:
Teacher education candidates (TECs) in a teacher education program participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. TECs should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, teacher education candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and cooperating teachers, may receive a failing grade and/or face possible removal from the field experience. For a more complete description of expectations and procedures for dismissal from field experiences see related documents in the Teacher Education Application Packet.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

Points/percentages, as instructor chooses	Letter grade	Grade Points	Interpretation
94-100%	A	4.00	*The A range denotes excellent performance.*
90-93%	A-	3.70	
88%-89%	B+	3.30	
84-87%.	B	3.00	*The B range denotes good performance*
80-83%	B-	2.70	
78-79%	C+	2.30	
74-77%	C	2.00	*The C range denotes satisfactory performance.*
70-73%	C-	1.70	
68-69%	D+	1.30	
64-67%	D	1.00	*The D range denotes unsatisfactory performance.*
60-63%	D-	0.70	
59 and below	F	0.00	*F denotes failing performance.*

Assignments

Class Participation		20 pts
Digital Story Telling (Self-introduction)		20 pts
SMART Board Assignment / Clicker exam		70 pts
iPad Apps Evaluation report		30 pts
Document Camera		30 pts
Storyboard/Digital Comic Strip		30 pts
Web 2.0 Presentation		75 pts
Peer Review of Web 2.0 Presentations		25 pts
	Total	300 pts

Blackboard will hold the details of the assignments listed in the syllabus. Due dates are on class meeting dates and entries must be made to Blackboard by 5:00 PM. Late assignments will be docked 10%.

Licensure Assessments:
Both the state of Kansas and national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

- Title: SMART Board Lesson (Mid-Term Project)
- Title: Web 2.0 Tools Evaluation

Remediation **-** Students failing to achieve an acceptable performance on this required assessment will be provided with a limit of one remediation opportunity/opportunities. The university is not able to recommend individuals for licensure who fail to attain an acceptable rating on required assessments, even though they may receive an acceptable course grade or exceed minimum GPAs. Therefore, students who do not achieve acceptable performance on this assessment after one remediation opportunity/opportunities will be subject to dismissal from the program.

Late Assignments
Late work will be accepted; however, no late work will be accepted **two weeks** after the original due date nor will any previously assigned work be accepted after the last class meeting. ***All work turned in late will be penalized by a minimum of 10%.***

Important Academic Dates
For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

Disabilities
If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).
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personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusiveness

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Intellectual Property

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Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services

WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation

Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording

Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Other

COEd Field Experience Expectations and dismissal policy:

Candidates in a program participating in a clinical experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. Candidates should likewise not engage in unprofessional conduct or unlawful behaviors. In view of these expectations, students participating in a clinical experience who are unable to meet these academic standards, as judged by faculty and cooperating teachers/site supervisor, may receive a failing grade and/or face possible removal from their particular clinical/field experience and from the College of Education. For a more complete

description of expectations and procedures for dismissal from field experiences see related documents on the COEd website and Blackboard course materials for this course.

Copyright Notice

Course materials prepared by the instructor, together with the content of all lectures presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Tentative Schedule for 15 week class

Week	Topics, Readings, Assignments, Deadlines
1	Meet the instructor, Discuss Syllabus
2	Digital storytelling Assignment: Introduce self to a class using technology tools Due: 2/9/16 5 pm
3	Lab lesson: work on Digital Storytelling Assignment
4	Cloud computing (Google Drive) Watch SMART Notebook Tutorial before next class
5	Short test over SMART Notebook Tutorial Discuss SMART Exchange Discuss Smart Board and requirement for SMART Board Assignment. Assignment: Create a SMART Board lesson including 3 slides Due: After two weeks by 5 pm
6	Lab lesson: work on Smart Board Lessons in class.
7	Lab lesson: work on Smart Board Lessons in class.
8	Groups will choose best SMART Board based on criteria listed in Blackboard SMART Board lessons chosen by each group will be demonstrated. Assignment: One page paper discussing three ways to use a Document Camera in the classroom. Do Not list 'as an overhead projector'. Due by next class
9	Spring Break
10	Document Camera Paper due at start of class Discuss IPAD & Document Cameras in the classroom Assignment: Pick three iPad apps that can be used in classroom and evaluate those apps in terms of pros and cons Due by next class Share ways to use document Camera
11	Discuss Storyboard/Digital Comic Strip Assignment: Create a Storyboard/Digital Comic Strip Due after two weeks
12	Randomly choose partners for Web 2.0 tool assignment Discuss Web 2.0 tools – You and your partner must have 3 Web 2.0 tools picked for next class period as possible topics for your assignment.

13	Partners will choose Web 2.0 tool for assignment Assignment: Fully explore and learn the Web 2.0 tool you have chosen and start creating presentation. Presentation due: by the start of class after two weeks
14	Work day to work on Web 2.0 Presentation
15	Web 2.0 Presentations Due: Web 2.0 presentations (Written portion due at start of class) All assignments must be turned in by 5 pm in order to receive credit. Late assignment will be penalized at least 10%
16	Web 2.0 Presentations Even though you already presented your group's project on week 15th, you must attend this session.
Final	

College of Education
Course Syllabus
CI 324 CRN 25865, Linguistics for Elementary Teachers, Spring, 2016

Instructor:	Dr. Janice Ewing
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center
Telephone:	316-978-5355
Email:	Janice.ewing@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Tuesday 3:30 pm – 4:30 pm, Wednesday 1:30 – 2:30 pm, or by appointment
Classroom; Days/Time:	Corbin 156C, Tuesday 5:35 pm – 8:26 pm
Prerequisites:	Acceptance into the teacher education program

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
In-depth study of the major theories of first and additional language acquisition/development/learning and their implications for K-6 classroom instruction.
Prerequisite: acceptance into the teacher education program.

Definition of a Credit Hour
The expectation of work in order to be successful in this 3 credit course is **three hours** of out of class work for each hour spent in class. This includes work assigned on-line through Blackboard, readings, written assignments and other course related activities.

Measurable Student Learning Outcomes

Learner Outcomes The candidate will	**Related Assessment**	**Guiding Principles from the Unit Conceptual Framework (PR, HDD, CTA, T, CKS, C)**
Demonstrate familiarity with major theories of first language acquisition and language development	Final Exam Dialogic Journal	Professionalism and Reflection Human Development and Diversity

Demonstrate familiarity with major theories of second language acquisition/learning through understanding the difference between language acquisition and learning	Final Exam Dialogic Journal Educator Interview	Professionalism and Reflection Human Development and Diversity
Identify linguistic terms and define them	Final Exam	Content Knowledge, Pedagogical Content Knowledge and Alignment with Standards
Demonstrate knowledge of English phonology, morphology, syntax, semantics, and pragmatics for teaching	Final Exam Dialogic Journal Analysis of Original Research	Professionalism and Reflection Connection of Teaching Experiences and Assessment Technology Collaboration
Show understanding of how language varies including differences in dialects	Linguistic Analysis of a Children's Book Dialogic Journal	Professionalism and Reflection Human Development and Diversity Technology
Demonstrate the ability to design linguistics instruction for native and nonnative English speakers	Analysis of a Linguistic Instructional Strategy Educator Interview	Human Development and Diversity Connection of Teaching Experiences and Assessment Technology Content Knowledge, Pedagogical Content Knowledge and Alignment with Standards Collaboration

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook
Freeman, D. E. & Freeman Y.S. (2014). *Essential linguistics: What you need to know to teach reading, ESL, spelling, phonics, and grammar* (2nd ed.). Portsmouth, NH: Heinemann.

Other Readings
Additional reading materials will be distributed in class or posted to Blackboard.

Technology Expectations:
Students will demonstrate use of technology through Blackboard interactions, electronic submission of assignments, and communication through e-mail and other on-line tools. Students will be expected to check their Wichita State University e-mail account regularly and if necessary forward e-mails from this account to one that is regularly checked.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Class Protocol

Specific information will be discussed in class and is provided throughout the syllabus.

Teacher Education Candidate Conduct Expectations:
Teacher education candidates (TECs) in a teacher education program participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. TECs should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, teacher education candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and cooperating teachers, may receive a failing grade and/or face possible removal from the field experience. For a more complete description of expectations and procedures for dismissal from field experiences see related documents in the Teacher Education Application Packet.

Grading Scale
WSU uses a plus/minus letter grade system for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

Percentages	Letter Grade	Grade Points	Interpretation
100-95%	A	4.00	The A range denotes excellent performance.
94-90%	A-	3.70	
89-87%	B+	3.30	
86-84%	B	3.00	The B range denotes good performance.
83-80%	B-	2.70	
79-77%	C+	2.30	
76-74%	C	2.00	The C range denotes satisfactory performance.
73-70%	C-	1.70	
69-67%	D+	1.30	
66-64%	D	1.00	The D range denotes unsatisfactory performance.
63-60%	D-	0.70	
60% &below	F	0.00	F denotes failing performance.

Assignments
There are six required assignments for this course. Each assignment is described below, handouts will be provided where necessary. Assignments will be graded on the **criteria described** in the **Course Evaluation and Assessment** section of this syllabus.

- **Participation (whole group and small group)** **10%**
- **Dialogic Journals** **10%**
- **Analysis of Original Research** **10%**
- **Analysis of a Linguistic Instructional Strategy** **10%**
- **Linguistic Analysis of a Children's Book** **20%**
- **Professional Educator Interview** **10%**
- **Final Exam** **30%**

Participation: Class participation - **including completing the readings (before coming to class), being involved in the class discussions (whole group and small group), and turning in assignments,** is key to understanding the content in this course and effectively implementing that knowledge in the classroom to the benefit of all the children you teach. Class meetings will include a great deal of discussion of issues, ideas, activities, and theory. If you are not in class you cannot participate.

Dialogic Journals: Readings must be done in advance of class meetings in order to facilitate discussion. Each student will be required to turn in a dialogic journal for each reading assignment. The purpose of a dialogic journal is to facilitate class discussion and to determine your understanding of the course content. The specific guidelines for the dialogic journal are outlined below. **The journal entries must be typed and no longer than a single spaced page** (unless you just can't help yourself). **Your dialogic journal will be handed to the instructor at the end of each class period.**

Dialogic Journal (DJ) Guidelines

1. Put your name and the date at the top of the page. Include the DJ number and the reading assignment.
2. Format your document so that is has two columns with a line in between.
3. Choose 2 excerpts or quotes from the reading assignment and copy them in the left hand column. Make sure to include the page number.
4. In the right hand column, you should explain any insights, comments, personal experiences or questions that relate to the portion of the text that you chose. To help you – use the following strategies:
    a. indicate something from the reading assignment that was confusing or unclear and why;
    b. ask about something you would like to know more about because the authors stimulated your interest; and/or
    c. discuss a passage that you strongly agree or disagree with and why.
5. You will be assigned an overall grade at the end of the course for your DJs. Each DJ will be evaluated based on the **quality of responses**, **connections you make with the course material** and **discussions in/or across courses**.

Analysis Papers: Knowledge of and reflecting on research and teaching strategies is essential for teachers to stay current in the field. For this course you will complete two research focused analysis papers.

1. **Analysis of Original Research** – you will write a **two to three-page analysis** (four - five pages total with title page and reference page) of **original research** in the area of linguistics. The **research article** should be relatively new - **less than 10 years old**. Use your textbook for possible research article topics. A handout outlining the specific components of this paper will be distributed in class and posted to Blackboard.

2. **Analysis of a Linguistic Instructional Strategy (Pairs)** – with a partner you will write a **three-page analysis** (five pages total with title page and reference page) focusing on a **linguistic instructional strategy (it must be a strategy that is new to you).** As part of the analysis you will **describe the strategy**, **identify where** the strategy came from, **identify who** the strategy would be effective for and **why**, **discuss** the **research base** behind the strategy, and **analyze** the overall effectiveness of the strategy. In addition the **strategy will be presented** to your peers during class. A handout outlining the specific components of this paper will be distributed in class and posted to Blackboard

Linguistic Analysis of a Children's Picture Book: Each student will **analyze** the language in a children's picture book, looking specifically at syntax, semantics, phonology, and morphology. The **analysis** will also include a discussion of the type of vocabulary used as well as what aspects of language/literacy development the book would support. A handout outlining the specific components of this paper will be distributed in class and posted to Blackboard

Professional Educator Interview: Each student will interview a professional educator who works with emergent bilinguals. Interview questions will be determined in advance. The write-up for this assignment will include a **title page and a reference page, the interview questions, the responses, an analysis** connecting the responses to the course content and **a reflection** which focuses on what you learned from this assignment. A handout outlining the specific components of this paper will be distributed in class and posted to Blackboard

Final Exam: The final examination for this course will be a **comprehensive exam** and include definitions, short answer questions, and at least one oral language sample and one written sample that must be analyzed in-depth.

Licensure Assessments:
Both the state of Kansas and national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

No required Elementary Education Program assessment occurs in this course.

Important Academic Dates
For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last day to withdraw and receive 100% tuition refund is January 25, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

Disabilities
If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing
The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusiveness
Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property
Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System
Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at

www.wichita.edu/alert.

Student Health Services
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Other
Student Early Alert System (SEAS): SEAS is an electronic tool for WSU faculty to give timely feedback to students who may be in danger of failing a class. Early Alert systems have been shown to increase student success in several dimensions, including GPA, retention, and graduation rates. Instructors are able to give feedback on attendance, participation, assignments and exams to students in each of their current classes. At the end of that business day, an email will be sent to each student on whom an instructor has raised an alert. Instructors are encouraged to make an effort to give early alert feedback no later than the end of the fifth week of the semester.

Copyright Notice: Course materials prepared by the instructor, together with the content of all lectures presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Inclusive Excellence: Wichita State University is committed to achieving "Inclusive Excellence" and institutional strength through curricula, co-curricula, and other practices, which promote and encourage the intermingling of its students, faculty, and staff from different backgrounds, in a challenging intellectual and multicultural climate that is marked by respect and appreciation for the spectrum of human diversity. The University is also committed to an "all-inclusive" diversity and does not discriminate on the basis of race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin, or military status.

Tentative Schedule for 16 week class

Week	Date	Topic	Readings and Assignment
1	1-19-16	Review Syllabus Questions for Interview	
2	1-26-16	Linguistics – Why should I care?	Reading - Chapter 1 **Due:** DJ #1
3	2-2-16	First Language Acquisition	Reading - Chapter 2 **Due:** DJ #2
4	2-9-16	Second Language Acquisition	Reading - Chapter 3 **Due:** DJ #3
5	2-16-16	English Phonology	Reading - Chapter 4 **Due**: DJ #4
6	2-23-16	English Orthography	Reading - Chapter 6 **Due:** DJ #5 **Due**: Original Research Analysis
7	3-1-16	English Morphology	Reading - Chapter 7 **Due:** DJ #6
8	3-8-16	English Syntax and Semantics	Reading - Chapter 9 **Due**: DJ #7
9	**3-15-16**	**Spring Break**	
10	3-22-16	Small Group Meeting – Yellow Folders	Review Chapters 1 - 4, 6, 7, 9,
11	3-29-16	Small Group Meeting – Red Folders	Review Chapters 1 - 4, 6, 7, 9
12	4-5-16	Phonology in the Classroom	Reading – Chapter 5 **Due:** DJ #8 **Due:** Educator Interview
13	4-12-16	Morphology in the Classroom LIS Presentations	Reading – Chapter 8 **Due:** DJ #9
14	4-19-16	Syntax and Semantics in the Classroom LIS Presentations	Reading – Chapter 10 **Due**: DJ #10 **Due:** Linguistic Instructional Strategy (LIS)
15	4-26-16	Pragmatics in the Classroom LIS Presentations	
16	5-3-16	What did you learn? Putting it all together before the final exam	**Due:** Linguistic Analysis of Children's Picture Book
Final	**5-10-16**	**Final Examination**	

Note: All assignments except the dialogic journals are due by 5:00PM Friday of the week identified in the syllabus.

College of Education
Course Syllabus
CI 402E, Instructional Strategies, Assessment, and Management (ISAM)
Elementary Teaching Early Literacy K-2 (3)
Spring, 2016

Instructor:	Gayla Lohfink, Ph.D.
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center
Telephone:	316-978-6872
Email:	Gayla.lohfink@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Monday: 4:00 p.m. until 5:00 p.m. Tuesday: 11:00 a.m. until 1:00 p.m.; Wednesday – in PDS schools; Thursday—in PDS schools. You can contact me via e-mail or voice mail for appointments at other times.
Classroom; Days/Time:	Corbin 156C, Monday 1:00 pm – 3:50 pm
Prerequisites:	CI 323

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Introduction to the instructional and assessment decisions and processes necessary for meeting curriculum goals and objectives in the K–2 classroom. Students become familiar with various management strategies for building a positive classroom environment in which young children can achieve at their full potential. Students understand instruction, assessment and classroom management in the context of teaching emergent literacy to foster language development, create optimal learning environments, assess and evaluate literacy learning; provide for language development, create optimal learning environments, assess and evaluate literacy learning and provide for differentiation and intervention strategies related to young students. Comprehensive, evidence-based primary literacy programs include modeled, guided and direct instruction; management and organization frameworks, skill and strategy teaching, integration of reading/writing, listening/speaking and viewing/visual representation; and technologies that enhance K–2 literacy instruction and facilitate professional productivity. Prerequisite: CI 323.

Definition of a Credit Hour

Success in this 3-credit hour course is based on the expectation that students will spend, for each unit of credit, three hours per week with 1 of the hours for lecture and 2 hours for studying/preparations outside of class time for a total of 135 hours. Time spent outside of class might include work assigned on-line through Blackboard, reading, written assignments and other course related activities.

Measurable Student Learning Outcomes

KSDE Indicators for Early Childhood-Late Childhood K-6 **S = Standard** **K = Knowledge** **P = Performance**	**Related Assessments**	**KSDE Professional Standards *(Updated 2015)***	**WSU Guiding Principles w/ Conceptual Framework**	**Other Professional Standards** **National Council on Teacher Quality (NCTQ) (2010)** **Int. Literacy Association Standards (ILA) (2010)**	**KSDE Elementary Program Standard**
S1: K1. The teacher knows that literacy skills are essential to help students understand texts, themselves and others, acquire new information, respond to the need and demands of society and the workplace, and experience personal fulfillment.	Chapter Tests;	Elementary Standard #1 Professional Education Standards 4 and 5	HDD	NCTQ Standards 4, 6, & 8 ILA Standard 1. Foundational Knowledge ILA Standard 5. Literate Environment.	1, 5, 6, 7
S1: K2. The teacher understands language arts acquisition and development.	Chapter Tests;	Elementary Standard #1 Professional Education Standards 4 and 1	HDD	NCTQ Standard 6 ILA Standard 1. Foundational Knowledge	1, 5, 6, 7
S1: K3. The teacher knows how to assess and evaluate student progress in language arts.	Teaching Lessons; Chapter Tests;	Elementary Standard #1 Professional Education Standard 1	CTA	NCTQ Standards 3 & 6 ILA Standard 3. Assessment, diagnosis, and evaluation	1, 5, 6, 7
S1: K5. The teacher understands the composing processes for different forms of oral and written discourse.	Chapter Tests: Comprehension Block Planning Unit	Elementary Standard #4 Professional Education Standards 1, 3, 4,and 8	CKS	NCTQ Standard 6 ILA Standard 2. Curriculum and Instruction	1, 5, 6, 7
S1: K7. The teacher recognizes	Chapter Tests;	Elementary Standard #1	CTA	NCTQ Standards 3, 4, 6 & 9	1, 5, 6, 7

multiple indicators of reading and writing disabilities.		Professional Education Standards 8 and 9		ILA Standard 3. Assessment and evaluation	
S1: K8. The teacher has knowledge of the significance of social, economic, cultural, and linguistic diversity for development and learning of literacy skills, and recognizes that children are best understood in the contexts of family, culture, and society.	Chapter Tests; Multicultural Picture Book and Vocabulary Presentation; SIOP Lesson Plan Analysis;	Elementary Standard #1 Professional Education Standards 2 and 7	HDD	NCTQ Standards 4, 6 & 9 ILA Standard 1. Foundational Knowledge ILA Standard 4. Diversity.	1, 5, 6, 7
S1: K9. The teacher understands the interrelationships among culture, language, and thought, and the function of the home language in the development of young children.	Chapter tests; Multicultural Picture Book and Vocabulary Presentation; SIOP Lesson Plan Analysis;	Elementary Standard #1 Professional Education Standards 2, 5, and 7	HDD	NCTQ Standards 4, 6 & 9 ILA Standard 1. Foundational Knowledge ILA Standard 4. Diversity	1, 5, 6, 7
S1: P1. The teacher designs, implements, and evaluates literacy experiences that are developmentally appropriate.	Multicultural Picture Book and Vocabulary Presentation; Teaching Lessons and Annotated Lesson Plans; Comprehension Block Planning Unit;	Elementary Standard #1 Professional Education Standards 4, 11, and 12	CKS	NCTQ Standard 6 ILA Standard 2. Curriculum and Instruction	1, 5, 6, 7
S1: P2. The teacher models a variety of effective instructional strategies that aid students in developing their reading, writing, speaking, listening, and viewing abilities.	Chapter Tests; Teaching Lessons;	Elementary Standard #1 Professional Education Standards 2, 3, 5, and 8	CKS	NCTQ Standards 4, 6, 8 & 9 ILA Standard 2. Curriculum and Instruction	1, 5, 6, 7
S1: P3. The teacher uses effective instructional strategies to help students make cross-curricular connections.	Comprehension Block Planning Unit;	Elementary Standard #1 Professional Education Standards 5 and 8	CKS	NCTQ Standards 4, 6, 8 & 9 ILA Standard 2. Instructional Strategies and Curriculum Materials	1, 5, 6, 7
S1: P4. The teacher develops and uses	Chapter Tests; Comprehension	Elementary Standard #1	PR	NCTQ Standards 4, 6 & 9	1, 5, 6, 7

criteria for evaluating and selecting a variety of materials for language arts instruction, recognizing issues of equity in gender, age, ethnicity, lifestyle, ad socioeconomic status.	Block Planning Unit; Multicultural Picture Book and Vocabulary Presentation; Teaching Lessons and Annotated Lesson Plans; SIOP Lesson Plan Analysis	Professional Education Standards 6, 7, and 9		ILA Standard 2. Curriculum and Instruction	
S1: P5. The teacher demonstrates an understanding of the various purposes for reading and writing (narrative, expository, technical, and persuasive).	Chapter Tests; Teaching Lessons; Comprehension Block Planning Unit;	Elementary Standard #1 Professional Education Standard 1	CKS	NCTQ Standard 6 ILA Standard 1. Foundational Knowledge.	1, 5, 6, 7
S1: P6. The teacher demonstrates an understanding of the phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relation to the reading and writing process.	Phonemic Awareness/ Phonics Online Quiz;	Elementary Standard #1 Professional Education Standard 2	HDD	NCTQ Standard 6 ILA Standard 1. Foundational Knowledge	1, 5, 6, 7
S1: P7. The teacher creates literacy rich environments and experiences that promote individually and culturally responsive approaches throughout the curriculum.	Chapter Tests: Teaching Lessons; Comprehension Block Planning Unit	Elementary Standard #1 Professional Education Standards 2, 3,5, 9, and 10	C	NCTQ Standards 4, 6 & 8 ILA Standard 4. Diversity ILA Standard 5. Literate Environment	1, 5, 6, 7
S1: P8. The teacher evaluates and selects assessments to fit diverse learner strengths and needs.	SIOP Lesson Plan Analysis; Teaching Lessons and Annotated Lesson Plans	Elementary Standard #1 Professional Education Standards 3 and 8	CTA	NCTQ Standards 3, 6, 8 & 9 ILA Standard 3. Assessment and evaluation	1, 5, 6, 7
S1: P9. The teacher uses a variety of assessment tools, analyzes the results, and applies the results to instruction.	Teaching Lessons and Annotated Lesson Plans; SIOP Lesson Plan Analysis;	Elementary Standard #1 Professional Education Standards 6 and 10	C	NCTQ Standards 3, 6 & 9 ILA Standard 3. Assessment and evaluation	1, 5, 6, 7

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook (Suggested)

- 2015 NCTE Orbis Pictus Award for Outstanding Nonfiction for Children – book choices to be shared in class (http://www.ncte.org/library/NCTEFiles/About/Awards/OPFlyer2014.pdf)
- Eschevarria, J., Vogt, M., & Short, D. J. (2008). *Making content comprehensible for English Language learners: The SIOP model* (3rd ed.). New York: Allyn and Bacon. *[recommended text; instructor will assist with this resource]*
- Tompkins, G. E. (2015). *Literacy in the early grades: A successful start for pre-K-4 readers and writers eText* (4rd. ed.) Boston: Pearson [ISBN #978-0-13-356450 or 10: 0-13-356450-9]. The eText course ID is Lohfink779723eb.

Other Readings (Suggested but not required)

- Dorfman, L. R., & Cappeli, R. (2009). *Nonfiction mentor texts: Teaching informational writing through children's literature, K-8*. Portland, ME: Stenhouse Publishers.
- Ellery, V. (2009). *Creating strategic reader: Techniques for developing competency in phonemic awareness, phonics, fluency, vocabulary, and comprehension* (2nd ed.). Newark, DE: International Reading Association.
- Fletcher, R. J., & Portalupi, J. (2007). *Craft lessons: Teaching writing K-8* (2nd ed.) Portland, ME: Stenhouse Publishers.
- Fox, B. J. (2010). *Phonics and structural analysis for the teacher of reading: Programmed for self-instruction.* Boston: Allyn & Bacon.
- Fox, B. (2012). *Word identification strategies: Building phonics into a classroom reading program* (5th ed.) Boston: Allyn & Bacon [ISBN #978-0-132611-28-2]
- Kagan, S., & Kagan, M. (2009). *Kagan cooperative learning.* San Clemente, CA: Kagan Publishing.
- Rasinki, T. V. (2008). *From phonics to fluency* (2nd ed.). New York: Addison-Wesley Longman, Inc.
- Spandel, V. (2008). *Creating young writers: Using the six traits to enrich writing process in primary classrooms.* New York: Pearson.
- http://blackboard.wichita.edu (BlackBoard)
- http://www.ksde.org/Agency/DivisionofLearningServices/CareerStandardsandAssessmentServices/ContentAreaF-L/History,Government,andSocialStudies.aspx (KS Social studies standards)
- http://community.ksde.org/Default.aspx?tabid=5559 (KS College & Career Ready English Language Arts Standards)
- www.nifl.gov/partnershipforreading ("Put Reading First" publication)
- http://www.nichd.nih.gov/publications/nrp/upload/report.pdf ("Teaching Children to Read" publication)

Technology Expectations:
The use of technology will be a critical requirement for this course. At a minimum, students will have to be fluent in word processing, have access to a word processing program capable of inserting pictures and hyperlinks, a color printer, and have Internet connectivity and access to e-mail. All of the above are available in the COE Technology Center for students in the teacher education program.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom

performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Class Protocol
As a professional educator, your disposition includes arriving on time, submitting assignments punctually, and respecting other educators and teacher candidates in both the classroom and the field setting (see Teacher Education Candidate Conduct Expectations). **Please note that point deductions will be assessed for late assignments.**

Teacher Education Candidate Conduct Expectations:
Teacher education candidates (TECs) in a teacher education program participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. TECs should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, teacher education candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and cooperating teachers, may receive a failing grade and/or face possible removal from the field experience. For a more complete description of expectations and procedures for dismissal from field experiences see related documents in the Teacher Education Application Packet.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. ****Successful completion of elementary methods courses requires a grade of at least a "B-".**

Letter grade	Grade Points	Percentages	Interpretation
A	4.00	95-100%	*The A range denotes excellent performance.*
A-	3.70	90-94%	
B+	3.30	87-89%	
B	3.00	84-86%	*The B range denotes good performance.*
B-	2.70	80-83%	*** Please note B- grade is required for course.*
C+	2.30	77-79%	
C	2.00	74-76%	*The C range denotes satisfactory performance.*
C-	1.70	70-73%	
D+	1.30	67-69%	
D	1.00	64-66%	*The D range denotes unsatisfactory performance.*
D-	0.70	60-63%	
F	0.00	59% and below	*F denotes failing performance.*

Course Assignments: **Assignment Points**

1. Chapter and topic quizzes.
   - Chapters 1 & 2 online BlackBoard review — 15 points
   - Chapters 2, 3 & 4 — 30 points
   - Chapters 3, 5, 6, & 7 — 40 points
   - Chapters 2, 4, 5, 6, 8, 9, 11 & 12 (selected pages/collaborative) — 10 points
2. Phonemic awareness/Phonics exercises — 30 points

- Word identification activity for developing rhyme, beginning sound awareness, or phonemic awareness (15 points)
- Summary of phonics letter-sound patterns online Blackboard quiz (15 points)

3. Multicultural Picture Book Read Aloud/Vocabulary Presentation 50 points
   (Implementation in CI 411A field setting)
4. Self-assessment of CI 411 lesson plan using SIOP model 10 points
5. National Reading Panel article/expectation outline 25 points
6. Comprehension block planning unit 75 points
   (vocabulary, writing, and comprehension lesson plan with nonfiction text)
7. Understanding spelling development 15 points
8. Demonstrate appropriate dispositions /participate in all (14) in-class activities (See TE Professionalism/Disposition Rubric)
   - 2 point deduction for disposition (tardy/dependability/responsibility)
   - 4 point deduction for each non-participating class 56 points
9. Teaching lessons (two reading/language arts lesson plans): 90 points
   Prepare and submit all documentation for CI 411A (clinical field experience)
   - Plan, prepare, implement, and assess **2 reading/language arts lesson plans** in conjunction with cooperating teacher's direction in field experience
     - Submit lesson plans to instructor by Wednesday or one week in advance of teaching performance by 9:00 p.m. Penalty for late submission.
     - Provide an **assessment tool and assessment strategy** for EACH of the lesson plans
     - Submit annotated lesson plan with teaching reflection and evidence of student assessment. Points are awarded for complying with teaching revisions **(worth 5 points**).
       - *Annotated Lesson Plans*. This part is worth five points. The annotated lesson plan should be submitted within **ONE WEEK** of teaching the lesson. Include in your annotated plans both a reflection in the "Reflection" template box as well as notes throughout the lesson indicating what you changed and left out as well as notes regarding things that went well and things that did not. Type these annotations in **red font** directly next to what you are noting. **State how well the children achieved the content objective.**
     - Application of technology in teaching is required. This may include the use of Glogster, SmartBoard, CPS clickers, Prezi, or some type of Internet web-site during instruction:

Related Coursework Assignments:

- Prepare and submit all documentation for CI 411A (field experience)
  - Log sheet of **13 days (**signature of cooperating teacher required)
  - Annotated lesson plans with reflective teaching episode summary included
  - Daily written reflections submitted weekly to CI 411A instructor
  - Classroom observation form & contextual analysis form
  - Teaching performance average ratings of at least a "3" on teaching lessons and pre-student teaching final evaluation
  - Teaching performance positive disposition ratings in Core 2A field experience
  - Written artifacts from CI 411A including electronic portfolio

CI 402E: Instructional Strategies, Assessment, and Management-
Elementary Teaching of Literacy K-2
National Reading Panel: Teaching Children to Read Expectation Outline

Candidate name: _____ **Late submission: -5 points** _____/25 points

Introduction:
In 1997, the National Institute of Child Health and Human Development was charged to convene a national panel to assess the status of research-based knowledge and instructional approaches regarding teaching children to read. This panel was to provide a report that _____
_____ .
Their first step was to screen over _____(how many)__ research studies in an attempt to determine the effectiveness of reading instructional methods and approaches.

After listening to parents, teachers, university faculty, and others at regional hearings, the panel settled on the following topics for intensive study: (1) _____, (2) _____,
(3) _____, (4) Teaching Education and Reading Instruction, and (5) Computer Technology and _____ (page 2).

A summary statement you could WRITE of the **methodology** used in screening the 100,000+ research studies is:
_____
_____
_____.

Alphabetics:
Phonemic awareness: _____ are the smallest units comprising spoken language. For example, the word 'go' has _____ phonemes. Instruction in phonemic awareness involves teaching children to _____.
Phonemic awareness is NOT the same as _____. Phonics entails teaching students how to use _____ associations. The National Reading Panel (NRP) selected phonemic awareness for review and analysis because (1)_____ and (2) letter knowledge are the two _____ of how well children will learn to read during the first two years of instruction. The NRP found as it reviewed studies that teaching children to _____ in words was highly effective. However, the panel cautioned that phonemic awareness training does not constitute a _____, but rather provides children with essential _____knowledge in the alphabetic system.

Phonics:
The primary focus of phonics instruction is to help beginning readers _____
_____. The panel observed different types of phonics instructional approaches. For example, the analogy phonics approach teaches students _____
_____.
In synthetic phonics, students are taught to _____
_____.
The panel found that _____ instruction had a positive and significant effect for students in kindergarten through sixth grade. Explain why with at least two stated reasons: (1) _____and
(2) _____ .
It is important for teachers to recognize that the goals of phonics instruction are to provide children knowledge and skills they can _____ in their reading and writing. In other words, phonics teaching is a _____ to an end. Teachers must understand that systematic _____ instruction is only _____ component of a total reading program. Teachers must be careful to not judge a child's reading competency solely on the basis of his or her _____ and not to devalue the child's _____ in reading.

Fluency:
Fluent readers are able to read orally with (1) _____, (2) _____, and (3) proper expression.

Without fluent reading, it will be difficult for a child to remember _____ and to relate the ideas in the text to his or her background knowledge. Two instructional approaches have typically been used to teach reading fluency: (1) _____ and (2) independent _____ reading. An interesting finding about independent silent reading reported by the NRP was that
_____
_____
(read second column "Independent Silent Reading" on page 12).

Comprehension:
The NRP noted three themes in its analysis of comprehension: (1) it is a complex _____ _____; (2) it is an active process that requires an intentional and thoughtful _____ between the _____ and the _____; and (3) the preparation of teachers to better equip students to develop and apply reading comprehension strategies to enhance understanding is intimately _____. [***skip to page 15***]
Seven instructional strategies were noted as improving comprehension. Those were: (1) comprehension monitoring which means _____; (2) _____; (3) graphic and semantic organizers; (4) _____; (5) _____ _____; (6) Story structure; and (7) _____.

Vocabulary:
Vocabulary instruction is critical to reading comprehension. A reader who encounters a _____ word in print can decode the word to _____. If the word is in the reader's oral vocabulary, he or she will be able to _____ the word. If the word is NOT in the reader's oral vocabulary, he or she will have to _____.
The NRP found that the use of _____ in vocabulary instruction was helpful. Vocabulary can also be learned in the context of _____ reading or in _____ to others. Vocabulary learning requires repeated and _____ exposures to words in a variety of _____.

Computer Technology:
While the NRP did not draw conclusions about the relationship of computer technology to reading instruction and achievement, they did note TWO trends: (1) the use of hypertext (highlighted text that links to underlying definitions) may have an instructional advantage and (2) the use of computers as _____ may be very useful, given that reading instruction is _____ effective when combined with _____ instruction.

The NRP identified these **5 BIG IDEAS** that are essential to a child's **reading development and instruction**: (1) phonemic awareness; (2) _____; (3)_____; (4) _____; and (5) comprehension. [Hint: Look at boldface text features headings, but not teacher education or computer technology]

CI 402E: Instruction, Assessment, & Management in Elementary Teaching-
Early Literacy K-2: Comprehension Block Planning Unit

Teacher Candidate: _____ Determined Lexile Level of Novel_____ _____/75 points

Directions for Comprehension Block Planning Unit:

1. Read self-selected Orbis Pictus 2015 Award Nominee for Outstanding Nonfiction for Children (see http://www.ncte.org/awards/orbispictus). **Determine lexile level and/or grade level**.
    - *The Family Romanov: Murder, Rebellion & the Fall of Imperial Russia* by Candace Fleming
    - *A Home for Mr. Emerson* by Barbara Kerley
    - *Mr. Ferris and His Wheel* by Kathryn Gibbs Davis
    - *The Right Word: Roget and His Thesaurus* by Jen Bryant
    - *Separate is Never Equal: Sylvia Mendez & Her Family's Fight for Desegregation* by Duncan Tonatiuh
    - *Star Stuff: Carl Sagan and the Mysteries of the Cosmos* by Stephanie Roth Sisson
    - *Eye to Eye: How Animals See the World:* by Steve Jenkins
    - *Chasing Cheetahs: The Race to Save Africa's Fastest Cats* by Sy Montgomery
    - *The Girl from the Tar Paper School: Barbara Rose Johns and the Advent of the Civil Rights Movement:* by Teri Kanefield
    - *Little Melba and Her Big Trombone* by Katheryn Russell-Brown
    - *Neighborhood Sharks: Hunting with the Great Whites of California Farallon Islands* by Katherine Roy
    - *The Scraps Book: Notes from a Colorful Life* by Lois Ehlert
    - *The Streak: How Joe DiMaggio Became America's Hero* by Barb Rosenstock
    - *Strike!: The Farm Workers' Fight for Their Rights* by Larry Dane Brimner

* Books are available for checkout from Wichita Public Library, Ablah Library, or instructor. If picture books cannot be located, award nominees from 2012-2016 may be selected (http://www.ncte.org/library/NCTEFiles/About/Awards/OP2010-Present.pdf).

2. Review the KS College & Career Ready English and Language Arts standards. Think about the comprehension block. **Three different content objectives should be observed**.
    - Write in "procedures" for the daily BLOCK of instruction for vocabulary and writing. These should be briefly written procedures, but should include ENOUGH written information that a "sub" would be able to implement.
    - For the vocabulary procedures, choose five words to teach in relationship to the specific comprehension lesson. Provide a rationale for why the words should be taught.
    - For the writing, the instructional procedures should connect to the comprehension skill lesson, but should be a separate lesson plan. Use the template below and 'just type.'
3. Write a detailed, HYPOTHETICAL comprehension lesson plan that targets ONE content objective for **informational text**. You **must** consider these strategies or skills:
    - *Main idea and details*
    - *Summarization*
    - *Text features*
    - *Inferences*
4. **The WSU standard lesson plan template should be used**. Consider the contextual information of your field experience as you plan adaptations for certain students, EVEN IF your field experience is not at the Lexile Level or grade level of this book
    a. Remember to HOOK the engagement (ELF) so that it "matches" the teaching or content objective.
    b. Remember to show effective teaching strategies of the content objective in the plan.
    c. Remember to show an assessment tool.
    d. Remember to show how you will GRADE that tool (an assessment strategy).
    e. Do not complete the reflection section of WSU template.
5. **Participate** in a sharing of the book reading and comprehension lesson plan (class meeting).
6. **Word processing** should be utilized in the final document. A penalty for a late submission will be awarded. Submit Word document electronically to instructor on due date.

Title_____
Specific page numbers (if applicable) _____

<table>
<tr><td></td><td>KS CCRS (abbreviated form)</td><td colspan="2">Write standard here:</td></tr>
<tr><td rowspan="8">Vocabulary</td><td rowspan="7">Words:</td><td colspan="2">Identify 5 vocabulary words to be taught in conjunction with comprehension lesson: Write words on left side and explain rationale for choosing word on right side or T-chart below.</td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td>Opening – what do students know/review</td><td colspan="2">Procedures:</td></tr>
<tr><td>Body – direct instruction
(I do, We do, You)
Guided Practice</td><td colspan="2">Procedures:</td></tr>
<tr><td>Close:
Review and Independent Work</td><td colspan="2">Procedure:</td></tr>
<tr><td></td><td></td><td colspan="2"></td></tr>
</table>

Writing	**KS CCRS (abbreviated form)**	**Write standard here:**
	***Opening* - Link to comprehension skill/theme**	**Procedures:**
	***Body* –** • **Direct instruction of composition** • **Guided practice (I do, We do, You do)**	**Procedures:**
	***Close*: Application of skill or independent work**	**Procedures:**

Wichita State University **Hypothetical Comprehension Lesson Plan _____ 35 points**

(All sections of plan must be completed for points to be awarded).

Name	**Grade**	**School:** **Methods Instructor:**
Title of Lesson	**Date**	**Content Area(s)**
Student Standards (write in full here) (4 points) Strand: Reading Standards for Informational Text Sub boxed Heading: Anchor Standard:	**Content Objective(s) (4 points)** **Language Objective(s)**	
Key Vocabulary (2 points)	**Teacher Materials (2 points)** **Student Materials**	
Engaging the Learner Focus (ELF): (5 points)	**In what way(s) will students understand the purpose and relevancy of the lesson? What will you say to them? (should be completed)**	

Instructional Sequence- Also include written directions for your 'transitions' to be used in appropriate sequence. **(7 points)**	**Instruction includes:** __ Differentiation for diverse needs? __ Higher level thinking (Bloom): -highest level_____ __ Problem solving/inquiry? __ Parental involvement? __ Safety issues addressed as needed? __ State Assessment Indicators: Copy and paste student standards from above here
Closure to lesson? **How will you know what they learned (assessment)? (10 points)** ➢ attach assessment tool and ➢ attach assessment strategy or plan for grading	**Differentiation Tools/Strategies (list tools or strategies for scaffolding, modifying, and/or extending instruction) (1 point – you must ATTEMPT this task for point to be awarded)**

~~Reflection~~ **(~~What comes next? What would you do differently? What worked best?~~)** **(Do not complete)**

CI 402E: Instruction, Assessment, & Management in Elementary Teaching-
Early Literacy K-2: Comprehension Block Planning Unit Scoring Guidelines

Part I: Orbis Pictus Award for Nonfiction Reading (5 points) • Lexile level or grade level of novel determined • Sharing or discussion/evidence of picture book reading in class *(publication of book must be 2012+ and nominee for award)*	**2 points** **3 points**

Part II: Block Planning (30 points)
• Unit alignment of KS College and Career Reading Standards abbreviated and completely written forms identified for both vocabulary and writing
• (1) Opening, (2) body, and (3) closing for each literacy component explained with brief but thorough procedures (15 points)
  ○ Vocabulary (5 points)
  ▪ 5 words aligned to comprehension lesson
  ▪ Rationale for selecting words explained
  ○ Writing
• Connected vocabulary to comprehension to writing
• Adherence to block planning template
	6 points
	20 points
	3 points
	1 point

Part III: Specific Comprehension Lesson Plan (35 points) • Standard identified • Content objective aligned to standard • Materials listed • Key vocabulary identified and explained/defined • Engagement hooks to content objective • Procedures are clear and detailed • Differentiation shows adaptations/accommodations • Assessment tool and assessment strategy align to content objective	**4 points** **4 points** **2 points** **2 points** **5 points** **7 points** **1 point** **10 points**
Part IV: Professionalism for Unit Planning (5 points) • Word processed with Standard English conventions • Submitted electronically on due date • NOTE: Remediation is not possible for this assignment	**5 points**
TOTAL	**75 points**

Comments:

CI 402E Word Identification Activity for Developing Rhyme, Beginning Sound Awareness, or Phonemic Awareness

Directions:

(1) Research center-type activities that are interactive (kinesthetic/tactile), engaging, and developmentally appropriate for elementary students that target phonemic awareness, beginning sounds, or rhyming. Websites like these may be helpful:
http://www.readingresource.net/phonemicawarenessactivities.html
http://www.readwritethink.org/
http://www.jumpstart.com/parents/activities/rhyming-activities

(2) Prepare one activity to "show and tell" on the due date for a small group of peers.

(3) Type a one-page handout to submit that has the following information as you "show and tell" the activity: (a) the skill targeted in the activity; (b) the materials or resources needed for the activity; (c) directions for doing the activity/game; (d) how the activity might be adapted for another skill or an older child (or other ideas generated by the activity); and (e) where the activity was located/found (url or book). ALL evidence must be shown on handout.

(4) "Show and tell" must be developed by candidate and cannot be borrowed or already made materials from another. "Showing" is necessary for evaluation.

PEER EVALUATION RATING

Presenter Name _____ TOTAL POINTS _____/15 pts.

CRITERIA	Rating of 1	Rating of 3	Rating of 5
Targeted skill identified in center-type activity	Teacher candidate did not state the targeted skill outcome: rhyming; beginning sound awareness; or phonemic awareness; Teacher candidate did not state the materials for the activity nor the directions for how the students were to complete the activity. Teacher candidate reference for the activity was not provided or observed.	Teacher candidate stated the targeted skill outcome: rhyming, beginning sound awareness; or phonemic awareness but did not state the materials needed for the activity and/or the directions for how students were to complete the activity. Teacher candidate reference for classroom activity was apparent (textbook, URL, other printed resource provided)	Teacher candidate stated the targeted skill outcome: rhyming; beginning sound awareness; or phonemic awareness; Teacher candidate stated/showed the materials needed for the activity; Teacher candidate stated the directions for how students were to complete the activity; Teacher candidate referenced textbook OR showed resource (URL, other textbook, printed material, etc.)
Preparation of center-type activity	Teacher candidate did not show preparation of materials in advance of presentation; Teacher candidate looked at resource during presentation delivery and did not show knowledge of the targeted skill (rhyming, beginning sound awareness, or phonemic awareness)	Teacher candidate prepared the materials BEFORE the presentation, but materials do not show time or quality (hastily prepared); Teacher candidate may or may not have showed research or preparation of knowledge of skills and activity	Teacher candidate prepared materials BEFORE the presentation – (such as) cards, manipulatives, chart paper, pictures, finger puppets; Teacher candidate showed preparation by knowledge of the skill and activity (knowledge of text reading/chapter reading)
Written and oral presentation/delivery of center-type activity	Teacher candidate did not present the activity in small group setting on due date. Teacher candidate did not present a written handout for the activity.	Teacher candidate prepared the materials BEFORE the presentation, but did not prepare a typewritten handout or the handout lacked organization and/or showed numerous conventional errors; Teacher candidate modeled the activity, but showed some hesitation or lack of confidence; Presentation occurred on due date.	Teacher candidate communicated the content/skill effectively via a typewritten handout; Teacher candidate showed confidence in delivering activity by not looking at book or notes but, instead, looked at peers (or students); Teacher candidate presented the activity on due date in small group setting.

CI 402E Multicultural Picture Book Read Aloud and Vocabulary Presentation Guidelines

Directions: After collaborating with your cooperating teacher, please read-aloud your selected Multicultural Picture Book and teach TWO selected vocabulary words. Strategies for teaching the vocabulary should be interactive and not lecture. The read-aloud presentation is not a WSU planned lesson, but the handout that supports and SHOWS evidence of the book talk should be initialized by your cooperating teacher to indicate that the read-aloud event occurred. Please review the guidelines in the rubric below as you prepare your read-aloud for the specific grade level of children in your field experience setting. The assignment is due on March 30.

Guidelines:

1. Select a picture book using the "funds of knowledge" of students in your CI 411A classroom. Consult your classroom teacher for input.
2. Watch how your classroom teacher reads aloud to the students. Practice reading orally with prosody and accuracy. Read the picture multiple times PRIOR to the actual read aloud.
3. Using www.smore.com, write "talking notes" to show your preparation for the read aloud (not a FULL WSU lesson plan – just your "instructional sequence section" for how you will implement the read aloud). When using the smore.com website, be sure you UPDATE and SAVE the flyer each time. Share your final handout by clicking on the 'share email' link. A copy will have to be printed for your cooperating teacher to sign, but the FINAL copy should be shared electronically.
    a. See this link - https://smore.com/z62j - for an sample "talking notes"
    b. Develop the interactive handout or "talking notes" for the read aloud. Include
        - Picture of the book
        - Title of the book
        - Author/illustrator of the book
        - Grade level of students listening to the book
    c. Write a narrative (paragraph) to show **research** of the author, illustrator, culture, specific customs/traditions in the picture book and/or other relevant cultural/historical knowledge you gained by researching the picture book. Include links or pictures in smore.
    d. **Evaluate picture book** using the multicultural literature criteria (next page). Select three key strengths of the picture book by explaining or citing evidence from the picture book. You may also include awards the picture book has been recognized for to show its literary merit. Again, your interactive handout can include pictures or video.
    e. Choose **two words** to emphasize/teach during the read aloud. Determine how the words can be taught and practiced with interactive activities (word posters, word chains, dramatization, etc. -- see word study activities in chapter seven for ideas). **Write your procedures for the word study activities in the "talking notes" handout. This is the "instructional sequence" part of the WSU lesson plan.**
    f. Determine at least five questions to be asked before, during, and after the read aloud. Write those in your "talking notes" smore handout. Develop questions that ask the children to think critically.
    g. After the read aloud, **reflect**. Write responses to these prompts:
        - Why was this particular book selected? How did it "match" the funds of knowledge of this particular class/group of students?
        - What were the strengths of the read aloud/the picture book/vocabulary teaching presentation?
        - What would I need to do differently next time?
        - Respond to the following open-ended statement: Implementing multicultural children's literature that is culturally and linguistically diverse relative to my elementary students has …
4. Submit your "talking notes" handout with your reflection following the read aloud. Your cooperating teacher should sign the handout but NOT the rubric to indicate her observation of the read aloud in the CI 411A field setting (worth 2 points in rubric).
5. Use the rubric as a guide to self-evaluate your work.

Evaluation Criteria for Multicultural Children's Literature
(Hancock, 2007, p. 87)

- Portray cultural accuracy and authenticity of characters- 'insiders' as authors of literature
- Be rich in cultural details
- Honor and celebrate diversity
- Provide in-depth treatment of cultural issues
- Include characters with a cultural group or between two more cultural groups who interact substantively and authentically
- Include members of a "minority" group for a purpose other than filling a "quota"
- Invite reflection, critical analysis, and response
- Demonstrate unique language or style
- Meet generally accepted criteria for the genre
- Have an appealing format and be of endearing quality

CI 402E Multicultural Picture Book Read Aloud/Vocabulary Presentation Rubric

Name _____ ____50 points

KEY Indicators	Rating of 1 point	Rating of 5 points	Rating of 8 points
General information about book and grade level of children for read aloud presentation	Smore handout is missing key information for three of the four categories identified in rating of 8 points.	Smore handout shows some of the key general information, but not all. For example, handout may ONLY show grade level of children hearing the read aloud presentation, but not the author and illustrator	Smore handout clearly shows (1) picture of picture book, (2) title of the picture book, (3) author and illustrator information, and (4) grade level of children hearing the read aloud presentation
Research of picture book: Gaining cultural knowledge	Smore handout does not present cultural information related to the picture book.	Smores handout presents few details about cultural knowledge related to the picture book, but information is weak or vague.	Smore handout presents cultural knowledge gained by researching the picture book: author, illustrator, customs/traditions, history, etc.
Inclusion of three criteria of quality multicultural literature	Visual evidence of three criteria for selection of picture book was not observed ; relationship of book to field placement was not observed; Evidence of examination of picture book in terms of quality multicultural literature was not evident	Some visual evidence of examination of literature in terms of criteria for quality multicultural literature observed; less than three criteria were explained in relationship to selected picture book; relevance to field placement was somewhat explained or evident	Visual evidence of examination of literature in terms of criteria for quality multicultural literature observed; three criteria are explained in relationship to selected picture book; relevance to field placement (See attached criteria.)
Strategies for teaching selected vocabulary	Smore handout does not identify vocabulary being taught or indicates less than two words; Handout does not demonstrate effective vocabulary teaching strategies; Handout does not communicate visuals used in teaching vocabulary.	Smore handout identifies vocabulary but does not reflect teaching strategies for the vocabulary; Activities for teaching vocabulary may reflect one of the following concerns: lack of contextual information of students; alignment to developmental levels of students; and/or visuals for teaching may be inappropriate.	Smore handout identifies at least TWO vocabulary words and strategies for teaching the selected vocabulary; Teaching strategies INCLUDE visual word cards and interactive activities; Vocabulary selected to be taught show relevance to literacy content, students' contextual factors, etc.
Sample questions before, during, and after read aloud presentation	Smore handout shows less than two questions or questions that are not appropriate for the read aloud presentation	Smore handout shows some questions but questions are not indicated as before, during, and after reading possibilities; questions observed all reflect lower-level thinking or recall/knowledge	Smore handout lists at least five (total) possible questions before, during, and after the book; Questions must include higher level thinking questions (open-ended and thought provoking)
Reflective response to picture book and read-aloud event (after the read aloud event)	Smore handout does not show reflectiveness or only addresses one of the five prompts; Multiple convention errors with Standard English are evident in writing	Smore handout shows some reflection, but not all four prompts reflect a depth of personal analysis; Reflection shows multiple written convention errors.	Smore handout describes response to teaching event with correct Standard English conventions and addresses: (1) Why was this particular book selected? How did it "match" the funds of knowledge of this particular class/group of students? (2) What were the strengths of the read aloud/the picture book/vocabulary teaching presentation? (3) What would I need to do differently next time? (4) Respond to this in writing: Implementing multicultural children's literature that is culturally and linguistically diverse relative to my elementary students has …

Cooperating teacher signature: _____/2 pts.

Comments:

Name _____ Title of Lesson _____

CI 402E Self-Assessment of Lesson Plan: Meeting the Needs of All Learners

Does my lesson demonstrate….?	**Yes**	**No**	**Self-analysis citing evidence from plan**
√ One clearly written content objective			
√ One clearly written language objective			
√ Use of realia/supplemental materials to assist students in understanding the content			
√ Content that is easily adapted for varying levels			
√ Meaningful, authentic activities that are linked to students' experiences and backgrounds			
√ Key vocabulary taught in a meaningful way			
√ Opportunities for students to practice language (reading, writing, listening, speaking, viewing, and visual representations)			
√ Clear directions provided and expectations clearly modeled			
√ Groupings of students to support the varying strengths/needs of students			
√ A variety of techniques used (visuals are planned for, use of modeling, examples, and gestures, etc.)			
√ Use of teacher 'think-alouds' to help make the learning process visual/explicit for children			
√ Use of a various levels of questions (higher level included)			
√ Use of opportunities to talk (social interactions with one another and the teacher)			
√ Opportunities for students to apply learning			
√ An assessment that is sensitive to the language needs and abilities of the students			

Self –Assessment of Lesson Plan:

- Review the SIOP information
- Complete the checklist and write self-analysis comments for each indicator (7 points)
- Reflect upon your experiences with children and your self-analysis to determine goals.
- Write one or two TOTAL goals for improving your planning for the future using the COE Conceptual Framework Guiding Principles (3 points)

Professionalism and Reflection: **Goal:** **Goal:**	**Human Development and Respect for Diversity:** **Goal:** **Goal:**	**The Connection of Teaching and Assessment:** **Goal:** **Goal:**
Technology Integration: **Goal:** **Goal:**	**Understanding Content Knowledge and Pedagogical Content Knowledge and their Alignment with Standards** **Goal:** **Goal:**	**Collaboration with Stakeholders:** **Goal:** **Goal:**

TOTAL POINTS_____/10

Wichita State University: CI 402E Elementary Education Lesson Plan Point Guidelines

(All sections of plan must be completed for points to be awarded) _____/45 pts

Name	**Grade**	**School:** **Methods Instructor:**
Title of Lesson	**Date**	**Content Area(s)**
Student Standards (write in full here) **(4 points)**	**Content Objective(s) (4 points)** **Language Objective(s)**	
Key Vocabulary (2 points)	**Teacher Materials (2 points)** **Student Materials**	
Engaging the Learner Focus (ELF): (5 points)	**In what way(s) will students understand the purpose and relevancy of the lesson? What will you say to them? (1 point)**	

Instructional Sequence- Also include written directions for your 'transitions' to be used in appropriate sequence. **(7 points)**

Closure to lesson?

How will you know what they learned (assessment)? Include assessment TOOL and PLAN for GRADING the assessment. (7 points)

Instruction includes:
__ Differentiation for diverse needs?
__ Higher level thinking (Bloom):
-highest level_____
__ Problem solving/inquiry?
__ Parental involvement?
__ Safety issues addressed as needed?
__ State Assessment Indicators:
Copy and paste students standards here

Differentiation Tools/Strategies
(list tools or strategies for scaffolding, modifying, and/or extending instruction)
(3 points)

Reflection (**What was the students' achievement? Write the data here. What would you do differently? What worked best?**) **(10 points)**

- **Annotated REFLECTIONS should be written in RED in the actual lesson plan.**
- **SUGGESTED revisions provided by instructor MUST be shown in reflected lesson plan.**
- **DATA must be included**
- **Reflected plan must be sent electronically within ONE week of teaching lesson**

CI 402E: Instructional Strategies, Assessment, & Management of Early Literacy K-2
Understanding Spelling Development Assignment and Scoring Guidelines

Directions:

- *In your field experience, choose one student's writing sample to analyze. Photocopy it. Black out the student's name so that he/she is not identified.*
- *Read Chapter five, **Learning to Spell**, particularly pages 135+. Study the student or speller's stages of development. Analyze the student's writing to show these criteria:*
  - *Identify the speller's stage of development*
  - *Identify specific characteristics observed in the sample as evidence of the stage*
  - *Present at least 3 pieces of evidence to support analysis*
  - *Remember that stages are not distinct. A child's development may 'overlap' more than one stage of development.*
- *Based upon your analysis, write a "next steps" learning outcome for this particular student and brief procedures for teaching to that outcome. (This should be typed.)*
  - *Determine learning outcome identified and aligned to KS CCR standards*
  - *KS CCR standard should be aligned to **both** analysis and learning outcome*
  - *2-3 briefly written teaching procedures shown that align to learning outcome AND analysis*
- *Attach the typewritten analysis to the student's writing sample. Bring to class on April 18 or 19 for discussion. **Submit on due date (April 18 or19)**.*

Understanding Spelling Development Scoring Rubric

Candidate: _____ Score_____/15

Scoring Criteria	Unsatisfactory (1)	Developing (3)	Target (5)
Analysis of student's spelling development	Typed analysis is incomplete with more than one piece of information not observed, such as stage of development, 3 pieces of evidence, or explanation of determination of student's stage of spelling development	Typed analysis is missing ONE piece information, such as 3 pieces of evidence or stage of development or explanation for determination of student's spelling development	Typed analysis shows stage of development; 3 or more pieces of evidence to support stage of development; Reasonable explanation of how evidence supports identified stage of development
Teaching to spelling needs based on diagnosis/assessment	Typed procedures are incomplete with more than one piece of information not observed, such as the content learning objective, KS CCR standards, alignments between analysis and standard and/or content objective, or 2-3 procedures for teaching learning objective	Typed teaching procedures are missing ONE piece of information, such as the content learning objective, KS CCR standards; Alignment of standard and analysis, or 2-3 procedures for teaching learning objective are vague or do not align consistently.	Typed teaching procedures include content objective/goal aligned to KS CCR standards; Standard should be aligned to BOTH analysis and evidence; and at least 2-3 written procedures related to analysis, content objective and Standard; Learning objective aligns reasonably to analysis and evidence
Professionalism	Analysis and teaching procedures are not typewritten or have more than 5 errors; Student writing sample is not attached; Analysis is not submitted on due date or discussed in class meeting	Analysis and teaching procedures are typewritten with 3-5 errors; Student written sample is attached to written document; Assignment is submitted for class meeting and/or discussion on due date	Analysis and teaching procedures are typewritten with less than 2 conventional errors; Student writing sample is attached to written document; Discussion and/or documents submitted on due date.

Comments:

Professional Ed. #6: Classroom Disposition Pre-ST.

Traits/Subjects	Level of Performance			KSDE PROFESSIONAL EDUCATION Program Standard	Transition Point	Conceptual Framework Proficiency	NCATE Knowledge
	Unacceptable (1 or below) 0-79%	**Acceptable (3) 80-89%**	**Target (5) 90-100%**				
RESPECT Recognizes and respects multiple perspectives (verbally and nonverbally) and has commitment to social justice.	*Communicates disagreement/ disapproval of others and/or their statements; does not provide an alternative solution*	*Communicates disagreement/ disapproval of others' statements, states an alternative position, and provides justification for that position*	*Communicates with a problem-solving attitude, asking for clarification, checking understanding of the other position before stating and justifying an alternative position*	14	II	df	Dispositions
JUSTIFICATIO N Justifies and supports statements (Communicates specific observable behaviors, established theories, and/or literature to support conclusions and/or personal opinions rather than stating judgments)	*Provides limited or no justification or support for personal opinions and/or judgments*	*Bases personal opinions and/or judgments in behavioral observations, established theories, research literature, and/or specific course content*	*Explains connections between personal opinions and/or judgments through behavioral observation, established theories, research literature, and/or course content*	14	II	dl	Dispositions
PARTICIPATIO N Participates in activities and discussions; conducts self with professional and academic integrity	*Seldom makes contributions or participates in class activities or discussions*	*Often makes verbal and/or nonverbal contributions related to activity/discussion*	*Consistently contributes in ways that support group members and extend the group's work*	14	II	dc	Dispositions
ATTENDANCE II Attends class and pays attention in class	*Attends class irregularly, consistently arrives late, is inattentive in class, leaves early.*	*Attends class regularly, arrives on time, is attentive in class, does not leave early.*	*Attends class regularly, arrives on time to class, is attentive and well-prepared, does not leave early.*	14	II	dl	Dispositions
COMMITMENT Values both the learning process and the information garnered in the process	*Shows neither positive nor negative attitude toward information or expresses disdain for information presented in course work and for the learning process*	*Makes statements that reflect a sense of value in the material covered in education courses and for the learning process*	*Demonstrates an eagerness for the information presented in classes as well as for the learning process*	14	II	dl	Dispositions

Licensure Assessments:
Both the state of Kansas and national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

- **Professional Ed. #6: Classroom Disposition Pre-ST. *in conjunction with* CI 402J**

Remediation - Students failing to achieve an acceptable performance on this required assessment will be provided with no remediation opportunities.

Extra Credit
There is no extra credit offered for this course.

Important Academic Dates
For spring semester 2016, classes begin Tuesday, January 19, 2016, and end Thursday, May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 – 20, 2016. The final exam period is May 7 - 13, 2016. April 4, 2016 is the tentative date for summer and fall early registration to begin.

Disabilities
If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing
The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusiveness
Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property
Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of

the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System
Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services
WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Other
Copyright Notice:
Course materials prepared by the instructor, together with the consent of all lectures presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions with the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of the lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Teacher Education Candidate Conduct Expectations:
Teacher education candidates (TECs) and interns in a teacher education program participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. Interns or TECs should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf

In view of these expectations, teacher education candidates and/or interns participating in a field experience who are unable to meet these academic standards, as judged by university faculty and cooperating teachers, may receive a failing grade and/or face possible removal from the field experience. For a more complete description of expectations and procedures for dismissal from field experiences see related documents in the Teacher Education Application Packet.

Student Early Alert System (SEAS):
SEAS is an electronic tool for WSU faculty to give timely feedback to students who may be in danger of failing a class. Early Alert systems have been shown to increase student success in several dimensions, including GPA, retention, and graduation rates. Instructors are able to give feedback on attendance, participation, assignments and exams to students in each of their current classes. At the end of that business day, an email will be sent to each student on whom an instructor has raised an alert. Instructors are encouraged to make an effort to give early alert feedback no later than the end of the fifth week of the semester.

Tentative Schedule

Tentative schedule for M classes– 1:00 p.m. until 3:50 p.m. Note changes on March 9 and April 25.

Date	Class Content
Wednesday, January 20	• CI 411A class meeting

Monday, January 25	• Introductions
	• Principles of Effective Literacy Teaching (chapter one)
	• Creating a classroom community
	• National Reading Panel (research and building blocks)
	• Overview of course syllabus and assignments
	  o Key concepts: Cultural responsive pedagogy; basal reading program; phonemic awareness; phonics; fluency; vocabulary; comprehension;
	  o **Assignment**: read chapters 1 & 8 in textbook and summarize NRP Teaching Reading article (see expectation outline – due on February 1)

Wednesday, January 27	• CI 411A class meeting

Monday, February 1	• Learning theories (student-centered vs. child-centered)
	• Organizing for literacy instruction
	• KS College & Career Ready Standards
	• Comprehension (reader and text factors)
	  o Key concepts: Behaviorism; constructivism; sociolinguistics; information processing; basal reading program literature focus unit; literature circles; reading/writing workshops; effective teaching
	  o **Assignment**: NRP expectation outline due
	  o **Assignment**: Take online review of chapter one by Sunday, February 7
	  o **Assignment**: read chapters 1 & 8 in textbook and determine/locate Orbis Pictus picture book for block planning unit.

Wednesday, February 3	• Orientation Day in PDS schools (10:00 a.m. until 4:10 p.m.)

Monday, February 8	• Response to literature (reader connections)
	• Teaching comprehension strategies (activating background knowledge, making connections, predicting, monitoring, etc)
	• Textual organization: genres of literature (fiction/nonfiction)
	• Narrative textual structures (story elements)
	• Active engagement with texts
	  o Key concepts: Strategies (predicting, inferring, monitoring, making connections, generating questions); genre; textual organization (fiction and nonfiction); story elements (setting, characters, problem, solution, theme)
	  o **Assignment**: Read chapters 8 & 9
	  o **Assignment**: Read picture book and plan comprehension block unit (see guidelines in assignments)

Wednesday, February 10	• CI 411A (in PDS schools – 8:30 a.m. until 4:10 p.m.)
Monday, February 15	• Expository textual structures (sequential; comparison/contrast; description; cause-effect; problem-solution) • Text features of content-area textbooks (headings; boldface print; charts, & maps)

	○ Key concepts: Characters; plot; point of view; setting; theme; reader connections-text to self, text to text, and text to world); text features vs. text structures ○ **Assignment**: Read chapters 8 & 9 ○ **Assignment**: Prepare block planning unit which is due on February 22 (choosing vocabulary words)
Wednesday, February 17	• CI 411A (in PDS schools – 8:30 a.m. until 4:10 p.m.)
Monday, February 22	• Sharing of nonfiction picture book block planning units • Integrating literacy into thematic units (basal reading program, literature units, literature circles, reading and writing workshop, literacy centers) • Culturally relevant children's literature ○ Key concepts: Components of a basal reading program; key features of literature circles; multicultural literature; code-switching of language; criteria for evaluating literature; culturally responsive pedagogy ○ **Assignment**: Comprehension block planning unit due ○ **Assignment**: Peruse and consider multicultural picture book (see books in class and/or use bibliography)
Wednesday, February 24	• CI 411A (in PDS schools - 8:30 a.m. until 4:10 p.m.) • Collaboration with cooperating teacher regarding Multicultural Picture Book/Vocabulary Presentation (book selection)
Monday, February 29	• Concepts about print, words, & alphabet • Understanding the importance of phonemic awareness (identifying, categorizing, substituting, blending, segmenting) • Shared reading and read aloud books – multicultural picture book read aloud ○ Key concepts: Alphabetic code; phonemes; graphemes; onsets and rimes; shared reading; interactive read-alouds; predictable books ; phonemic awareness strategies; ○ **Assignment**: Prepare multicultural picture book read aloud/vocabulary presentation for CI 411A field experience (look at word-study activities on pages 187+) – prepare "talking notes" for read aloud ○ **Assignment**: Read chapters 2, 3 & 4 ○ **Assignment**: Read chapter two and prepare ONE activity for developing rhyming, beginning sound, or phonemic awareness to share with table group. Prepare to present activity on March 7
Wednesday, March 2	• CI 411A (in PDS schools - 8:30 a.m. until 4:10 p.m.) • Collaboration with cooperating teacher regarding Multicultural Picture Book/Vocabulary Presentation

Monday, March 7	• Concepts of alphabet – share activity with small group
	• Language experience approach and interactive writing
	• Understanding phonics concepts & generalizations (rules)
	  ○ Key concepts: CVC pattern; CVCe or final e pattern; R-controlled vowels; phonics concepts (vowels, consonants, digraphs, diphthongs, etc.)
	  ○ **Assignment:** Prepare Multicultural Read Aloud
	  ○ **Assignment:**: Read chapters 2, 3 & 4 in textbook and prepare for chapter quiz on March 9
	  ○ **Assignment**: Take online phonics quiz in Blackboard by Tuesday evening (March 8)

CHANGE: Switch to methods class meeting Wednesday, March 9*	• Chapter quiz: 2, 3, & 4
	• Expanding students' knowledge of words (tiered words)
	• Specific word-study concepts (synonyms; antonyms; figures of speech)
	• Word-learning strategies
	• Explicit word-study activities (word maps; word posters, word sorts, semantic feature analysis)
	  ○ Key concepts: Oral language development; multiple meaning words; synonyms; homophones; homographs; idioms; tiered words; word learning strategies
	  ○ **Assignment**: Read chapter 7 in textbook
	  ○ **Assignment**: Prepare Multicultural Read Aloud

March 14-March 18	• Spring Break – No WSU classes

Monday, March 21	• Lesson planning (KS CCR, objectives, teaching techniques, assessment) and practice
	• Word study activities (word maps; word posters; word sorts; semantic feature analysis)
	• Word learning strategies (structural analysis; context clues; dictionary skills)
	• Comprehension and vocabulary
	  ○ Key concepts: Word maps; semantic feature analysis; word sort; word chain; analyzing word parts; think- alouds)
	  ○ **Assignment:** Read chapter 7 in textbook
	  ○ **Assignment:** Prepare Multicultural Read Aloud for presentation on Wednesday, March 23
	  ○ **Assignment:** CI 411A lesson plans – Consult CT about 2nd lesson plan. Send by March 30.

Wednesday, March 23	• CI 411A (in PDS schools - 8:30 a.m. until 4:10 p.m.) • Multicultural Picture Book/Vocabulary Presentation IMPLEMENTED on this date

Monday, March 28	• Lesson planning (KS CCR, objectives, teaching techniques, assessment) and practice
	• Understanding fluency and teaching fluency strategies
	• Word recognition vs. word identification and teaching children how to identify words
	  ○ Key concepts: Fluency; high frequency words; phonograms; decodable texts
	  ○ **Assignment:** Multicultural picture book read aloud "talking notes" and reflection submitted on this date

	○ **Assignment**: Read chapters 3, 5 & 6 in textbook ○ **Assignment:** CI 411A lesson plans ○ **Assignment:** *Talk to CT. 2nd literacy plan should be submitted by March 30.*
Wednesday, March 30	• CI 411A (in PDS schools - 8:30 a.m. until 4:10 p.m.)
Monday, April 4	• Lesson planning (KS CCR, objectives, teaching techniques, assessment) and practice • View word identification strategies (toolkit of resources) • Components of fluency (accuracy, speed, & prosody) • Fluency practice activities (choral reading; echo reading; readers' theatre; radio reading) • Assessing fluency (DIBELS, AIMSweb, repeated readings, running records) • Classroom-based reading assessments ○ Key concepts: Components of fluency; reading speed (WCRM); running records; reading levels; leveled books; lexile framework; text complexity ○ **Assignment**: Read chapters 3, 5, 6, 7 and prepare for quiz on April ○ **Assignment:** CI 411A lesson plans
Wednesday, April 6	• CI 411A (in PDS schools - 8:30 a.m. until 4:10 p.m.)
Monday, April 11	• Chapter 3, 5, 6 & 7 quiz • Relationship between the reading and writing process (pre-writing, drafting, revising, editing, & publishing) • Connecting reading and writing via trade books • KS College & Career Ready English and Language Arts standards (language and writing) – Multidisciplinary Performance Task (on demand writing) ○ Key concepts: Writing process; genres of writing; writing assessment; text set ○ **Assignment**: Read chapters 2, 4, 5, 5, 11 & 12 (specific pages to be noted on class meeting outline) ○ **Assignment**: Understanding Spelling Development (see guidelines) ○ **Assignment**; CI 411A lesson plans
Wednesday, April 13	• CI 411A (in PDS schools - 8:30 a.m. until 4:10 p.m.)
Monday, April 18	• Emergent writers • Interactive writing; Language Experience Approach; Morning Message; Journal writing • Stages of spelling development (emergent, letter name-alphabetic, within-word pattern, syllables and affixes, derivational relations) – share spelling samples (see assignment) • Manuscript and cursive writing ○ Key concepts: Shared writing; interactive writing; LEA; author's chair; writing workshop; stages of spelling development; quickwrites; handwriting ○ **Assignment**: Read chapters 2, 4, 5, 6, 8, 9, 11 & 12 (specific pages to be noted on class meeting outline) to prepare for collaborative chapter quiz on May 2

	○ **Assignment**: CI 411A lesson plans ○ **Assignment**: Understanding spelling development due
Wednesday, April 20	• CI 411A (in PDS schools - 8:30 a.m. until 12:00 p.m.)
Monday, April 25*	**CHANGE DAY**: CI 411A (in PDS schools – 8:30 a.m. until 4:10 p.m.)
Wednesday, April 27	• CI 411A (in PDS schools - 8:30 a.m. until 4:10 p.m.)
Monday, May 2	• Chapter review quiz: 2,4 , 5, 6, 8, 8, 11, & 12 (collaborative group) • Differentiating literacy instruction (content, process, product) • KS MTSS Model • SIOP support for English Language Learners • SPTE evaluation of instructor ○ Key concepts: Modifying instruction; grouping for instruction; guided reading; tiered activities ○ **Assignment**: SIOP self-analysis of one lesson plan due in class ○ **Assignment**: Collaborative group review quiz due in class
Wednesday, May 4	• CI 411A (in PDS schools - 8:30 a.m. until 4:10 p.m.)
	Final Week –May 9-13 – no classes

College of Education
Course Syllabus
CI 402I, Instructional Strategies, Assessment, and Management (ISAM)
Elementary Teaching Intermediate Literacy 3-6, Spring, 2016

Instructor:	Dr. Michelle Adler
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center 257
Telephone:	620-218-1890
Email:	Michelle.adler@wichita.edu
Preferred Method of Contact:	Email or Text
Office Hours:	Tuesdays 9:00 – 12:00 and 1:00 – 3:00, Fridays by appointment
Classroom; Days/Time:	Corbin Education Center 155, Monday 11:00 – 12:50
Prerequisites:	Successful completion of CI 324 and CI 402E; Concurrent enrollment in CI 411B

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
A standard of honesty, fairly applied to all students, is essential to a learning environment. Students abridging a standard of honesty must accept the consequences; penalties are assessed by appropriate classroom instructors or other designated people. Serious cases may result in discipline at the college or University level and may result in suspension or dismissal. Dismissal from a college for academic dishonesty, constitutes dismissal from the University. (WSU Student Code of Conduct). http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Intermediate literacy theory for instructional and assessment decisions and processes necessary for meeting curriculum goals and objectives for the reader to learn in the 3rd–6th grade classroom. Students become familiar with various classroom management strategies for building a positive classroom environment in which all children can achieve at their full potential. Students understand instruction, assessment and management in the context of teaching the specific subject integrated with all subject areas. Prerequisites: CI 324, 402E.

Definition of a Credit Hour
The expectation of work in order to be successful for this 2-credit course is 100-minutes of direct faculty instruction and 4 hours of out-of-class student work each week, which includes practice work, writing lab reports, and assigned readings.

Measurable Student Learning Outcomes

KSDE Indicators for Early Childhood-Late Childhood K-6 **S = Standard** **K = Knowledge** **P = Performance**	**Related Assessments**	**KSDE Professional Standards** ***Updated 3-2-15***	**WSU Guiding Principles w/ Conceptual Framework**	**Other Professional Standards** **National Council on Teacher Quality (NCTQ) (2010)** **Int. Reading Association Standards (ILA) (2010)**	**KSDE Elementary Program Standard**
S1: K1. The teacher knows that literacy skills are essential to help students understand texts, themselves and others, acquire new information, respond to the need and demands of society and the workplace, and experience personal fulfillment.	Chapter tests; final exam (required criterion-80%);	Standard 4 Standard 5	HDD	NCTQ Standards 4, 6, & 8 IRA Standard 1. Foundational Knowledge IRA Standard 5. Literate Environment.	1, 5, 6, 7
S1: K2. The teacher understands language arts acquisition and development.	Chapter tests; (required criterion-80%)	Standard 1 Standard 4	HDD	NCTQ Standard 6 IRA Standard 1. Foundational Knowledge	1, 5, 6, 7
S1: K3. The teacher knows how to assess and evaluate student progress in language arts.	Teaching lesson plans; chapter tests; six trait writing sample and evaluation; final exam (required criterion–80%)	Standard 1	CTA	NCTQ Standards 3 & 6 IRA Standard 3. Assessment, diagnosis, and evaluation	1, 5, 6, 7
S1: K5. The teacher understands the composing processes for different forms of oral and written discourse.	Chapter tests: (required criterion-80%); Written and oral communication over a variety of projects	Standard 1 Standard 3 Standard 4 Standard 8	CKS	NCTQ Standard 6 IRA Standard 2. Curriculum and Instruction	1, 5, 6, 7
S1: K7. The teacher recognizes multiple indicators of reading and writing disabilities.	Chapter tests; (required criterion-80%);	Standard 8 Standard 9	CTA	NCTQ Standards 3, 4, 6 & 9 IRA Standard 3. Assessment and evaluation	1, 5, 6, 7
S1: K8. The teacher has knowledge of the significance of social, economic, cultural, and linguistic diversity for development and learning of literacy skills, and recognizes that children are best understood in the	Chapter tests (required criterion-80%); SIOP Lesson Plan Analysis; Differentiation evident in lesson plans	Standard 2 Standard 7	HDD	NCTQ Standards 4, 6 & 9 IRA Standard 1. Foundational Knowledge IRA Standard 4. Diversity.	1, 5, 6, 7

contexts of family, culture, and society.					
S1: K9. The teacher understands the interrelationships among culture, language, and thought, and the function of the home language in the development of young children.	Chapter tests (required criterion-80%); SIOP Lesson Plan Analysis; Differentiation evident in lesson plans	Standard 2 Standard 5 Standard 7	HDD	NCTQ Standards 4, 6 & 9 IRA Standard 1. Foundational Knowledge IRA Standard 4. Diversity	1, 5, 6, 7
S1: P1. The teacher designs, implements, and evaluates literacy experiences that are developmentally appropriate.	Teaching Lessons; Exemplary Lesson Plan (required criterion-80%)	Standards 4, Standard 11, Standard 12	CKS	NCTQ Standard 6 IRA Standard 2. Curriculum and Instruction	1, 5, 6, 7
S1: P2. The teacher models a variety of effective instructional strategies that aid students in developing their reading, writing, speaking, listening, and viewing abilities.	Chapter tests (required criterion-80%); Teaching Lessons; Exemplary Lesson Plan (required criterion-80%)	Standards 2 Standard 3 Standard 5 Standard 8	CKS	NCTQ Standards 4, 6, 8 & 9 IRA Standard 2. Curriculum and Instruction	1, 5, 6, 7
S1: P3. The teacher uses effective instructional strategies to help students make cross-curricular connections.	Exemplary lesson plan (required criterion-80%); Evidenced by written work on communication projects	Standard 5 Standard 8	CKS	NCTQ Standards 4, 6, 8 & 9 IRA Standard 2. Instructional Strategies and Curriculum Materials	1, 5, 6, 7
S1: P4. The teacher develops and uses criteria for evaluating and selecting a variety of materials for language arts instruction, recognizing issues of equity in gender, age, ethnicity, lifestyle, ad socioeconomic status.	Chapter tests (required criterion-80%); Teaching Lessons; SIOP Lesson Plan Analysis; Literature Circle Unit Development	Standard 6 Standard 7 Standard 9	PR	NCTQ Standards 4, 6 & 9 IRA Standard 2. Curriculum and Instruction	1, 5, 6, 7
S1: P5. The teacher demonstrates an understanding of the various purposes for reading and writing (narrative, expository, technical, and persuasive).	Chapter tests (required criterion-80%); Teaching Lessons; Evidenced by written work on communication projects	Standard 1	CKS	NCTQ Standard 6 IRA Standard 1. Foundational Knowledge.	1, 5, 6, 7

S1: P6. The teacher demonstrates an understanding of the phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relation to the reading and writing process.	Exemplary lesson plan (required criterion-80); Evidenced by written work on communication projects	Standard 2	HDD	NCTQ Standard 6 IRA Standard 1. Foundational Knowledge	1, 5, 6, 7
S1: P7. The teacher creates literacy rich environments and experiences that promote individually and culturally responsive approaches throughout the curriculum.	Chapter tests (required criterion–80%): Teaching Lessons; Literature Circle Unit Development; Evidenced by written work on communication projects;	Standard 2 Standard 3 Standard 5 Standard 9 Standard 10	C	NCTQ Standards 4, 6 & 8 IRA Standard 4. Diversity IRA Standard 5. Literate Environment	1, 5, 6, 7
S1: P8. The teacher evaluates and selects assessments to fit diverse learner strengths and needs.	SIOP lesson plan analysis; Teaching lesson plans; Literature Circle Unit Development; Evidenced by written work on communication projects	Standard 3 Standard 8	CTA	NCTQ Standards 3, 6, 8 & 9 IRA Standard 3. Assessment and evaluation	1, 5, 6, 7
S1: P9. The teacher uses a variety of assessment tools, analyzes the results, and applies the results to instruction.	Teaching lesson plans; SIOP Lesson Plan Analysis; Literature Circle Unit Development	Standard 6 Standard 10	C	NCTQ Standards 3, 6 & 9 IRA Standard 3. Assessment and evaluation	1, 5, 6, 7

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook (Suggested)
Ogle, Donna and Beers, James. (2012). *Engaging in the Language Arts: Exploring the Power of Language* (2nd ed.) Boston: Pearson [ISBN -13: 978-0-13-259537-7]

Technology Expectations:
We will often use technology for searches, writing up thoughts and discussions, etc. It is in your best interest to regularly bring your computer to class. You may occasionally need your phone. Until you need it for my class, however, I ask that you keep your phone in your backpack. If it appears you are struggling to use your

phone/computer for class purposes only, I will visit with you and we will make a plan to help you find success in this area.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Teacher Education Candidate Conduct Expectations:
Teacher education candidates (TECs) in a teacher education program participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. TECs should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, teacher education candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and cooperating teachers, may receive a failing grade and/or face possible removal from the field experience. For a more complete description of expectations and procedures for dismissal from field experiences see related documents in the Teacher Education Application Packet.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart

Points/percentages, as instructor chooses	**Letter grade**	**Grade Points**	**Interpretation**
95-100%	A	4.00	*The A range denotes excellent performance.*
90-94%	A-	3.70	
89-87%	B+	3.30	
86-84%	B	3.00	*The B range denotes good performance.*
83-80%	B-	2.70	****Failure is actually below a "B-" in all elementary methods courses.**
79-77%	C+	2.30	
76.74%	C	2.00	*The C range denotes satisfactory performance.*
73-70%	C-	1.70	
69-67%	D+	1.30	
66-64%	D	1.00	*The D range denotes unsatisfactory performance.*
63-60%	D-	0.70	
59% and below	F	0.00	*F denotes failing performance.*

Assignments
(Please keep in mind that a very important characteristic of an effective teacher is the ability to be flexible. Unforeseen challenges and opportunities may change these assignments.
1. Present several lessons/projects in class. Also, give feedback to peers on their presentations.
   a) 6 Trait Writing Sample
   b) Collaborative Literature Unit Design

c) Group collaboration on ideas for differentiation
2. Homework assignments from the textbook and other handouts.
3. Participate in all in-class and on-line activities (5 points per hour of class-See "Attendance" section for further information) In-class activities include:
   a) Group collaboration on literature unit design and its presentation
   b) 6 Trait Writing Sample
   c) Participation in activities over such subjects as Common Core Standards, "Put Reading First" document, etc.
   d) Notes over in-class activities
   e) Discussion Board and Notes in Notebook over topics in Literacy Instruction
4. William Allen White List Project/Read 3 books from the 2015-16 list and write 3 reading response letters.
5. Organize an interactive notebook with notes from in-class activities and reading assignments.
6. Compose and upload to Blackboard a professional resume.
7. Upload to Blackboard two language arts lesson plans for my feedback SIX DAYS PRIOR to teaching the lessons during your field experience. At least one of these lessons must be a non-scripted lesson plan. (Exceptions for this requirement if you are assigned a Kindergarten classroom is that one of the lessons must be the entire Read Well lesson plan for the day.) This should be your best effort and show that learning has occurred concerning what makes a good lesson. Points will be assigned for the plans, but the main reason for turning it in is so that I can help deliver an excellent lesson in your field experience classroom that maximizes student learning.
8. Post to Blackboard a lesson plan that includes annotations of reflective practice within 3 days of presenting the lesson at your field experience school.
9. Post to Blackboard a "best" lesson plan for evaluation for the University Common Required Assessment.
10. Demonstrate appropriate dispositions in the 402 I classroom. See TE Professionalism/Disposition Rubric.
11. The final exam will be a performance assessment and is a comprehensive review of the course. You will be expected to sign up for an individual time to meet with me to do a mock job interview.

Assignment Policies:

1. Assignments will be posted to BlackBoard unless stated otherwise.
2. Late assignments will be deducted 20% for the first 48 hours. They will lose 50% at that point and will receive a 0 if not turned in 1 week after the initial due date. (Example: 100 point plan due on Monday by midnight. If you turn it in on Tuesday, it's 20% off. If you turn it in on Thursday, it's 50% off, and it will be given a 0 if not turned in by the following Monday.)
3. Check BB on a regular basis and make certain the grades were correctly entered. I do sometimes mess-up, so please politely and respectfully visit with me if you believe I made an error.
4. Correct spelling and punctuation are required for anyone striving to be teacher. Assignments not meeting this requirement will have points deducted and/or be returned to the student to correct.

Additional information about course: In this course, students will be integrating WSU elementary standards 1, 2, 5, 6, & 7. Course work done in class through direct instruction with WSU faculty as well as assigned field based activities integrates the arts, music, health, and developmentally appropriate lessons based on the contextual environmental factors for the WSU students as well as those in field settings which they serve.

Attendance:

Class participation is required to gain the maximum amount out of this class; if you anticipate an absence, please visit with me so I can verify your plan for catching up.

- You receive 5 points for every hour you are in class, participating, and on-time.
- Points are lost if you are tardy, leave early, have an excused/unexcused absence, or are present in body but not in mind (you're on your phone, computer, etc.)
- Additionally, three tardies and/or early exits from class will count as one absence.

Licensure Assessments:
Both the state of Kansas and national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

- **Exemplary Lesson Plan**
- **Classroom Disposition Rating**

Remediation - Students failing to achieve an acceptable performance on this required assessment will be provided with a limit of one remediation opportunity for the lesson plan, and no remediation opportunities for the classroom disposition rating. The university is not able to recommend individuals for licensure who fail to attain an acceptable rating on required assessments, even though they may receive an acceptable course grade or exceed minimum GPAs. Therefore, students who do not achieve acceptable performance on the lesson plan assessment after one remediation opportunity and the classroom disposition rubric with no remediation opportunity will be subject to dismissal from the program.

KPTP: During this semester, you will be provided the training for successful completion of the KPTP. When you student teach, you will be required to pay a fee of $60 in order to have this performance assessment scored by the state.

Common Required Assessment (For STEPS) Over Exemplary Literacy Lesson Planning

Level of performance: Target (student's work gives effective and clear inclusion of assessed components), Acceptable (student's work gives appropriate inclusion of assessed components), Unacceptable (student's work includes one or more missed assessed components).

Passing Criteria: All candidates must achieve the acceptable level on all elements of each rubric before entering student teaching (Transition Point 2).

Traits/Subjects	Level of Performance			Program Standard	Transition Point	CF Prof	NCATE Knowledge
	Unacceptable (1)	Acceptable (2)	Target (3)				
S1a Knows, understands, and, uses concepts from emerging literacy	Critical key components are missing (e.g., print awareness, phonological processing, writing, and oral language). Planning demonstrates a lack of knowledge or understanding in the developmental progressions among the domains of emergent	Appropriate inclusion of several of the key components: print awareness, phonological processing, writing, and oral language. Planning demonstrates base knowledge of the developmental progression among the domains of emergent literacy.	Effective and efficient inclusion of all key components: print awareness, phonological processing, writing, and oral language. Takes into account students' levels of knowledge and skill in the domains of emergent literacy and plans instruction to meet students' at their current level	1	II	CKS CTA	PCKS

	literacy.		of functioning. Planning demonstrates full understanding of developmental progression among the domains of emergent literacy.				
S1b Knows, understands, and uses concepts from reading	Lessons include instructional strategies for phonemic awareness, phonics, vocabulary, fluency, and comprehension that are not empirically supported. Planning demonstrates inclusion of ineffective instructional strategies. Planning demonstrate a lack of understanding of 1how these skills are interrelated.	Appropriate inclusion of empirically supported instructional strategies for phonemic awareness, phonics, vocabulary, fluency, and comprehension. Planning demonstrates a foundational understanding of how these skills are interrelated.	Effective and clear inclusion of empirically supported instructional strategies for phonemic awareness, phonics, vocabulary, fluency, and comprehension. Planning demonstrates a full understanding of how these skills are interrelated.	1	II	CKS CTA	PCKS
S1c Knows, understands, and, uses concepts from language	Inappropriately or inadequately addresses speaking, viewing, writing, and listening skills (i.e., critical pieces are missing). Planning demonstrates a lack of understanding of language acquisition and development.	Appropriately addresses speaking, viewing, writing, and listening skills. Planning demonstrates foundational understanding of language acquisition and development.	Effectively and clearly addresses speaking, viewing, writing, and listening skills. Planning demonstrates full understanding of language acquisition and development. Planning takes into account students' current language level and plans for instruction at those levels.	1	II	CKS CTA	PCKS

Common Required Assessment; Classroom Dispositions Rubric for 402 I:

	Unacceptable 1	Acceptable 2	Target 3
RESPECT Recognizes and respects multiple perspectives (verbally and nonverbally) and has commitment to social justice.	Communicates disagreement/ disapproval of others and/or their statements; does not provide an alternative solution	Communicates disagreement/ disapproval of others' statements, states an alternative position, and provides justification for that position	Communicates with a problem-solving attitude, asking for clarification, checking understanding of the other position before stating and justifying an alternative position
JUSTIFICATION Justifies and supports statements	Provides limited or no justification or support for personal opinions and/or judgments	Bases personal opinions and/or judgments in behavioral observations, established theories, research literature, and/or specific course content	Explains connections between personal opinions and/or judgments through behavioral observation, established theories, research literature, and/or course content
PARTICIPATION Participates in activities and discussions; conducts self with professional and academic integrity	Seldom makes contributions or participates in class activities or discussions	Often makes verbal and/or nonverbal contributions related to activity/discussion	Consistently contributes in ways that support group members and extend the group's work
ATTENDANCE Attends class and pays attention in class	Attends class irregularly, consistently arrives late, is inattentive in class, leaves early.	Attends class regularly, arrives on time, is attentive in class, does not leave early.	Attends class regularly, arrives on time to class, is attentive and well- prepared, does not leave early.
COMMITMENT Values both the learning process and the information garnered in the process	Shows neither positive nor negative attitude toward information or expresses disdain for information presented in course work and for the learning process	Makes statements that reflect a sense of value in the material covered in education courses and for the learning process	Demonstrates an eagerness for the information presented in classes as well as for the learning process

Important Academic Dates

For spring semester 2016, classes begin Tuesday, January 19, 2016, and end Thursday, May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016. April 4, 2016 is the tentative date for summer and fall early registration to begin.

Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing
The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusiveness
Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property
Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System
Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services
WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Other
Student Early Alert System (SEAS):
SEAS is an electronic tool for WSU faculty to give timely feedback to students who may be in danger of failing a class. Early Alert systems have been shown to increase student success in several dimensions, including

GPA, retention, and graduation rates. Instructors are able to give feedback on attendance, participation, assignments and exams to students in each of their current classes. At the end of that business day, an email will be sent to each student on whom an instructor has raised an alert. Instructors are encouraged to make an effort to give early alert feedback no later than the end of the fifth week of the semester.

Copyright Notice:

Course materials prepared by the instructor, together with the consent of all lectures presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions with the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of the lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Tentative Schedule

*Tentative schedule for M classes 402I CRN 23692

Date	Class Content	Homework
Monday, January 25	402I at WSU 251 Corbin • Overview of course syllabus and assignments • Make interactive notebook • Writing to explore meaning; response journals-Fountas and Pinnell handout p. 163-174 • Discuss William Allen White assignment	**Assignment:** Read p. 1-9 of "Put Reading First" and take the test located on Blackboard prior to class on 2/1. **Assignment:** Read p. 11-17 of "Put Reading First" and take test located on Blackboard prior to class on 2/1.
Monday, February 1	402I at WSU 251 Corbin • CHAMPS Behavior Model, speakers, Krissy Matthaei and Gina Schutt	**Assignment**: Read Common Core Standards p. 1-8, Appendix A, B, C, and write a summary of each. (See summary requirements in guided notes assignment sheet.) Complete the sheet provided in class over the Standards and the Appendices.
Monday, February 8	402I at WSU 251 Corbin • National Reading Panel • Common Core State Standards • Lesson Planning	**Assignment:** Read Chapter 11, The Writing Process, in the ELA textbook. Complete one of the 5 options for your assignment prior to class time on 2/15.
Monday, February 15	402I at WSU 251 Corbin • Speaker on Resumes, Karen Pickert • Work on unit design	**Assignment:** Write your resume and send a copy to Michelle through blackboard by 2/22 at 11:59. (Download it to the handshake website, located on mywsu after my feedback/revisions.) Lesson plans? Send me your plan at least one week prior to the teaching of it. Many of you should be preparing for your first lesson….
Monday, February 22	402I at WSU 155 Corbin • Diversity • Gender Differences	**Assignment:** Go to the powerpoint tab on Blackboard and read the lesson on diverse learners and gender differences. Within the powerpoint, there are activities for you to do. Follow the instructions for those assignments. We will work on an assignment in class that you will finish on your own. Upload your assignments to blackboard prior to class on 2/29. **Assignment:** Read chapter 3, Diverse Learners, in the ELA textbook. Complete one of the 5 options for your assignment prior to class on 2/29.
Monday, February 29	402I at WSU 251 Corbin • Vocabulary • Present online work	**Assignment:** Read Chapter 10, Vocabulary, in the ELA textbook. Complete one of the 5 options for your assignment prior to class time on 3/7. **Assignment: Read "**Put Reading First" p. 28-39, Vocabulary, and take the test located on Blackboard prior

		to class on 3/7.
Monday, March 7	402I at WSU 251 Corbin • Combining sentences • Strong beginnings and endings • The writing process • Introduce 6 trait assignment	**Assignment:** Read Chapter 12, Writing Conventions, in the ELA textbook. Complete one of the 5 options for your assignment prior to class time on 3/21. **Assignment:** Turn in a hard copy of your completed 6 trait writing sample to class on 3/21.
Tuesday, March 8	402I at Metroplex Meeting for all 2016 fall interns • KPTP Training 10:00-11:30 **OR** 12:30-2:00	**Assignment:** Take notes at the KPTP training in your notebook.
Wednesday, March 9	402I at South Campus (no field experience this week) • Comprehension • Close Reading	**Assignment:** Read chapter 8, Reading Beyond the Primary Grades, in the ELA textbook. Complete one of the 5 options for your assignment prior to class on 3/21. **Assignment:** Read ELA textbook p. 223-232, Comprehension. Assignment provided in class.
March 14-18	No class- Spring Break	
Monday, March 21	402I at WSU 251 Corbin • Ways to partner read • Assessment • MTSS • Scoring 6 trait writing • Score class's 6 trait writing • Garfield	**Assignment:** Read Chapter 2, Assessment, in the ELA textbook. Complete one of the 5 options for your assignment prior to class time on 3/28. Have you turned in your 2nd Literacy lesson plan? You need to do so if you haven't!
Monday, March 28	402I at WSU 251 Corbin • SIOP • Testing fluency • PRF p. 19-27	**Assignment:** Put Reading First 41-48, Comprehension; Download guided questions from Blackboard and upload completed assignment to Blackboard by 4/4 prior to class. Print the finished assignment to include in your notebook.
Monday, April 4	CI 402I at WSU Corbin 251 • Work on unit design	**Assignment:** Read Chapter 13, Personal Writing, in the ELA textbook. Complete one of the 5 options for your assignment prior to class time on 4/11. **Assignment:** The group should be ready to present the literature unit on 4/11. The peer evaluation is due 4/12.
Monday, April 11	CI 402I at WSU Corbin 251 • Unit presentation • Schedule Final Exam	**Assignment:** Write an exemplary lesson plan to be scored for the college required assessment in literacy. This plan must be written on the standard elementary lesson plan template. Highlight the areas that you believe to apply to the rubric. This must be uploaded to blackboard by 4/18 at 11:59. **Assignment:** Read ELA textbook, chapter 9, Handwriting. Complete one of the 5 options for your assignment prior to class on 4/18.

Monday, April 18	CI 402I at WSU Corbin 251 • Teaching students to write research papers • Course evaluations • Review for final	**Assignment:** Read chapter 6, Speaking and Listening of ELA. Complete one of the 5 options for your assignment prior to class on 5/2.
Friday, April 22	CI 411B (in schools) 8:30-4:10	**Assignment:** Complete a reflection of your day and upload it to the Blackboard of your 411B instructor by 4/23 by 11:59 PM.
Monday, April 25	CI 411B (in schools) 8:30-4:10	**Assignment:** Complete a reflection of your day and upload it to the Blackboard of your 411B instructor by 4/26 by 11:59 PM.
Monday, May 2	402I at WSU 251 Corbin Final exam (individual-only need to attend during your scheduled time)	
Monday, May 9	CI 402I at WSU 251 Corbin 10:00-11:50 Final exam (individual-only need to attend during your scheduled time)	

College of Education
Course Syllabus
CI 402J, Instructional Strategies, Assessment and Classroom Management (ISAM), Spring 2016

Instructor:	Dr. Jim Granada
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center
Telephone:	316-978-6298
Email:	Jim.granada@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Mondays from 12:00 – 4:00 and by appointment
Classroom; Days/Time:	Corbin 156C; Monday 8:00 – 11:50 am
Prerequisites:	CI 311, 320, 321, 323; CESP 334

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Introduction to K–6 elementary social studies content, instructional strategies, assessment decisions, and classroom management strategies necessary for meeting curriculum goals and objectives in the K–6 classroom. Students understand how effective social studies instruction, assessment and classroom management support student learning in the context of teaching social studies. Prerequisites: CI 311, 320, 321, and 323; CESP 334.

Definition of a Credit Hour
For this four-credit hour field methods course, Core 2A students are required to complete a variety of in-class and outside assignments focused on social studies pedagogy. Students will demonstrate application of theory into practice by designing and teaching three social studies lessons, and submitting annotated versions of each lesson once taught. Students will also demonstrate an understanding of the link of research to practice through text readings, additional readings, and the writing of a literature review.

Measurable Student Learning Outcomes

Course Outcomes **The Teacher Education Candidate will:**	**Related Assessments**	**KSDE Professional Education Standards (*Updated 2015*)**	**KSDE Early-Late Childhood Standards**

Know and apply the tenets of the ten themes of social studies defined by the NCSS	Lesson Plans Class Assignments	Standard 4 Standard 7	Early-Late Childhood: 3, K3
Demonstrate research consumer skills in the analysis of selected readings	Class Assignments Interactive Notebook Literature Review	Standard 1 Standard 2 Standard 4	Early-Late Childhood: 3 K1
Design social studies lessons based on presented models and formats	Lesson Plans	Standard 1 Standard 3 Standard 4 Standard 7 Standard 8	Early-Late childhood: 3, K2
Create lesson plans that include both content and language objectives and ESOL strategies that will ensure instruction meets needs of English Language Learners	Lesson Plans	Standard 1 Standard 2 Standard 5	Early-Late childhood: 3, K2
Connect social studies concepts skills to other disciplines and real world situations	Class Assignments Lesson Plans Interactive Notebook	Standard 4 Standard 5 Standard 7	Early-Late Childhood: 3, K3
Demonstrate knowledge and utilization of social studies curricular resources	Lesson Plans Literature Review Interactive Notebook	Standard 7	Early-Late Childhood: 3, K3
Design and apply a variety of assessment tools to assess student learning and drive instruction	Class Assignments Lesson Plans	Standard 2 Standard 6	Early-Late Childhood: 3, K3
Integrate the use of problem solving and creative thinking skills into lessons	Class Assignments Lesson Plans	Standard 1 Standard 4 Standard 5 Standard 8	Early-Late Childhood: 3, K1
Provides the opportunity for students' discovery and application of knowledge and academic language	Lesson Plans	Standard 1 Standard 3 Standard 4 Standard 8	Early-Late Childhood: 3, K3
Demonstrate design, implementation and evaluation of social studies experiences that are developmentally appropriate, meaningful and challenging for all students.	Classroom Assignments Lesson Plans Interactive Notebook	Standard 1 Standard 2 Standard 3 Standard 4 Standard 5 Standard 7 Standard 8	Early-Late Childhood: 3, K1

<u>Unit Conceptual Framework</u>
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook
Maxim, G.W. (2014). Dynamic Social Studies for Constructivist Classrooms: Inspiring Tomorrow's Social Scientists. (10th ed.). Boston, MA. Pearson.

Kansas State Department of Education. *Kansas Standards for History, Government and Social Studies.* (2013, April 16). Retrieved from: http://www.ksde.org/Default.aspx?tabid=1715

Other Readings
Bower, B., & Lobwell, J. (2005). *Social Studies Alive.* Palo Alto, CA: Teachers' Curriculum Institute.

Obenchain, K.M., & Morris, R.V. (2007). *50 Social Studies Strategies for K-8 Classrooms.* Upper Saddle, NJ: Pearson Education, Inc.

Technology Expectations:
Core 2A students will be able to:

- Use common media storage systems such as flash drives and "the cloud"
- Use electronic resources ethically and demonstrate information literacy
- Use presentation software to make class presentations
- Use word processing or desktop publishing to create instructional materials or newsletters
- Use SmartBoard and other instructional media technologies in the design and delivery of instruction
- Evaluate electronic materials for accuracy, appropriateness, and credibility
- Apply technology and content area standards related to technology to planning and management
- Research and apply strategies that support digital equity for all students (including assistive technologies)
- Use online resources to support understanding of course content
- **It is highly recommended that students have MS Office installed on the computer used for assignments in this course.**

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Class Protocol
Cell phones, pagers, and other personal communication devices will be allowed in this classroom; however, I request they be put on silence/vibrate so others will not be disturbed. Computer use during class will be limited to tasks related to the course.

Because this is one of your pre-professional courses, you are expected to exhibit standards of professional behavior: **punctuality, consistency, adequate preparation, active participation, tact, diplomacy, professional attitude and attire, and professional communication.**

Teacher Education Candidate Conduct Expectations:
Teacher education candidates (TECs) in a teacher education program participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. TECs should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, teacher education candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and cooperating teachers, may receive a failing grade and/or face possible removal from the field experience. For a more complete description of expectations and

procedures for dismissal from field experiences see related documents in the Teacher Education Application Packet.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

Points	Letter grade	Grade Points	Interpretation
100-95 points	A	4.00	*The A range denotes excellent performance.*
94-90 points	A-	3.67	
89-87 points	B+	3.33	
86-84 points	B	3.00	*The B range denotes good performance.*
83-80 points	B-	2.67	
Note: Core 2A requires a grade no lower than a B- to continue on to Core 2B			
79-77 points	C+	2.33	
76-74 points	C	2.00	*The C range denotes satisfactory performance.*
73-70 points	C-	1.67	
69-67 points	D+	1.33	
66-64 points	D	1.00	*The D range denotes unsatisfactory performance.*
63-60 points	D-	0.67	
Below 60 points	F	0.00	*F denotes failing performance.*

Assignments

Assignment or Expectation	*Percentage/Point Value*	*Due Date*
Disposition, Attendance & Participation	28% (28 points/2 per session)	N/A
Personal Artifact Box	2% (2 points)	2/8
Standards Graphic Organizer	1% (1 point)	2/8
Civics Lesson Plan	4% (4 points)	3/21
Geography Lesson Plan	8% (8 points)	4/4
History/Socratic Lesson Plan	8% (8 points)	4/18
Annotated Lesson Plans (3)	6% (2 points each)	As taught
Interactive Notebook	16% (16 points)	4/21 & 5/2
Blackboard Journal	10% (10 points)	Varied dates
Resource Collection	7% (7 points)	5/2
Literature Review (final project)	10% (10 points)	5/9

Licensure Assessments:
Both the state of Kansas and national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

- Elementary Lesson Plan Collection and
- Professional Ed. #6: Classroom Disposition Pre. ST.

Remediation - Students failing to achieve an acceptable performance on this required assessment will be provided with a limit of one remediation opportunity/opportunities for the Elementary Lesson Plan Collection and no remediation opportunities for the Professional Ed. #6: Classroom Disposition Pre-ST. The university is not able to recommend individuals for licensure who fail to attain an acceptable rating on required assessments, even though they may receive an acceptable course grade or exceed minimum GPAs. Therefore, students who do not achieve acceptable performance on this assessment after one remediation opportunity/opportunities on the Elementary Lesson Plan Collection and after the initial opportunity on the Professional Ed. #6: Classroom Disposition Pre. ST. will be subject to dismissal from the program.

Extra Credit
Extra credit opportunities are selectively available in CI 402J** Make-up credit is not available for this course.

Late Assignments
Turning in an assignment after the due date will result in loss of points for the assignment. The number of points deducted will vary depending on the assignment and how late the assignment is completed and submitted. **Lesson plans submitted after the due date will be penalized with a point deduction for each day beyond the due date.** Failure to complete any of the three lesson plans will result in a student not being able to continue next semester in Core 2B. **Annotated lesson plans are due by Friday of the week the lesson is taught.**

Missed Assignments and Exams
Students are responsible for any content or in-class work that is presented and completed in a class session that they do not attend. Class content and in-class work directly relates to content and work in later sessions. Students should select a peer to convey missed content and in-class work; the instructor will not be available to cover missed material with a student. The instructor will provide clarification for any missed class content or in-class work during office hours, by appointment, or via email.

Important Academic Dates
For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 – 20, 2016. The final exam period is May 7 – 13, 2016.

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The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

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Diversity and Inclusiveness
Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race,

religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property
Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System
Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

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The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Other

English for Speakers of Other Languages (ESOL) Expectations:
Core 2A students will be able to:

- Design and implement unit/lessons that will incorporate content and language objectives to teach and provide practice in both social studies and academic language
- Learn strategies that will address the four domains of the English Language Proficiency standards as addressed by KSDE
- Research and apply strategies that will promote academic language development along with social studies content
- Develop effective ESOL techniques that will be used effectively in social studies' standards (history, geography, civics, government, and economics)
- Include ESOL components when developing lesson plans: lesson preparation, building background, comprehensible input, and strategies

- Use inquiry method as opposed to the dominant IRE/F instructional technique (Initiation Response Evaluation/Feedback) or
- Create authentic opportunities that will enhance the development of academic language (spoken and written)
- Understand the difference between conversational English and academic language by implementing strategies that will enable learners to become proficient speakers and writers

Copyright Notice:
Course materials prepared by the instructor, together with the consent of all lectures presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions with the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of the lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Tentative Schedule for 15 week class

Week	Date (Mondays)	Theme	Text Reading Homework	Assignment(s) Due* (Also See Interactive Notebook Chart)
1	January 25	Culture Lesson Planning	Chapters 1-2 C3 Framework	**None**
2	February 1 **City Arts**	Individual Development and Identity	Chapters 4-5 (Constructivism) C3 Framework	**Essay ?'s Ch. 1&2 (BB journal)**
3	February 8	Power, Authority and Governance & Civic Ideals and Practices Lesson Planning	Chapter 3 (Standards) C3 Framework	**-Personal Artifact Box** Bring PAB to class to present; written description due by 11:59 p.m. today **-Standards Graphic Organizer due by 11:59 p.m. today**
4	February 15 **Population Ed**	Time, Continuity and Change & People, Places and the Environment Lesson Planning	Chapter 7 (History) Inquiry Book	**Essay ?'s Ch. 3-5 and Inquiry Book (BB journal)**
5	February 22 **SG County Historical Museum**	Time, Continuity and Change	Chapter 8 (Geography) Inquiry Book	**Interactive Notebook HW**
6	February 29	People, Places and the Environment & Civic Ideals and Practices Lesson Planning	Chapter 9 (Civics) Inquiry Book	**Essay ?'s Ch. 7 & 8 and Inquiry Book (BB journal)**
7	March 7 **Cowtown**	Time, Continuity and Change & Production, Distribution and Consumption	Chapter 11 (Economics)	
8	March 9 **Wednesday**	People, Places and the Environment	Chapter 6 (Curriculum Integration)	**Essay ?'s Ch. 9 & 11 (BB journal)** **Interactive Notebook HW**
Spring Break: March 14-18				
9	March 21	Culture & Civic Ideals and Practices Literature Review	Ch. 10 (Anthropology and Sociology)	**Interactive Notebook** Checkpoint 1 – turn in at the end of class today **-Civics LP due by 7:00 p.m. TODAY**
10	March 28	Time, Continuity and Change	Literature Review samples	**-Essay ? Ch. 10 (BB Journal)**
11	April 4	Individuals, Groups and Institutions	Literature Review samples	**-Geography Lesson Plan due by 7:00 p.m. TODAY**
12	April 11 **GIS**	Culture Civic Ideals and	Literature Review articles	**Interactive Notebook HW**

Week	Date (Mondays)	Theme	Text Reading Homework	Assignment(s) Due* (Also See Interactive Notebook Chart)
	Training	Practices		
13	April 18	Science, Technology and Society	Literature Review articles	**History/Socratic Lesson Plan due by 7:00 p.m. TODAY**
14	May 2	Global Connections	None	**Interactive Notebook** Checkpoint 2 - turn in at the end of class today
Final Project*	Monday, May 9	**Literature Review Due (11:50 a.m.)**		

College of Education
Course Syllabus
CI 402M, Instructional Strategies, Assessment and Management (ISAM),
Spring 2016

Instructor:	Cathy Durano
Department:	Curriculum and Instruction
Office Location:	Corbin 204
Telephone:	316-978-3542 office, 316-253-3755 cell, 316-733-8205 home
Email:	Cathy.durano@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Monday 2:00 – 3:00, Tuesday 11:00 – 12:00 and by appointment
Classroom; Days/Time:	Corbin 162
Prerequisites:	CI 519 with a grade of 2.0 or better, CESP 433; and MATH 501 with a grade of 2.0 or better

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Introduction to instructional strategies, assessment decisions and classroom management strategies necessary for meeting mathematics curriculum goals and objectives in the K--6 classroom. Students understand how effective instruction, assessment and classroom management support student learning in the context of teaching mathematics. Prerequisites: CI 519 with a grade of 2.000 or better; CESP 433; and MATH 501 with a grade of 2.000 or better.

Definition of a Credit Hour
3 credit hour class: Success in this 3 credit hour course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction and preparation/studying or course related activities for a total of 135 hours.

Measurable Student Learning Outcomes

Course Outcomes The student will:	Related Assessment	Guiding Principles from the Unit Conceptual Framework (PR, HDD, CTA, T, CKS, C)	KSDE Program Standards
Understand building principles involving problem solving and problem solving strategies	Class discussion; Designing creative calculator use.	CKS PR	2
Understand difficulties commonly encountered by elementary students	Class discussion; What error is it and how to correct it	T HDD	2
Understand general processes of elementary students' representation and communication of mathematical idea	Class discussion; Proving of the area of circles	CTA C	2
Understand the importance of integration cross elementary school subjects	Gaining/losing time; Class discussion; Metric and customary units	PR CKS	2 2
Understand difficulties encountered by ELL students and strategies to help such students	Class discussion; assigned reading of related literature	PR CKS	2

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook
No required text.

Other Readings
Although not required, I highly recommend becoming a student member of the National Council of Teachers of Mathematics. You will find that writing quality lesson plans is much easier when you have that resource at your disposal. To join, go online to www.nctm.org

Technology Expectations:
The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Class Protocol

- Class participation is required to gain the maximum amount out of this class, if you anticipate an absence, please notify the instructor. In addition, three tardies and/or early exits from class will count as one absence. Finally, although I love children, it is not appropriate to bring them with you to class.
- Expect to participate. You will be involved in discussions, presentations, discussion boards and the teaching of lessons.
- Personal Technology Communication Devices in the Classroom: The use of cell phones, pagers, and other personal communication devices will not be allowed in this classroom. If you are working on your computer, please do not attend to "personal business" during class time**. Disregard of this notice will be deemed as unprofessional and disrespectful and will be reflected on your disposition rubric.**
- Regularly and competently utilize technology in your assignments. Correct spelling and punctuation are a must! Do not rely only on Spell Check. You are a Teacher Education Candidate (TEC) and will be designing materials for students and parents. These must look professional.
- **Because this is one of your pre-professional courses, you are expected to exhibit standards of professional behavior: punctuality, consistency, adequate preparation, active participation, tact, diplomacy, professional attitude, and professional communication.**

Teacher Education Candidate Conduct Expectations:
Teacher education candidates (TECs) in a teacher education program participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. TECs should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, teacher education candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and cooperating teachers, may receive a failing grade and/or face possible removal from the field experience. For a more complete description of expectations and procedures for dismissal from field experiences see related documents in the Teacher Education Application Packet.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

It is the student's responsibility to check blackboard each week to insure that your grades have been recorded. Likewise, if you are absent and want to make up work, it is your responsibility to ask for the work, however, those grades that come from class dialogue and subsequent quizzes cannot be made up. Alternate assignments will be given if, prior to the absence, the student and the instructor have come to an agreement on the validity of the absence. Your grade will be determined based on the following grading scale which is now being administered university wide.

Points/percentages, as instructor chooses	**Letter grade**	**Grade Points**	**Interpretation**
95-100%	A	4.00	*The A range denotes excellent performance.*
90-94%	A-	3.70	
89-87%	B+	3.30	
86-84%	B	3.00	*The B range denotes good performance.*
83-80%	B-	2.70	
Failure is actually below a "B" in all elementary methods courses.			
79-77%	C+	2.30	

76-74%	C	2.00	*The C range denotes satisfactory performance.*
73-70%	C-	1.70	
69-67%	D+	1.30	
66-64%	D	1.00	*The D range denotes unsatisfactory performance.*
63-60%	D-	0.70	
59% and below	F	0.00	*F denotes failing performance.*

The percentages that accompany the point system are not university-wide but are being used in the elementary section of the Core's at WSU.

You have to make a B- or better to be advanced for student teaching.

Grades will be posted on Blackboard, and you are expected to check postings to keep track of accuracy. We are a team and can both make mistakes. You must report missing grades to me within two weeks in order to receive credit. DO NOT wait until the end of the semester to notify me of a missing grade and expect to receive credit.

Assignments

Please keep in mind that a very important characteristic of an effective teacher is the ability to be flexible. Unforeseen challenges and opportunities may change these assignments.

1. Present one lesson in class. Also, give feedback to peers on their presentations……10 pts.
2. Participate in all in-class activities. (14 sessions x 2 points each)…….. 28 pts.
3. Prepare and submit 5 different math games that are contained in folders that could be used by small groups of students……...10 pts.
4. Post to Blackboard, 3 complete math lesson plans for my feedback/approval. This should be your best effort and show that learning has occurred concerning what makes a good math lesson. (3 plans X 10 points each-see grading checklist)…...30 pts
5. Reflect on the lessons taught in the field experience by turning in the final lesson plan with comments in either red or italics showing what went well or what you would do differently next time. (3 reflections x 2 points each- see rubric for grading)…..6 pts
6. Text reading assignments uploaded to Blackboard. (8 assignments x 2 points)……16 pts
7. Brain Break Assignment……..2 pts
8. Technology Assignment……...……2 pts
9. Data Assignment…….……..2 pts
10. The final exam is a comprehensive review of the course. ……30 pts
11. Turn in exemplary lesson plan for Required Common Assessment review……1 pt
12. Demonstrate appropriate dispositions. TE Professionalism/Disposition Rubric

Math Lesson Plan Checklist

Grading of the lessons plan is primarily so that you go to your field experience prepared to give an outstanding lesson. Because of that, you will make modifications to your plan until it meets my approval. Grading, however, will consist of the average of the first submission and the first re-write.

_____All boxes filled in. (1 point)
Date lesson to be taught
Bloom's level noted
Adaptations/Differentiation planned

_____Standards and Objectives (2 pts)
Standards aligned to Objectives
Content and Language Objectives well written

Objectives aligned to assessment

_____ Middle section of COE template (1 pt)
Key Vocabulary Defined,
Material list complete and all 402 student made materials sent to me for approval
ELF engaging
Purpose well explained

_____Instructional Sequence- (3 pts)
Explicit Instruction, (teach them a concept)
High level of engagement (use manipulatives)
Good use of instructional sequence (I do, we do, you do)

_____Closure (1 pt)

_____Assessment (1 pt)
Assesses ALL students
Record keeping method attached

_____ Grammar/Conventions (1 pt)

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Both the state of Kansas and national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:
(1) Exemplary Lesson Plan
(2) Classroom Disposition Rating

Important Academic Dates
For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

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Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Other
KPTP: During this semester, you will be provided the training for successful completion of the KPTP. When you student teach, you will be required to pay a fee of $60 in order to have this performance assessment scored by the state.

Common Required Assessment (For STEPS) Over Exemplary Literacy Lesson Planning
Level of performance: Target (student's work gives effective and clear inclusion of assessed components), Acceptable (student's work gives appropriate inclusion of assessed components), Unacceptable (student's work includes one or more missed assessed components).
Passing Criteria: All candidates must achieve the acceptable level on all elements of each rubric before entering student teaching (Transition Point 2).

402M Lesson Plan Rubric

Standard Number	Level of Performance Unacceptable (1 or below) 0-79%	Level of Performance Acceptable (3) 80-89%	Level of Performance Target (5) 90-100%
S2a Connection of mathematical ideas	Demonstrates understanding of mathematics through fragmented procedural knowledge without ability to connect such knowledge with conceptual understanding of mathematical ideas.	Demonstrates understanding of mathematics through connection between procedural knowledge and concepts behind this knowledge	Demonstrates ability to make connection between procedural knowledge and concepts behind this knowledge and with other topics in content area and/or other subject areas at a variety of levels.
S2b Mathematical reasoning	Demonstrates ability to arrive at a conclusion, without valid reasoning process	Demonstrates ability to arrive at a valid conclusion with support of informal mathematical reasoning	Demonstrates ability to arrive at a valid conclusion through using necessary mathematical theorems, postulates and conjectures.
S2c Problem solving	Does not demonstrate ability to use mathematical knowledge to solve problems.	Demonstrates ability to use mathematical knowledge to solve problems in situations specific to the mean ability of the students at the grade level.	Demonstrates ability to use mathematical knowledge to solve problems in a variety of situations, managing data, at varying levels of student ability and understanding.
S2d Communication of mathematical ideas	Does not demonstrate ability to effectively communicate mathematical ideas to elementary learners.	Demonstrates ability to communicate basic mathematical ideas to learners at grade level and at individual levels.	Demonstrates ability to communicate effectively, sufficiently representing phenomena and mathematical ideas of varying difficulty levels and levels of understanding.
S2e Representation of mathematical ideas	Demonstrates a lack of understanding of how to present mathematical ideas to the specific age and developmental level of the students.	Demonstrates ability to represent mathematics in ways that are meaningful to students at the appropriate grade level.	Demonstrates ability to represent mathematics in meaningful ways through the use of problem solving activities requiring skills appropriate to the student's level(s).
S2f Integrates components of reading/literacy (i.e., vocabulary) in the content area.	Inadequately integrates vocabulary into the content area. Instruction in vocabulary is seen as a separate piece of instruction rather than integrated into content area instruction.	Appropriately integrates vocabulary instruction into the content area. Instruction is partially integrated into the content area.	Effectively and clearly integrates vocabulary instruction into the content area. Instruction is fully integrated into the content area, rather than a separate instructional piece.

S2g Integrates components of reading/literacy (i.e., comprehension) in the content area.	Inadequately integrates reading comprehension strategy use into the content area. Instruction in comprehension is seen as a separate piece of instruction rather than integrated into content area instruction.	Appropriately integrates reading comprehension strategy use into the content area. Instruction partially integrated into content area instruction.	Effectively and clearly integrates reading comprehension strategy use into the content area. Instruction is fully integrated into the content area, rather than a separate instructional piece.

Level of performance: Target (90-100%), Acceptable (80-89%), Unacceptable (0-79%). Passing Criteria: Proficiency: Score of 3 or higher in each area.

Classroom Dispositions Rubric

Level of performance: Target (90-100%), Acceptable (80-89%), Unacceptable (0-79%). Passing Criteria: ***PROFICIENCY:*** Acceptable (Score of 3) or higher in each area.

Common Required Assessment (For STEPS) Over Classroom Dispositions

Traits/Subjects	**Level of Performance**		
	Unacceptable (1 or below) 0-79%	**Acceptable (3) 80-89%**	**Target (5) 90-100%**
RESPECT Recognizes and respects multiple perspectives (verbally and nonverbally) and has commitment to social justice.	***Communicates disagreement/ disapproval of others and/or their statements; does not provide an alternative solution***	***Communicates disagreement/*** *disapproval of others'* ***statements, states an alternative position, and provides justification for that position***	***Communicates with a problem-solving attitude, asking for clarification, checking understanding of the other position before stating and justifying an alternative position***
JUSTIFICATION Justifies and supports statements (Communicates specific observable behaviors, established theories, and/or literature to support conclusions and/or personal opinions rather than stating judgments)	***Provides limited or no justification or support for personal opinions and/or judgments***	***Bases personal opinions and/or judgments in behavioral observations, established theories, research literature, and/or specific course content***	***Explains connections between personal opinions and/or judgments through behavioral observation, established theories, research literature, and/or course content***
PARTICIPATION Participates in activities and discussions; conducts self with professional and academic integrity	***Seldom makes contributions or participates in class activities or discussions***	***Often makes verbal and/or nonverbal contributions related to activity/discussion***	***Consistently contributes in ways that support group members and extend the*** *group's work*

ATTENDANCE Attends class and pays attention in class	***Attends class irregularly, consistently arrives late, is inattentive in class, leaves early.***	***Attends class regularly, arrives on time, is attentive in class, does not leave early.***	***Attends class regularly, arrives on time to class, is attentive and well-prepared, does not leave early.***
COMMITMENT Values both the learning process and the information garnered in the process	***Shows neither positive nor negative attitude toward information or expresses disdain for information presented in course work and for the learning process***	***Makes statements that reflect a sense of value in the material covered in education courses and for the learning process***	***Demonstrates an eagerness for the information presented in classes as well as for the learning process***

Tentative Schedule

Date	Class Content	Due Dates
Monday, January 25	• Introduction (Syllabus, Calendar, Field Experience, etc.) • History of standards/Common Core Standards • Conceptual understanding vs. procedural knowledge • NCTM • Deciding on topics for teaching an in-class lesson • Lesson planning	
Wednesday, January 27	• Types of counting • Article "Counting Connections" • Counting games • Addition • Subtraction • Article "Math, Fun, and Games?: Yes Way!" • Folder Games Assignment explanation-due 2/29	**Assignment:** Make 5 folder games that include all the parts necessary for the class to play them. These are due on 2/29.
Monday, February 1	CI 402M at WSU South Campus • Quiz over Counting and addition • Subtraction • Multiplication; • Multiplication Games • Songs and Movement • Make up a math song	
Monday, February 8	• Data; Mean, Median, Mode, Range, Minimum, Maximum • Data Representations; T-Charts, Line Plots, Graphs • Graph your data from class-due February 15 • Discuss Folder Game assignment	• Counting Lesson due • Addition Lesson 1 & 2 due **Assignment:** Graph your data obtained in class. Bring to class to share on 2/29. **Assignment: 5** Folder games due on 2/29.
Monday, February 15	Online Class • CCSS	**Assignment:** Read and take notes over *CCSS*. Upload the notes to Blackboard by class time on 2/22.
Monday, February 22	Online Class • Internet resources for elementary mathematics education	**Assignment**: Comment on 5 math game websites and summarize the article(s) you read. Upload your comments by class time on 2/29.
Monday, February 29	• Share Data Graph • Division	• Data graph due from everyone • 5 Folder Games Due from everyone

	• Division and zero Play folder games	• Division lesson due
Monday, March 7	• Place value	• Data lesson due • Estimation lesson due • Subtraction Lesson due
Tuesday, March 8	402I at Metroplex Meeting for all 2016 fall interns • KPTP Training 10:00-11:30 **OR** 12:30-2:00	
Wednesday, March 9	402M at South Campus (no field experience this week) • Time • Fractions	• Multiplication Lesson #1 & 2 due **Assignment:** Quiz over addition and subtraction on 3/21.
March 14-18	No Class-Spring Break	
Monday, March 21	• Order of operations • Math Talk • Problem solving • Variety of activities on problem • Quiz over addition and subtraction	**Assignment:** Quiz over multiplication on 3/28.
Monday, March 28	• Finish Problem Solving Activities • Patterns • Algebra • Quiz over multiplication	• Order of Operations lesson due • Time lesson due • Place Value lesson due • Problem Solving less due **Assignment:** Quiz over order of operations on 4/4.
Monday, April 4	• Division, order of operations, • fractions • Choosing the best examples • Using calculators • Probability • Quiz over order of operations	• Fraction Lesson 1 & 2 due • Patterns lesson due
Monday, April 11	• Factors, multiples, primes, and composites • Dealing with mathematics definitions • Article "Establishing Disequilibrium in the Primary Classroom"	• Algebra lesson due **Assignment:** Required Assessment Math Lesson Plan uploaded to Blackboard by 4/18 at 8:00 AM.
Monday, April 18	• Metric system and customary system • Geometry • Circles	• **Assignment:** Quiz over factors, multiples, primes, and composites on 5/2.
Friday, April 22	CI 411B (in schools) 8:30-4:10	**Assignment:** Complete a reflection of your day and upload it to the Blackboard of your 411B instructor by 4/23 by 11:59 PM.

Monday, April 25	CI 411B (in schools) 8:30-4:10	**Assignment:** Complete a reflection of your day and upload it to the Blackboard of your 411B instructor by 4/26 by 11:59 PM.
Monday, May 2	• Money • Final Exam Study Guide • Quiz over factors, multiples, primes, and composites	• Measurement Lesson due • Geometry Lesson 1 & 2 due • Money Lesson due
Thursday, May 5	Metroplex Multipurpose Room 4:30-6:30 Spring 2016 Intern meeting for you and your CT	
Monday, May 9, 7:00-8:50 am	• Final Exam CE	

College of Education
Course Syllabus
CI 402S, Instructional Strategies, Assessment and Management (ISAM)
Elementary Science, Spring 2016

Instructor:	Mary C. Robillard
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center, 204
Telephone:	316-978-6863 Office 316-253-0155 Cell (uses this number for texts)
Email:	Mary.robillard@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	M: 10:00 am-1:00 pm; T: 12:00 Noon-3:00; and by appointment.
Classroom; Days/Time:	Corbin Education Center 251 Monday 1:30 pm – 5:20 pm Tuesday 8:00 am – 11:50 am
Prerequisites:	CI 311, 320, 321, 323; CESP 334

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Introduction to instructional strategies and processes, assessment decisions and classroom management strategies necessary for meeting science curriculum goals and objectives in the K–6 classroom. Students understand how effective science instruction, assessment and classroom management support student learning in the context of teaching science. Prerequisites: CI 311, 320, 321, 323; CESP 334.

Definition of a Credit Hour
The expectation of work in order to be successful for this four (4) credit course is 200 minutes of direct faculty instruction and eight (8) hours of out-of-class student work each week which may include, but not be limited to quizzes, practice work, lab reports, assigned reading, videos, science professional development and lesson plans.

Measurable Student Learning Outcomes

Course Outcomes The student will:	Related Assessment	Guiding Principles from the Unit Conceptual Framework (PR, HDD, CTA, T, CKS, C)	KSDE Program Standards
Demonstrate how to plan and conduct authentic research using the Inquiry Method	Chapter Exams/Act. Lesson Plan Studies Classroom Investigations Projects	CKS HDD CTA	3
Design science activities using the Inquiry Method to teach developmentally appropriate science content.	Classroom Investigations; Lesson Plan Development; Chapter Exams/Act.	CKS HDD CTA	3
Know basic concepts of life science, physical science, and earth and space science that are developmentally appropriate	Lesson Plan Studies Classroom Investigations Chapter Exams/Activities	CKS	3
Understand how science concepts and processes are used in real life situations	Guest Speakers Electronic Resources Classroom Investigations	CKS CTA C	3
Understand the application of science concepts to technological and societal issues	Guest Speakers Chapter Activities Projects	CTA CKS T C	3 7
Be familiar with current science curricular materials and understand the interconnectedness of science disciplines	Lesson Plan Studies Chapter Exams/Act Electronic Resources Cooperative group assignments	CKS PR CTA C	3 3
Know a variety of assessment tools including open-ended questions and performance tasks, to assess student understanding	Individual Investigations Chapter Exams/Act Text Readings	CKS CTA T C	3, 7
Selects real life problems for students to investigate	Lesson Plan Studies Cooperative group assignments	CKS HDD T	3 7
Facilitates student planned and conducted investigations	Lesson Plan Studies/Design Science Demonstrations Cooperative group assignments	CKS T C	3
Provide the opportunity for students' discovery and application of knowledge	Five E Model Lesson Plan Design	CKS T C	3
Learn about selecting, using, and maintaining equipment properly, safe storage and disposal of chemicals, correct management of classroom animals.	Chapter Activities Science Safety Test Lesson Plan Studies Exploration of Safety Resources	PR CKS	3, 7
Articulate priorities for developmentally appropriate science	Lesson Plan Studies Chap Exams/Activities	CKS HDD	3, 7

experiences for all students including English Language Learners.	Lesson Plan Design	T C	
Demonstrate design, implementation and evaluation of scientific experiences that are developmentally appropriate, meaningful and challenging for all students, that lead to positive developmental outcomes, and that develop positive dispositions toward science and scientific investigations	Lesson Plan Studies Science Demonstrations Chapter Readings Lesson Plan Design	HDD CTA CKS T C	3 8 7
Prepare and implement lessons that include both content and language objectives and utilize strategies that support the learning of students from diverse populations including English Language Learners.	Lesson Plan Studies Chapter readings Lesson Plan Design	HDD CTA CKS T C	7
Evaluate and select assessments to fit diverse learner strengths and needs including English Language Learners.	Lesson Plan Studies Lesson Plan Design	CTA C	7

KSDE Standard 3:
The kindergarten through sixth grade teacher knows, understands, and uses fundamental concepts in the subject matter of science – including physical, life, and earth and space sciences – as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy for all students.

KSDE Standard 7:
The kindergarten through sixth grade teacher uses his/her understanding of children's characteristics and needs and of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for all students.

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook
Contant, Bass, Carin, *Teaching Science Through Inquiry and Investigation*, Loose-Leaf Version with Video-Enhanced Pearson eText -- Access Card Package, 12/E
©2015, Pearson

Kwan and Texley*, Exploring Safely; A Guide for Elementary Teachers*, NSTA Press, (2002)

Please purchase your eText through the University Bookstore or the Pearson website in order to be a part of the 402S class.

Other Readings
Fathman, Ann K. and Crowther, David T; *Science for English Language Learners: K-12 Classroom Strategies*.

Technology Expectations:
Students will be able to use presentation software to make class presentations, use word processing or desktop publishing to create instructional materials or newsletters, and use current instructional technologies (SMART Board, digital cameras, etc.) to enhance lessons. In addition, they will need to be proficient in the use of Blackboard and other communication software.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Other Equipment/Materials
Composition Notebook; Three ring notebook for loose leaf text if desired; Flash drive for standards (Recommended but not required); tablet or laptop for class highly recommended

Class Protocol
Class Attendance: You will start the semester with 60 attendance points. If you miss one class meeting, you'll have 3 points deducted. For the next five absences, the deduction will be 4, 5, 7, 9, and 12 points, respectively. Any more absences and the attendance grade will be 0. If you anticipate an absence, please check our calendar and make plans to attend the alternative class. Three tardies are equal to one absence. Leaving class early will also count as a tardy.
Most assignments will be posted to Black Board. Please include your name in the **file title** for each assignment. For example: *Mary Robillard Journal Review*. Assignments are expected to be in on time.

Make certain your WSU email account is open allowing you to receive Black Board emails. If you say you did not receive it, the assignment/project is still your responsibility and the fact you did not receive any Black Board emails due to your mailbox being full or other technical problems, cannot be used as an excuse for late assignments to be accepted.

Attend every class. This is very critical because you simply cannot "get notes" in a class where the interaction among students and materials is critical. If for some reason you are not able to attend class, you will need to contact the instructor so that we can discuss the problem. See the notes on attendance posted in this document.

Check Blackboard on a regular basis. Class assignments, handouts, and calendar will all be posted there. Announcements will be used to keep you updated on class. Discussion boards and groups will be active. Graded assignments will also be posted on BB. Make sure you look at these assignments for feedback from your instructor.

Expect to participate. You will be involved in discussions, presentations, discussion boards, and the teaching of lessons.

Cell phones, pagers, and other personal communication devices will be allowed in this classroom; however, I request they be put on silence/vibrate so others will not be disturbed. Technology use during class will be limited to tasks related to the course. With the addition of the eText, you will often have reason for use of laptops or tablets.
Regularly and competently utilize technology in your assignments. Correct spelling and punctuation are a must! Do not rely only on Spell Check. ALWAYS review suggestions made by Spell Check. You are a Teacher Education Candidate (TEC) and will be designing materials for students and parents. These must look professional.

If you have difficulties managing the amount or quality of your work, contact your instructor immediately for one-on-one assistance/advice.

When observing in the field, dress and act in a professional manner. In other words, no tennis shoes, no flip flops/sandals, no sports/casual wear (jeans, spaghetti strap tops, t-shirts with cute sayings, etc.) no gum chewing, and no cell phones. Remember, first impressions are lasting impressions. You should always think of yourself as interviewing for a job. Your CT and other professionals in the school already have a job, you do not. There is also now a USD 259 Dress Code.

Because this is one of your pre-professional courses, you are expected to exhibit standards of professional behavior: punctuality, consistency, adequate preparation, active participation, tact, diplomacy, professional attitude, and professional communication. This will be expected in class as well as in the field.

Teacher Education Candidate Conduct Expectations:
Teacher education candidates (TECs) in a teacher education program participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. TECs should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, teacher education candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and cooperating teachers, may receive a failing grade and/or face possible removal from the field experience. For a more complete description of expectations and procedures for dismissal from field experiences see related documents in the Teacher Education Application Packet.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (*Note: the chart on the next page is a sample that may be used*). (Other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.)

Points/percentages, as instructor chooses	**Letter grade**	**Grade Points**	**Interpretation**
95-100%	A	4.00	*The A range denotes excellent performance.*
90-94%	A-	3.67	
89-87%	B+	3.33	
86-84%	B	3.00	*The B range denotes good performance.*
83-80%	B-	2.67	***Any final grade below a B- will not be passing in this course.***
79-77%	C+	2.33	
76-74%	C	2.00	
73-70%	C-	1.67	
69-67%	D+	1.33	
66-64%	D	1.00	*The D range denotes unsatisfactory performance.*
63-60%	D-	0.67	
59% and below	F	0.00	*F denotes failing performance.*

Assignments

Please keep in mind that a very important characteristic of an effective teacher is the ability to be flexible. Unforeseen challenges and opportunities may change these assignments. Assignments are not accepted late, and any assignments without specific dates are due on the last day of class.

1. Participate in chapter and topic experiments in class and as homework.
2. Present several lessons in class. Also, give feedback to peers on their presentations.
3. Participate in all in-class and on-line activities.
4. Demonstrate appropriate dispositions. TE Professionalism/Disposition Rubric.
5. Complete 6 Professional Development hours in Science.
6. Design and teach 3 science lessons for the field experience classroom.
7. Complete a Science Interactive Notebook.
8. Successfully complete the Safety Test.
9. Complete Chapter Quizzes and Activities.
10. Elementary Lesson Plan Collection (Science)

Licensure Assessments:

Both the state of Kansas and national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

1) Elementary Lesson Plan Collection (Science)
2) Professional Ed. #6: Classroom Disposition Pre. ST.

Remediation (Required for Licensure/Teacher Education Course)

Students failing to achieve an acceptable performance on this required assessment will be provided with a limit of one remediation opportunity/opportunities for the Elementary Lesson Plan Collection and no remediation opportunities for the Professional Ed. #6: Classroom Disposition Pre-ST. The university is not able to recommend individuals for licensure who fail to attain an acceptable rating on required assessments, even though they may receive an acceptable course grade or exceed minimum GPAs. Therefore, students who do not achieve acceptable performance on this assessment after one remediation opportunity/opportunities on the Elementary Lesson Plan Collection and after the initial opportunity on the Professional Ed. #6: Classroom Disposition Pre. ST. will be subject to dismissal from the program.

Extra Credit

Please do not ask for extra credit. If you complete all assignments well and in a timely fashion, you will not need extra credit.

Late Assignments

Late assignments will not be accepted unless previous arrangements have been made with the instructor. Always check BB on a regular basis and make certain your grades are correct. Grade changes will not be made after a two-week interval has expired. **Missing assignments will not be accepted after two weeks past the due date if you have not notified the instructor of errors.** This reflects your learning and responsibility to grow as a professional.

Missed Assignments and Exams

You must inform your instructor of any class dates you will be missing in advance in order to make up assignments. In the case of emergencies, you will need to keep your instructor informed so that arrangements can be made to fit your situation.

Important Academic Dates
For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 – 13, 2016.

Disabilities
If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing
The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusiveness
Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property
Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System
Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services
WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With

many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording

Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Other

KPTP

During this semester, you will be provided the training for successful completion of the KPTP. When you student teach, you will be required to pay a fee of $60 in order to have this performance assessment scored by the state.

Tentative Schedule for 15 week class

Date	Theme/Topic	Materials Needed/Assignments (Completed before you come to class)
#1 1-25	Complete Student Information Sheet; Tents; Class Expectations and Syllabus; Class calendar. FOSS Science Notebooks Presentations (found on BB under Information) and resources. Set up Science Interactive Notebook. BREAK Grouping Students for learning, Inquiry text Chapter 6 pages 168 to the top of page 170, A-7 and 8 and FOSS Groups. BREAK Complete Exploration 2-2, page 32 in Inquiry text.	Use directions posted on Blackboard under Information to get started using your eText. Check out this resource that we will be using in class. The Class ID # you will need is Robillard242266eb. Bring the text to class as well as your composition notebook. Complete the "Definition of Science" discussion board assignment posted on BB under Discussions. This should be completed BEFORE you come to class. Due by 1:30 pm on January 25th. Bring a piece of fruit to class. It can be an apple, a blueberry, a cherry, a grape or even a bell pepper! Bring what you have in your kitchen.
#2 2-1	Focus: Complete emembership form; NSTA Archives; Review *Science and Children* Journal; Explain Journal Assignment. **Post the completed assignment to Black Board by Thursday, February 4th.** Review COE Lesson Template and Science Rubric BREAK ABCD objectives, text pg. 159; Helpful 100; Exploration 6-2, text pg. 160 in Inquiry text. Point out Chapter ten as a great resource for differentiation.	Bring Inquiry Text to class. Read Chapter 6 skipping the sections on Safety Precautions. Read Chapter 1, pages 5-14. Complete the graphic organizer from Exploration 1-3, page 11 from your Inquiry text in a Word document. Post this document under Discussion on BB, "Evolution of Science", and follow directions posted there. Due by 1:30 on February 1st.
2-3	You will have Orientation in your schools at 10:00 am today. Please be on time. After Orientation, you will spend the remainder of the day in your classrooms.	Take a pen or pencil with you. Dress as a professional as defined in your class syllabus. Wear your WSU nametag and have your driver's license with you.
#3 2-8	How do children construct learning? Index card and discussion. Complete Exploration 4-4, page 100, in Inquiry text. 5E Model of Science Instruction (Inquiry text pages 110-113; 186-192, 266-270, and A-5 to A-6); Presentations by six groups. BREAK Complete Exploration 4-5, text page 105. Picture Perfect Science Lessons if time allows.	Read pages 100-114 of Chapter 4 in your Inquiry text. Watch the video on page 82 of your Inquiry text**.** Then go to Discussions on BB and follow the directions for "Types of Inquiry". Due by 1:30 pm on February 8th. Read "How Do Children Construct Learning?" page 73-4 in your Inquiry text. Be ready to discuss this in class.
#4 2-15	Next Generation Science Standards: Arrangements- Disciplinary Core Ideas or Topic Arrangements. Looking at the practices-page 18, website, Appendix F matrix. Complete Exploration 1-4, text pages 21-22. Complete Exploration 1-5, text page 24.	Bring laptop or tablet with eText if possible and standards folder. Finish reading Chapter 1, pages 14 to 24 in your Inquiry text. Watch video on pg. 16 and also the one on pg. 18. Read Chapter 9 in your Inquiry Text, pages 223-237. Watch for the weather unit on the bottom of page 230.

#5 2-22	Special Guest Speaker, Greg Novacek, Fairmount Center for Science and Math Education. Complete Exploration 4-2 on page 92 of the Inquiry text. BREAK Discuss results of Survey.	Complete the survey at the top of page 87 in your Inquiry text before doing any reading. Post your response on the chart posted in class when you come in. Read Chapter 4, pages 87-100. Read *First Inquiry* on page 76 of your text. Go to Discussions on BB and follow directions for that post. Due by 1:30 pm February 22nd. **First science lesson due Thursday, February 25th, by 11:59 pm.**
#6 2-29	Process Skills: Groups will present skills; Compare process skills to NGSS practices. BREAK Grandma's button box Discuss Exploration 2-8, pages 51 and 52. BREAK Mystery Box Marvels Activity Go over the Safety Study Guide assignment.	Read Chapter 2, pages 29 to the top of page 62. Complete Exploration 2-8 on page 51. Bring your work to class to share in groups. You can use the pins in the eText or bring a hard copy.
#7 3-7	Guest Speaker from Sedgwick County Zoo will present the Project Learning Tree (PLT) Workshop. Breaks determined by presenter. Class will meet at the Great Plains Nature Center. It is located between Oliver and Woodlawn on 29th Street. Park in the public parking which is the upper lot.	Bring $25.00 to class if you want to purchase the *Project Learning Tree Environmental Education Activity Guide.* You will want this valuable resource. Trust me! Check or exact change welcomed. Read assigned chapters from Safety Text, Exploring Safely, A Guide for Elementary Teachers. Check BB under groups for your assignments. A Safety Study guide will be posted on BB under Information. You will need to answer the questions for your assigned chapters. You will work with your group to complete the Safety Study Guide. Each person will need to send their section of the study guide to all members of their group, and put all the finished pieces together to have one completed study guide. **Completed Safety Study Guide should be submitted to BB for a grade on March 10th by 11:59 pm. Each member will turn in a completed Study Guide for a grade.**
3-8	**KPTP training day**. You may attend the training from 10:00 am-11: 30 am, or 12:30 to 2:00 pm. Bring your KPTP Guidelines booklet	Download the KPTP Guidelines from the KSDE website and read them. Prepare questions that you will want to

	and questions to the training. Training will be at the WSU Metroplex, Sudderman room 132.	ask at the training.
#8 3-9 **Note: You will be in class on the South campus.**	Assessing Science Learning How to Prepare a Concept Map In groups, construct concept map to compare and contrast Informal, Traditional, and Performance assessments. Present maps to class. Complete Exploration 5-3, text page 141 in groups. Complete Exploration 5-5, text pages 147-151 in groups.	Bring your text to class. Read Chapter 5, pages 119-153, in your Inquiry text. Watch the videos on page 125 and 138. Complete Exploration 5-2, page 130. Put your checklist in a Word Document. Go to Discussions and follow directions for "Checklists". Due by 1:30 pm, March 9th..
March 14-20	**SPRING BREAK** No classes.	
#9 3-21	Engineering Design Project: Putting Science and Engineering Together Discuss Exploration 2-11, page 62. Review Engineering Design process. Complete *Angry Birds* Activity.	In your Standards folder, go to NGSS Implementation, Framework for K-12 Science Education, Chap. 8, pages 201-214. Read this chapter before coming to class. Read text pages 62-64 and complete Exploration 2-11. Bring your final product to class. Be prepared to discuss Reflection Questions with peers. **Second lesson plan due by 11:59 pm on Thursday, March 24th.**
#10 3-28	Introduce FOSS. Register for a FossWeb account. Assign lessons from Air and Weather to groups. Each group will prepare their lesson to teach to the class. Write a short form lesson plan that will help you teach the lesson. BREAK Teach FOSS Lessons.	Go to Chapter 6 in your text and read pages 165-168. Complete the Discussion Board Assignment, "NSTA Science Safety Portal". (See page 177 in Inquiry Text.) Discussion board assignment due on March 28th by 1:30 pm..
#11 4-4	Share "Science Talk" Bulletin boards with Carousel Walk. Define discrepant event, Inquiry text page 162. Visit Discrepant event stations in groups. Complete the activity and make a list of questions to help students determine what is happening. BREAK Determine parameters and have discussion about the Discrepant Event Stations. Share questions about the centers.	Read Chapter 7 in your Inquiry text, pages 179-205. Using the information on pages 199 to 205, design a bulletin board to be used in your classroom to help students develop effective science talk. Use Word to illustrate your Bulletin Board. Bring a hard copy or computer/tablet to display assignments to class and post a copy on BB for a grade. Complete Exploration 7-1 on page 181. Put your chart in a Word document. Go to Discussions, "Types of Questions", and follow the directions there. Due by 1:30 pm April 4th. **Third science lesson due April 7th by**

		11:59 pm.
#12 4-11 **Note: You will not report to science class today. Work on your Lesson Plan Collection for Science.**	Prepare your Elementary Lesson Plan Collection (Science Lesson). You will need to choose one of the lessons you have already completed to use for this lesson. Use the science rubric to check your lesson and make certain that each piece is in your lesson. Rewrite as necessary. You can assume that you have the perfect teaching world and will not be restricted by usual class limits like time and materials. Use your reflection on your chosen lesson and my comments on that lesson to help with your rewrite. Cite any resources used in your lesson plan under Teacher Materials **We will not meet in class so that you can have the type of environment you need to successfully complete this lesson.** You will not be required to provide assessment pieces or handouts for this assignment since I have already seen them. **This lesson is due on April 12th by 11:59 pm.**	Use your science rubric, any necessary resources, one of your previous science lesson reflections for that lesson, and standards to write this lesson plan. Refer to your standards and science rubric as you write it. **If you do not meet the standards on the rubric, this lesson will need to be rewritten.** Passing is 80%. In your Inquiry text, read Chapter 8, pages 207-219. Complete Exploration 8-2. Go to Discussions on BB and follow the directions for the "WebQuest" activity. Due by 1:30 pm on April 11th.
#13 4-18	Clicker Safety test review. BREAK Stories With Holes	Go to the Discussion Boards on BlackBoard , find "Discrepant Events" and follow the directions there to complete your assignment. Due by 1:30 pm April 18th.
4-22	This is your required extra day in your schools. You will be in your schools two days this week.	
April 25 & 27	You do not report to class on campus this week, but go to your schools for two days. Enjoy the time with your students.	Try to have all of your lessons taught by 4-28.
#14 5-2	Safety Test review; Safety Test **All Professional Development activities and any remaining science assignments that you have received an extension for must be turned in no later than today. Make certain that you teach your final lesson soon enough to get your reflections in by today.**	**Research Poster Project due today. Good luck next semester!** **Intern Meeting on Thursday, May 5th at the Metroplex. Make sure that your CT has been invited.**

College of Education
Course Syllabus
CI 411A, Pre-student Teaching: Elementary Core IIA,
Spring 2016

Instructor:	Dr. Jim Granada Senior Fellow and Director • Transition to Teaching • College Readiness Partnership Initiative • WSU Advanced Placement Institute
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center
Telephone:	316-978-6298
Email:	Jim.granada@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Monday 12:00 – 5:00 and by appointment
Classroom; Days/Time:	Chisholm Trail Elementary: Wednesday, 8:15 a.m. until 4:00 p.m. (January 20 & 27) TBD: Wednesday, April 20: 1:00 until 4:00 p.m. Field experience days: Wednesdays - 8:30 a.m. until 4:10 p.m.
Prerequisites:	Successful completion of CI 311, 320, 321, 323 and CESP 334
Teaching Assistant:	(If none, delete this row)
TA Contact Info:	(If none, delete this row)

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Designed to allow teacher education candidates to spend an extended period of time in an appropriate elementary classroom working with a cooperating teacher to plan, implement and assess instruction aligned with state and/or district standards in early literacy and social studies content. Prerequisites: successful completion of CI 311, 320, 321, 323 and CESP 334.

Definition of a Credit Hour

Field placement, internship, practicum, or clinical rotation: One (1) credit hour for field placement, internship, practicum or clinical rotation is defined of at least 45 (45) hours of supervised work each semester. [For this two-credit hour field experience, teacher candidates are required to complete a minimum of **13 days** at their field experience site. In addition, candidates will be expected to meet on campus for approximately 17 hours. Finally, time is required to complete written assignments outside of the field experience setting.]

Measurable Student Learning Outcomes

Learner Outcomes The student Will:	**Related Assessment**	**Guiding Principles from the Unit Conceptual Framework**	**KSDE Professional Education Standard(s)** *(updated 2015)*	**KSDE Program Standards: Early Childhood Late Childhood**
Uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice	Lesson Plans Reflections/Focus Student Portfolio	PR HDD CTA	Standards 2, 3, 4, 5,9 & 12	Standard 7
Supports policies and practices that promote student welfare and development.	Lesson Plans Reflections Portfolio	PR HDD	Standard 3	Standard 7
Creates a learning community in which individual differences are respected, and communicating in ways that demonstrate sensitivity to differences in culture, exceptionality and gender.	Lesson Plans Reflections/Focus Student Portfolio	HDD	Standard 2	Standards 1, 4 & 7
Makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs.	Lesson Plans Reflections/Focus Student Portfolio	HDD	Standards 1, 2 & 8	Standards 1, 4 & 7
Solicits and uses information about students' experiences, learning behavior, needs, and progress – from parents, other colleagues, and the students themselves.	Lesson Plans Reflections/Focus Student Portfolio	C	Standards 1, 2, 7, & 10	Standard 7
Follows all legal requirements for working with all students, other teachers, administrators, and parents	Lesson Plans Reflections Portfolio	HDD C CTA	Standard 9	NA
Designs instruction that aligns standards, goals, instruction, outcomes, and assessments, and is appropriate to students' stages of development, strengths and needs.	Lesson Plans Reflections Portfolio	CTA CKS	Standards 1 & 7	Standards 1, 4 &7
Designs instruction that stimulates	Lesson Plans	CKS	Standards	Standards

Learner Outcomes The student Will:	Related Assessment	Guiding Principles from the Unit Conceptual Framework	KSDE Professional Education Standard(s) *(updated 2015)*	KSDE Program Standards: Early Childhood Late Childhood
student reflection on prior knowledge and links new ideas to already-familiar ideas.	Reflections Portfolio		3, 4, 5, 7, & 8	1, 4 & 7
Implements instruction that uses multiple teaching and learning strategies to engage all students in active learning that promotes critical thinking, problem solving, performance capabilities, and an understanding of the relationships among and between various subject matter fields.	Lesson Plans Reflections Portfolio	CTA CKS	Standards 2, 3, 4, 5, 6, 7, 8 & 13	Standards 1, 4 & 7
Implements instruction that engages all students in individual and cooperative learning activities that help them develop the motivation to achieve and leads all students to ask questions and pursue problems that are meaningful to them.	Lesson Plans Reflections Portfolio	CKS	Standards 1, 4, 5, 6 & 7	Standards 1, 4 & 7

Kansas Licensure Standards for Professional Education:

***Learner(s) is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.**

- Standard 1: Learner Development. The teacher understanding how learners grow and develop, recognizing that patterns of learning and development vary individually within and across cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.

- Standard 2: Learning Differences. The teacher uses understanding of differences in individuals, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.

- Standard 3: Learning Environment: The teacher works with others to create environments that support individual and collaborative learning, includes teacher and student use of technology, and encourage positive social interaction, active engagement in learning, and self-motivation.

- Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teachers and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content.

- Standard 5: Application of Content: The teacher understands how to engage learners through interdisciplinary lessons that utilize concept based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking.

- Standard 6: Assessment. The teacher understands how to use multiple measures to monitor and access individual learning, engage learners in self-assessment, and use data to make decisions.

- Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- Standard 8: Instructional Strategies. The teacher understands and uses 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 relevant ways.

- Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, support staff, and community members to ensure learner growth, and to advance the profession.

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook
Lemov, D. (2015) *Teach like a champion 2.0: 62 techniques that put students on the path to college.* San Francisco: Jossey-Bass.

Technology Expectations
The use of technology will be a critical requirement for this course. At a minimum, students will have to be fluent in word processing, have access to a word processing program capable of inserting pictures and hyperlinks, a color printer, and have Internet connectivity and access to e-mail. All of the above are available in the COE Technology Center for students in the teacher education program.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Class Protocol
As a professional educator, your disposition includes arriving on time, submitting assignments punctually, and respecting other educators and teacher candidates in both the classroom and the field setting. **Please note that point deductions will be assessed for late assignments.**

- See Teacher Candidate Code of Expectations policy (below)

Teacher Education Candidate Conduct Expectations:
Teacher education candidates (TECs) in a teacher education program participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. TECs should not engage in unprofessional conduct or unlawful

behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, teacher education candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and cooperating teachers, may receive a failing grade and/or face possible removal from the field experience. For a more complete description of expectations and procedures for dismissal from field experiences see related documents in the Teacher Education Application Packet.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.
****Student must earn at least a "B-" in this course in order to move on to Core 2B.**

Percentages	Letter grade	Grade Points	Interpretation
95– 100%	A	4.00	*The A range denotes excellent performance.*
90 – 94%	A-	3.70	
87 - 89%	B+	3.30	
84 – 86%	B	3.00	*The B range denotes good performance.*
80 – 83%	B-	2.70	***** Please note B- grade is required for course.***
	C+	2.30	
	C	2.00	*The C range denotes satisfactory performance.*
	C-	1.70	
	D+	1.30	
	D	1.00	*The D range denotes unsatisfactory performance.*
	D-	0.70	
	F	0.00	*F denotes failing performance.*

Grading Components: This course is field-experienced-based and letter-graded. The determination of a "passing" letter grade is based on completion of the (1) requirements of written course assignments, (2) successful teaching performances demonstrated with an average of "3" or above on CT and (3) University Supervisor formal observations, and (4) demonstration of positive professional teaching dispositions as measured by field disposition rubric and (5) the pre-student teaching evaluation (completed by the CT). Specific components include:

- Completion of all 13 days in the field experience setting is REQUIRED
- Minimum mean competency rating of "3" on university supervisor's formal teaching observation, with mean scores equated to points
    - 4.5+ = 100 pts
    - 4.2 to 4.4 = 94 pts
    - 3.8 to 4.1 = 89 pts
    - 3.4 to 3.7 = 84 pts
    - 3.0 to 3.3 = 80 pts
- Minimum mean competency rating of "3" on three cooperating teacher formal teaching observations, with mean scores equated to points
    - 4.5+ = 100 pts
    - 4.2 to 4.4 = 94 pts
    - 3.8 to 4.1 = 89 pts
    - 3.4 to 3.7 = 84 pts
    - 3.0 to 3.3 = 80 pts
- Minimum mean competency rating of "3" on pre-student teaching evaluation, with mean scores equated to points:
    - 4.5+ = 100 pts
    - 4.2 to 4.4 = 94 pts

- 3.8 to 4.1 = 89 pts
- 3.4 to 3.7 = 84 pts
- 3.0 to 3.3 = 80 pts

- Positive ratings on field experience disposition rubric (CT Evaluation) equated to points:
  - 10 = 100 pts
  - 9 = 90 pts
  - 8 = 80 pts
- Minimum total of 80 points on course assignments, with points indicated below:
  - Attendance/participation in class meetings 12 points
    - *5 points for two full days, 2 points for half day*
  - Classroom observation form and contextual analysis form 10 points
  - Video analysis triad/peer feedback 14 points
  - Weekly reflections (4 points @ reflection) 44 points
  - Portfolio 20 points
  - Total 100 points

SUMMARY of GRADING

KEY INDICATORS for successful completion and final GRADE of CI 411A Field Experience	University Supervisor Formal observation rating	Cooperating Teacher (average) three formal observation ratings	Pre-student teaching evaluation rating	Field experience disposition rubric	Course assignments	Final Grade
Name						

PLEASE NOTE: Any key indicator with a score of below 80 indicates not passing or a FINAL GRADE of below 80 indicates not passing and will require a meeting with the Department of Curriculum & Instruction Chair, Instructor, and University Supervisor to determine whether a candidate will satisfactorily complete the course.

Assignments

1. Complete field experience as required by the elementary program.
2. Attendance: Class and field experience attendance is required.
   Note regarding field experience: Absences in the field experience are discouraged. However, if there is an emergency**,** you must make arrangements with the cooperating teacher to make up the full amount of time. Your cooperating teacher, your CI 411A supervisor, and the building principal must be notified **prior** to the absence. Beginning February 3, you will be in your field placement setting weekly. Your CT will document days on your field disposition form. An attendance log sheet will be included in your portfolio addendum.
3. Contextual Factors Analysis: Understanding the contextual factors of a classroom and school is critical for effective teaching. The following contextual factors observation tools will be completed as part of your analysis and **submitted electronically** on the due dates indicated on the course calendar.
   - Classroom observation form
   - Contextual factors multi-dimensional analysis
4. Implement 5 Lesson Plans including assessment tools & 1 Multicultural Picture Book Read Aloud/Vocabulary Presentation
   - Each lesson taught in this field experience will require two forms of documentation: (1) lesson plan and (2) annotated lesson plan with written reflection (see CI 402E and CI 402J). Annotated lesson plans should include ASSESSMENT RESULTS.
   - Three lessons require formal written observation feedback from your CT.
   - At least one formal observation will be from your WSU faculty supervisor.

- These formal observations can be Reading/LA **or** Social Studies lessons.

5. Videotape triad analysis. Videotape one teaching performance. Analyze and share analysis with triad of peers on Wednesday, April 20.
6. Weekly reflections: You are to submit your self-reflections for designated days in the field and submit by Thursday evening (by 9:00 p.m.).
7. Formal observation forms: These forms are to be submitted to your 402J instructor on the Monday after the lesson is observed. The **final pre-student teaching evaluation and disposition rating rubric forms** (completed by your cooperating teacher) is to be submitted by the due date indicated on the course calendar.
8. Electronic Portfolio

Licensure Assessments:
Both the state of Kansas and national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

Professional Ed. #9: Field Disposition Pre-ST.

Important Academic Dates
For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

Disabilities
If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing
The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusiveness
Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property
Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding

these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System
Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services
WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Other

Helpful Websites:

- Blackboard
- Kansas State Department of Education Social Studies History, Government, and Social Studies Standards
- Kansas College and Career Ready Standards

Tentative Schedule

Date	Class Content
Wed., January 20 Morning **Chisholm Trail Elem**	Course Overview Chisholm Trail Staff Networking Foundations of Classroom Management New Teacher Interview
Wed., January 20 Afternoon **Chisholm Trail Elem**	Classroom Climate (classroom observations) Foundations of Classroom Management Intern Panel Effective Teaching and Instructional Design
Wed., January 27 Morning **Chisholm Trail Elem**	Starting the Instructional Day (classroom observations) Co-teaching Demonstration and Debrief Reflective Practitioner Contextual Factors Behavior Management (CT Asst. Principal)
Wed., January 27 Afternoon **Chisholm Trail Elem**	Data-informed Instruction The Nature of Presence Professionalism and Teacher Evaluation (CT Principal) Bloom, Academic Rigor and HLT Introduction to Differentiation
Wed., February 3 **10:00-4:10 PDS Schools**	Orientation in PDS schools begins at **10:00. Don't be late!!!!** • Core 2A Field Experience in PDS • **Assignment**: Data Collection for Classroom Observation Form • **Assignment**: Daily Activity Schedule Template Customization • **Assignment**: Determine focus student
Wed., February 10 **Report Time is 8:30 -4:10 each FE day**	• Core 2A Field Experience in PDS • **Assignment**: Data Collection for Classroom Observation Form • **DUE**: Daily Activity Log/Reflection
Wed., February 17 **8:30 -4:10**	• Core 2A Field Experience in PDS • **DUE**: Eyejot Video Reflection • **DUE**: Classroom Observation Form
Wed., February 24 **8:30 -4:10**	• Core 2A Field Experience in PDS • **Assignment**: Collect Data for Contextual Factor Analysis • **DUE**: Daily Activity Log/Reflection
Wed., March 2 **8:30 -4:10**	• Core 2A Field Experience in PDS • **DUE**: Eyejot Video Reflection (due on Thursday, weekly) • **DUE**: Contextual Factor Analysis
Wed., March 23 **8:00-4:00**	• Core 2A Field Experience in PDS • **Teach** Multicultural Read Aloud • **DUE**: Eyejot Video Reflection (due on Thursday, weekly)
Wed., March 30 **8:30 -4:10**	• Core 2A Field Experience in PDS • **Teach** second lesson plan • **DUE**: Daily Activity Log/Reflection (due on Thursday, weekly)
Wed., April 6 **8:30 -4:10**	• Core 2A Field Experience in PDS • **Teach** third lesson plan • **DUE**: Eyejot Video Reflection (due on Thursday, weekly)

College of Education
Course Syllabus
CI 411B, PreStudent Teaching: Elementary Core IIB (2)
Spring 2016

Instructor:	Cathy Durano
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center 204
Telephone:	316-978-3542
Email:	Cathy.durano@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Monday and Tuesday 2:00 – 3:00 pm, and by appointment
Classroom; Days/Time:	(Room number; Days and times)
Prerequisites:	Successful completion of CI 317, 324, 411A, 519: Math 501
Teaching Assistant:	(If none, delete this row)
TA Contact Info:	(If none, delete this row)

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Course Description
Pre Student Teaching: Elementary Core IIB (2). Designed to allow teacher education candidates to spend an extended period of time in an appropriate elementary classroom working with a cooperating teacher to plan, implement and assess instruction aligned with state and/or district standards in intermediate literacy, math and science content. Prerequisites: successful completion of CI 317, 324, 411A, 519: Math 501.

Definition of a Credit Hour
Field placement, internship, practicum, or clinical rotation. One (1) credit hour for field placement, internship, or clinical rotation is defined as forty-five (45) hours of supervised work each semester.

Measurable Student Learning Outcomes

Course Outcomes The student will:	Related Assessment	Guiding Principles from the Unit Conceptual Framework (PR, HDD, CTA, T, CKS, C)	KSDE Professional Education Standard(s)	KSDE Program Standards
Understand and practice professionalism and reflection as they relate to teaching of math, science, and reading	Classroom observation. Pre- and post-conference	CKS PR	Standards 1, 2, 4	NA
Understand connection of teaching experiences and assessment	Classroom observation. Pre- and post-conference	T HDD	Standards 1, 6	S1: K3 and P1 S2: K4 and P4 S3: K7 and P7 S4: P8 S7: P8
Infuse technology throughout learning and teaching	Classroom observation. Pre- and post-conference	CTA C	Standards 2, 3, 4, 5, 6, 7, 8,	1,2 ,3,4, 5,6
Understand the process and content standards for K-6	Classroom observation. Pre- and post-conference	PR CKS	Standards 1, 7	Standards 1, 4 & 7
Understand how to align with standards: Lesson planning; Unit planning; Integration	Classroom observation. Pre- and post-conference	PR HDD	Standards 1, 7	S7: P8
Collaborate in classroom and school environment	Classroom observation. Pre- and post-conference	CKS T	Standard 9	S1: K8 and 9 S7: K2

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook
Setting Limits in the Classroom, 3rd Edition, Mackenzie & Stanzione, Three Rivers Press, 2010.

Technology Expectations:
Core 2 students are expected to be able to:

- Use desktop publishing to create instructional materials or newsletters.
- Manipulate data in a spreadsheet program.

- Use presentation software to make class presentations.
- Use video projectors, SMART Board Document camera, projection devices, CD/DVD, *calculators*, and other common instructional technologies.
- Use electronic resources ethically.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Teacher Education Candidate Conduct Expectations:
Teacher education candidates (TECs) in a teacher education program participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. TECs should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, teacher education candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and cooperating teachers, may receive a failing grade and/or face possible removal from the field experience. For a more complete description of expectations and procedures for dismissal from field experiences see related documents in the Teacher Education Application Packet.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (*Note: the chart on the next page is a sample that may be used*). (Other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.)

Points/percentages, as instructor chooses	**Letter grade**	**Grade Points**	**Interpretation**
95-100%	A	4.00	*The A range denotes excellent performance.*
90-94%	A-	3.70	
89-87%	B+	3.30	
86-84%	B	3.00	*The B range denotes good performance.*
83-80%	B-	2.70	****Failure is actually below a "B-" in all elementary methods courses.**
79-77%	C+	2.30	
76-74%	C	2.00	*The C range denotes satisfactory performance.*
73-70%	C-	1.70	
69-67%	D+	1.30	
66-64%	D	1.00	*The D range denotes unsatisfactory performance.*
63-60%	D-	0.70	
59% and below	F	0.00	*F denotes failing performance.*

The percentage that accompanies this point system is not university-wide, but is being used in the elementary section of the CORE method classes at WSU.

Assignments
Assessment will be based on students' observed performance on preparing, conducting and evaluating assigned lessons from cooperating teachers and other requirements.

Log of Hours
You must keep a log of hours spent in the classroom. The log should reflect your attendance at orientation and the 13 full days spent in the school, which amounts to a minimum of 97.5 hours. You should arrive at school at 8:30 a.m. and remain there until 4:10 p.m. If you are absent, you must make arrangements with your CT to make up the time. The log of hours should be initialed by your CT for each time you are present.

Licensure Assessments:
Both the state of Kansas and national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

Professional Ed. #9: Field Disposition Pre-ST.

Important Academic Dates
For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

Disabilities
If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing
The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusiveness
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Intellectual Property
Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the

University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System
Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services
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The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Other

CI 402I Field Experience Disposition Rubric _____**/30**

Level of performance: Target (Student/candidate demonstrates performance while in his/her field-based placement at high levels to demonstrate professionalism within each trait described); Acceptable (Student/candidate demonstrates performance while in his/her field-based placement at sufficient levels to demonstrate professionalism within each trait described); Unacceptable (Student/candidate was not able to demonstrate performance at acceptable levels of professionalism within each trait described). Scoring is ranked from 1 unacceptable to 2 acceptable, to 3 target levels.

Passing Criteria: Student/candidates must be scored at Acceptable Levels of Performance or higher for each trait described.

Traits/ Subjects	**Level of Performance**			KSDE Prof Ed **Standard**	**Transition Point**	**CF Prof**	**NCATE Knowledge**
	Unacceptable (rating score = 1)	**Acceptable (rating score = 2)**	**Target (rating score = 3)**				
Trait 1: Attendance	Did not attend regularly and had unexcused absences.	Attended regularly except when excused in advance.	Attended all assigned dates of field experience.	14	II	none	D
Trait 2: Punctuality	Was late more than once without excused permission.	Arrived on time.	Always arrived on or before times required.	14	II	none	D
Trait 3: Diversity	Did not demonstrate a respect for cultural/linguistic diversity and	Demonstrated respect for cultural/linguistic diversity and individual	Advocated and demonstrated respect for cultural/linguistic diversity and	14	II	df	D

Traits/ Subjects	Level of Performance			KSDE Prof Ed **Standard**	**Transition Point**	**CF Prof**	**NCATE Knowledge**
	Unacceptable (rating score = 1)	**Acceptable (rating score = 2)**	**Target (rating score = 3)**				
	individual differences	differences	individual differences.				
Trait 4: Reliability, Dependability	Did not complete assignments, duties and/or tasks on time	Completed assignments, duties and/or tasks on time	Completed assignments, duties and/or tasks on or before time due or required	14	II	dl	D
Trait 5: Appearance	Dressed inappropriately; was careless about personal appearance	Dressed appropriately; presented a professional appearance	Always dressed appropriately; presented a professional appearance	14	II	none	D
Trait 6: Interactions with Students	Was uncomfortable interacting with students; did not show concern for students	Was comfortable interacting with students; showed concern for students	Was always comfortable interacting with students; showed concern for all and individual students	14	II	df	D
Trait 7: Response to Feedback	Was not reflective; unresponsive to feedback; unwilling to revise plans and implement suggestions	Was reflective; responsive to feedback; willing to revise plans and implement suggestions	Was always reflective; responsive to feedback; willing to revise plans and implement suggestions	14	II	dl	D
Trait 8: Commitment to the Profession	Expressed negative comments and feelings about teaching and learning	Exhibited an enthusiasm for teaching and a lifelong commitment to learning	Continually exhibited an enthusiasm for teaching and a lifelong commitment to learning	14	II	dl	D
Trait 9: Collaboration and Teaming	Interacted ineffectively with peers, supervisor, other professionals, parents and/or students	Worked effectively with peers, supervisors, other professionals, parents and/or students	Always worked effectively with peers, supervisors, other professionals, parents and/or students	14	II	dc	D
Trait 10: Attitude Toward Students as Learners	Expressed or demonstrated a negative attitude regarding the ability of all students to learn	Expressed or demonstrated a belief that all students can learn	Always expressed or demonstrated a belief that all students can learn	14	II	da	D

Tentative Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/20 or 1/21	Test Assignment Meet at South Campus 8:30-5:00
2	1/27 or 1/28	Setting Limits Presentations Meet at South Campus 8:30-5:00
3	2/3 or 2/4	Meet at your field experience school for orientation at 10:00-4:30.
4	2/10 or 2/11	From this point onward, field experience will be from 8:30-4:30. Reflection due the day after your field experience by 11:59 PM.
5	2/17 or 2/18	Reflection due the day after your field experience by 11:59 PM. Field Placement Observation Form due the day after your field experience by 11:59.
6	2/24 or 2/25	Reflection due the day after your field experience by 11:59 PM.
7	3/2 or 3/3	Reflection due the day after your field experience by 11:59 PM.
8	3/8 AND 3/9 or 3/10	Meet at the Metroplex for KPTP training on 3/8 at either 10:00 or 12:30. Then, meet on 3/9 or 3/10 at the South Campus instead of going to your field experience school from 8:30-5:00.
9	No class	Spring Break
10	3/23 or 3/24	Reflection due the day after your field experience by 11:59 PM.
11	3/30 or 3/31	Reflection due the day after your field experience by 11:59 PM.
12	4/6 or 4/7	Reflection due the day after your field experience by 11:59 PM.
13	4/13 or 4/14	Reflection due the day after your field experience by 11:59 PM. Equity Project due on 4/14 or 4/15 by 11:59 PM.
14	4/20 or 4/21 AND 4/22	Go to your regular field experience day <u>AND</u> go on Friday, April 22nd. Two reflections due this week, both due the day after your field experience by 11:59 PM.
15	4/25 or 4/26 AND 4/27 or 4/28	You will be in your field experience <u>twice</u> this week. There will be no class on campus this week. Two reflections due this week, both due the day after your field experience by 11:59 PM. Poster for Poster Presentation is due in 402 class on 5/2 or 5/3.
16	5/4 or 5/5	Reflection due the day after your field experience by 11:59 PM. Staff Meeting Reflection due on 5/5 or 5/6 by 11:59 PM. Family Activity Reflection due on 5/5 or 5/6 by 11:59 PM. Fall 2016 Intern and CT Meeting –mandatory for all interns- Meet at the Metroplex from 4:30-6:30. Pizza will be provided.
Final	5/9 or 5/12	Wednesday's final will be on 5/9 from 3:00-4:50 in CE 251. Thursday's final will be on 5/12 from 9:00-10:50 in CE 251. Field Experience Dispositions Rubric Due on day of Poster Presentation. Log of Hours due on day of Poster Presentation. Observation Feedback Forms due as they are given to you by CT, but final due date is the day of poster presentation.

College of Education
Course Syllabus
CI 427, Philosophy, History, and Ethics of Education
Spring 2016

Instructor:	Dr. Aaron Rife
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center 116
Telephone:	316-978-6367
Email:	Aaron.rife@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Mondays 6:30 – 8:00pm, Tuesdays 3:00 – 5:00 pm, and by appointment
Classroom; Days/Time:	Corbin Education Center 157, Mondays 12:30 – 3:00 pm
Prerequisites:	Admission to teacher education
Corequisite:	A practicum or clinical experience

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Presents the major contemporary educational philosophies, the historical and social development of American education, and the ethical standards and legal issues influencing schools today. Some emphasis on the students' examination of their own educational philosophies and ethics. *Course includes diversity content.* Prerequisite: admission to teacher education. Corequisite: a practicum or clinical experience.

Definition of a Credit Hour
Success in this 3-credit hour course is based on the expectation that students will spend, for each unit of credit, three hours per week with 1 of the hours for lecture and 2 hours for studying/preparations outside of class time for a total of 135 hours. Time spent outside of class might include work assigned on-line through Blackboard, reading, written assignments and other course-related activities.

Measurable Student Learning Outcomes

Learner Outcomes	Related Assessment	Guiding Principle from the Unit Conceptual Framework	WSU Program Goals and KSDE Professional Education Standards
The educator if familiar with the major schools of philosophical thought and their relationship to the major theories of education.	Reading Responses Personal Teaching Philosophy Final Exam	PR	Standard #13: The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.
The educator is familiar with societal influences on schooling throughout the course of American history.	Reading Responses Final Exam	HDD	Standard #13
The educator is familiar with legal regulations and issues confronting an effective teacher in schools today.	Reading Responses School Analysis Final Exam	PR	Standard #13
The educator is familiar with the history of the American educational system.	Reading Responses Final Exam	CKS	Standard #13
The educator is familiar with the development of and current issues involved in governmental policies as related to schools.	Reading Responses School Analysis Final Exam	PR	Standard #13
The educator is familiar with accepted standards of ethical behavior and can think critically about ethical dilemmas that exist in schools today.	Reading Responses Final Exam	PR	Standard #13

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook (Suggested)
Dewey, John. (1938, 1997). *Experience and Education*. New York, NY: Touchstone.

Essex, Nathan L. (2014). *A Teacher's Pocket Guide to School Law (3rd Edition)*. Pearson Education.

Graham, Patricia Albjerg (2005). *Schooling America: How the Public Schools Meet The Nation's Changing Needs*. New York, NY: Oxford University Press.

Other Readings
Other readings are provided on Blackboard.

Technology Expectations:
The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Class Protocol
Attendance: You are expected to attend every class meeting, so please come prepared and ready to participate actively. It is your responsibility to contact me if you miss class, and I would appreciate knowing in advance if possible. **As a general rule, more than two absences will result in your grade dropping by one letter**.

Re-writing/re-submitting assignments: It is expected that the work you turn in for this course exemplifies your best effort. I will give feedback on rough drafts of assignments provided you allow me *at least* two full days to respond. (I cannot guarantee feedback on work otherwise). Given this opportunity, re-writing and re-submitting assignments for higher grades will not be allowed.

Teacher Education Candidate Conduct Expectations:
Teacher education candidates (TECs) in a teacher education program participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. TECs should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, teacher education candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and cooperating teachers, may receive a failing grade and/or face possible removal from the field experience. For a more complete description of expectations and procedures for dismissal from field experiences see related documents in the Teacher Education Application Packet.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

Percentages	**Letter grade**	**Grade Points**	**Interpretation**
94.0-100%	A	4.00	*The A range denotes excellent performance.*
90.0-93.99%	A-	3.67	
87.0-89.99	B+	3.33	
84.0-86.99	B	3.00	*The B range denotes good performance.*
80.0-83.99	B-	2.67	

77.0-79.99	C+	2.33	
74.0-76.99	C	2.00	*The C range denotes satisfactory performance.*
70.0-73.99	C-	1.67	
67.0-69.99	D+	1.33	
64.0-66.99	D	1.00	*The D range denotes unsatisfactory performance.*
60.0-63.99	D-	0.67	
0-59.99	F	0.00	*F denotes failing performance.*

Assignments

1. **Reading Responses** (30 percent):

   You will write and submit a short response paper (300-500) words over the readings for each week. You need to find main themes, interesting problems, or questions you want to address from the reading and write about how they may apply to your own teaching/educational experiences.

2. **School Analysis** (30 percent):

   You will reflect on and write a small study about the school and classroom setting in which you are placed this semester. Your paper will examine the dynamics of the classroom, the school building, as well as the school district. You will be provided some data for your study, but you will also need to conduct research through your own observations and notes, use of written documents and data, as well as interviews with teachers, students, and administrators. Your analysis will be written in context of the historical, philosophical, and ethical themes in this course. The paper will be 4-5 pages in length.

3. **Personal Teaching Philosophy** (25 percent):

   After reading John Dewey's *Experience and Education*, reflect upon your own views toward education, including why you want to teach and what kind of teacher you expect/hope to be. Address differing theories of education and how they might explain your own approaches to teaching. The paper needs to be 3-5 pages in length and include citations. You are not required to conduct outside research for this paper, you may stick with the sources provided in this course.

4. **Final Examination** (15 percent):

   Objective Exam: You will identify important terms, concepts, people, and events from the history and philosophy of education in a short statement. You will be given 25 terms.

   Essay Exam: You will write three essays covering broad aspects of the history, philosophy, and ethics of education.

   Ethics Exam: You will be provided a scenario where you will be asked to explain the ethical dilemma presented and the consequences of various actions.

Format of Written Work

The College of Education designates the style guide of the American Psychological Association (APA) as the manual to be followed when submitting written work. However, for this class you are encouraged to use the style of your choice as long as it is consistent and clear. You may wish to stay with APA as it is standard for education, but if you are more familiar/comfortable with another style (MLA/Chicago/Turabian) you may use it. The class blackboard page has a link to a popular site run by Purdue University for research, writing, and citation: The Purdue Online Writing Lab (OWL).

Regardless of citation style, for this class your papers must meet the following formatting guidelines:

- Written in Times New Roman 12 point font
- 1 inch margins for top, bottom, left, right

- Double-spaced
- Your name in the top left corner
- Title of paper centered on next line
- Page numbers either in header or footer

You can see a sample paper for formatting purposes on the blackboard site.

Licensure Assessments:
Both the state of Kansas and national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

No licensure assessments required.

Late Assignments
Assignment due dates are scheduled so as to provide you with a generally balanced workload over the semester and so I have adequate time to offer you feedback on your work. Therefore, late assignments will not be accepted for credit. If necessary, I am willing to accept assignments prior to their due date without penalty. Please speak with me prior to the assignment's due date if you are experiencing difficulties.

Important Academic Dates
For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

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Video and Audio Recording
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Tentative Schedule for 15 week class

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan 25	• Introduction to the Course • Philosophy: Terms and Basic Concepts for Philosophy of Education/Educational Theory
2	Feb 1	• Western Civilization and Roots of American Political/Educational Philosophy • Colonial America and the Beginning of "Public" Education Reading: Locke: "Some Thoughts Concerning Education" (Bb); Rousseau: excerpts from "Emile" (Bb)
3	Feb 8	• Spread of Public Education in America Reading: Kaestle: "The Common School Reform Program" (Bb); Rury: "Common School Reform" (Bb)
4	Feb 15	• Evolution of Educational Philosophy/Childhood in 19th and Early 20th Centuries Reading: Froebel: "Pedagogics of the Kindergarten" (Bb); Montessori: Chapters 1, 4 (Bb) **School Analysis Sources Due**
5	Feb 22	• Schools and 20th Century America: Immigration and Testing Reading: Graham: Introduction, Chapter 1
6	Feb 29	• 20th Century Schooling Part 1: Identity Crisis: Progressives and Traditionalists Reading: Graham: Chapter 2; Tyack and Cuban: "Why the Grammar of Schooling Persists" (Bb)
7	Mar 7	• Educational Philosophy of the Progressives Reading: Dewey: *Experience and Education*
8	Mar 14	Spring Break, No Class.
9	Mar 21	• 20th Century Schooling Part 2: Educational Opportunity in America Reading: Graham: Chapter 3 **School Analysis First Draft Due**
10	Mar 28	• Education and Social Structure: Can the School Really Change Society? Should It? Reading: Freire: "Pedagogy of the Oppressed" (Bb); Counts: "Dare the School Build a New Social Order?"(Bb)
11	Apr 4	• Achievement and Accountability in US Schools: from the 20th to the 21st centuries Reading: Graham: Chapter 4; Nation at Risk (Bb); Hewitt: "Reauthorize, Revise, and Remember" (Bb)
12	Apr 11	American Educational Research Association (AERA) meeting, no class
13	Apr 18	• Ethics of Education: What Constitutes Ethical Instruction?

Week	Date	Topics, Readings, Assignments, Deadlines
		Reading: Strike and Soltis: "Ethics of Teaching" (Bb); Noddings: Chapter 8 (Bb) **Personal Philosophy Paper Due**
14	Apr 25	• Education and the Law: What Does a Teacher Need to Know? Reading: Essex: Teacher's Pocket Guide to School Law
15	May 2	• What Keeps Teachers Going? Last Day of Class Discussion Reading: Nieto: Chapters 4 and 5 (Bb) **School Analysis Paper Due**
Final Exam	May 9 11:00 am-12:50 pm	• Final Exam

College of Education
Course Syllabus
CI 446, Student Teaching and Classroom Management Seminar: Elementary
Spring 2016

Instructor:	Cathy Durano
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center 204
Telephone:	316-978-3542 Office 316-253-3755 Cell 316-733-8205 Home
Email:	Cathy.durano@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Monday 2:00 – 3:00 pm, Tuesday 1:00 – 2:00 pm, and by appointment
Classroom; Days/Time:	McKinley 204, Wednesday 4:30 – 6:30 pm
Prerequisites:	CI 402E, 402I, 402J, 402M, 402S, 411A, 411B
Corequisites:	CI 447 or 647A

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Elementary Teaching Internship and Classroom Management Seminar (2).Students study and evaluate effective classroom management techniques. Students discuss experiences emerging from student teaching including the planning of school programs, organizing effective environments, assessing instructional strategies and assuming the responsibilities of a teacher. Prerequisites: CI 402E, 402I, 402J, 402M, 402S, 411A, 411B. Corequisite: CI 447 or 647A.

Definition of a Credit Hour
The expectation of work in order to be successful for this 2-credit course is 100-minutes of direct faculty instruction and 4 hours of out-of-class student work each week, which includes practice work, writing lab reports, and assigned readings.

Measurable Student Learning Outcomes

Learner Outcomes	Related	KSDE	KSDE Early –

The student will:	**Assessment**	**Professional Education Standard *(updated 2015)***	**Late Childhood**
1. The educator understands differences in approaches to learning and knows how to integrate curricular areas.	MTSS plans reviewed with exit card on learning.	Standard 2	S1: K5 and 6 S1: P3 and 7 S2:K3 S5: K6 S6: K3
2. The educator understands various instructional strategies.	Assignment tied to role plays in class & KAGAN	Standard 8	S1: P2 S2: K3 and P3 S3: K2, S4:P1, S5:K2
3. The educator uses knowledge about human motivation and behavior for organizing and supporting individual and group work and understands principles of effective classroom management.	KAGAN strategy analysis on behavioral applications in class activities.	Standard 3	S1: P7 S4: K1 S7: K1-4 and P3 and 7
4. The educator knows how to use student data and content and curricular knowledge to plan instruction to meet learning goals.	Student shows evidence of using data to plan for instruction in lesson plans and through written assignments.	Standard 7	S1: K3 and P1 S2: K4 and P4 S3: K7 and P7 S4: P8 S7: P8
5. The educator knows how to align standards, goals, instruction, outcomes, and assessments.	Lesson plan reviews and exchange by grade levels.	Standard 6	S7: P8
6. The educator understands how community, culture and home influences learning.	Parental conferencing activity.	Standard 10	S1: K8 and 9 S7: K2
7. The educator understands the importance of integrating knowledge across the curriculum.	Group activity in class on lesson plans	Standard 5	S1: K5 and 6 S1: P3 and 7 S2:K3 S5: K6 S6: K3
8. The educator understands how to document student progress according to standards.	Successful completion of observation feedback from US or CT in a reflection for growth.	Standard 8	S1: K3 and P9 S3: K7 and P7 S7: K5 and P5
9. The educator will be able to identify and evaluate research- based strategies for organizing the classroom.	Discussions and KAGAN applications for	Standard 1 Standard 3 Standard 5	S1: P2 S2: K3, P3 S3: K2

	instruction.		
10. The educator will be able to identify and evaluate research- based strategies for managing the classroom.	Textbook assignments.	Standard 3 Standard 8	S1: K3, P9 S3: K7, P7
11. The educator will be able to identify and assess how instructional strategies can be modified to meet individual needs.	Differentiating activities for learning within grade levels.	Standard 6	S1: K3, P1 S2: K4, P4 S4: P8 S7: P8
12. The educator will be able to identify the employment process and complete certification requirements.	Discussions and successful completion of licensure paperwork.	Standard 9 Standard 10	
13. The educator will be able to identify budget process used by classroom teacher.	Mock budget activity	Standard 2 Standard 3 Standard 5 Standard 7 Standard 8	

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook
Charney, Ruth Sidney. (2002). *Teaching Children to Care: Classroom Management for Ethical and Academic Growth, K-8* (Revised ed.) Northeast Foundation for Children [ISBN-13:978-1-892989-08-6]

Technology Expectations:
The use of technology will be a critical requirement for this course. At a minimum, students will have to be fluent in word processing, have access to a word processing program capable of inserting pictures and hyperlinks, a color printer, and have Internet connectivity and access to e-mail. All of the above are available in the COE Technology Center for students in the teacher education program.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Class Protocol
Attendance will be taken at each class by your checking your name on the roster. Failure to do so will result in loss of participation points. Although I love children, it is not appropriate to bring them to class with you. Please make childcare arrangements for our sessions.

Teacher Education Candidate Conduct Expectations:
Teacher education candidates (TECs) in a teacher education program participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and

expectations of their degree program. TECs should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, teacher education candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and cooperating teachers, may receive a failing grade and/or face possible removal from the field experience. For a more complete description of expectations and procedures for dismissal from field experiences see related documents in the Teacher Education Application Packet.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (*Note: the chart on the next page is a sample that may be used*). (Other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.)

Points/percentages, as instructor chooses	**Letter grade**	**Grade Points**	**Interpretation**
95-100%	A	4.00	*The A range denotes excellent performance.*
90-94%	A-	3.70	
89-87%	B+	3.30	
86-84%	B	3.00	*The B range denotes good performance.*
83-80%	B-	2.70	
79-77%	C+	2.30	
76-74%	C	2.00	*The C range denotes satisfactory performance.*
73-70%	C-	1.70	
69-67%	D+	1.30	
66-64%	D	1.00	*The D range denotes unsatisfactory performance.*
63-60%	D-	0.70	
59% and below	F	0.00	*F denotes failing performance.*

Respect for student needs is paramount, however attendance is required. If you need to be absent for conferences, please have your CT email me and let me know ahead of time. This should happen only one time in the semester. Absences equal zero points unless excused for an educational activity verified by your field experience school prior to the absence. Late assignments will not be accepted unless previous arrangements have been made with the instructor.

This course is letter-graded. It is the student's responsibility to check blackboard each week to insure that your grades have been recorded. Participation grades come from class dialogue, and subsequently, cannot be made up. Your grade will be determined based on the following grading scale which is now being administered university wide. You can pass this class with a B-, however, I hope all strive for an A. The Plus/Minus system is operational for all WSU courses for which letter grades are assigned:

Grade Requirements for Licensure Eligibility:
1. Student Teaching Course – "B-" or better
2. Student Teaching Seminar – "B-" or better
(Candidates must receive a 3 or higher on each item of the Final Student Teaching University Supervisor Evaluation Form).
3. 2.5 or Better Overall GPA

4. 2.5 or Better WSU GPA
5. Successful Completion of All Degree Requirements
*Note: Candidates must submit a request for degree audit to Education Support Services two semesters prior to graduation.

Assignments

Participation 4 pts X 15 sessions	60 points
Assigned Reading 2 pts X 14 assignments	28 points
Group Project	12 points
Hopes and Dreams Statement	2 points

Licensure Assessments:
Both the state of Kansas and national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

- KPTP and Seminar Class Disposition Rubric

Remediation - Students failing to achieve an acceptable performance on this required assessment will be provided with a limit of one remediation opportunity/opportunities. The university is not able to recommend individuals for licensure who fail to attain an acceptable rating on required assessments, even though they may receive an acceptable course grade or exceed minimum GPAs. Therefore, students who do not achieve acceptable performance on this assessment after one remediation opportunity/opportunities will be subject to dismissal from the program.

Important Academic Dates
Spring Classes begin Tuesday, January 19, 2016, following the Martin Luther Holiday on Monday, January 18, 2016. Spring Break begins on March 14 and ends on March 20. April 1 is the last day to officially drop a course with a "W." April 4 is the tentative date for summer and fall early registration to begin. Mid-point of an EDU/ELE school assignment is February 17, 2016. Final evaluations are due from ECU/ELE assignments on Friday, March 25, 2016. The KPTP is to be submitted online by 11:59 p.m. on Sunday, April 3, 2016. Attendance is required at the KTOY Event on April 12, 2016 (from 3:00 p.m. until 4:30 p.m. at the Metroplex). The last day of attendance at an assigned school is Thursday, May 5, 2016. Spring Commencement is scheduled for May 14 with details available at www.wichita.edu/commencement.

Disabilities
If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).
The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing
The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusiveness
Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property
Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System
Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services
WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Other

KPTP: During this semester, you will be required to complete the KPTP. You were assessed a fee of $60 in order to have this performance assessment scored by the state. The due date for KPTP is November 1 and must be submitted via Blackboard no later than 11:59 pm.

Tentative Schedule

Date	Class Content	Assignments
January 20	• Class Norms	Read p. 9-16 and chapter 1. Upload assignment by 1/27, prior to class.
January 27	• Karen Pickert, Career Services on Interview Skills	Read chapter 2. Upload assignment by 2/3, prior to class.
February 3 **104 Devlin Hall** **3:00-7:00 PM**	• Mock Interviews	• Read chapter 3. Upload assignment by 2/10, prior to class. • Write and upload to the assignment tab on blackboard your "hopes and dreams" statement for your future class based on the readings from chapter 3 to be presented orally on 2/17.
February 10 **208 Hubbard Hall**	• Ashlie Jack, Assistant Dean of COE and Stacie Ogburn, licensure specialist; KPTP and licensure	Read chapter 4. Be prepared to participate in role play of scenarios in class on 2/17 and 2/24.
Sunday, February 14		Sign up for Interview Slots for Career Interview Day starting at 4:00 PM.
February 17	• Dyane Smokoroski, 2013 Kansas Teacher of the Year,	Read chapter 5. Upload assignment by 2/24, prior to class.
February 24	• Alysia Rich and Joan Highfill, teachers at Cottonwood Elementary in Andover; student led conferences • Give your "hopes and dreams speech to your small group. • Roll play chapter 4 scenarios.	Read p. 141-142 and chapter 6. Upload assignment by 3/2, prior to class.
Monday, February 29	• Career Interview Day, 8:30-4:00,	
March 2	• Matt Snodgrass, Principal of Cessna Elementary in Wichita; crisis management	Read chapter 7. Participate in the discussion board by 3/9, prior to class.
March 9	• Jody Baker, Principal of Meadowlark Elementary in Andover, Kansas Principal of the Year 2011; professional ethics	Read chapter 8. Upload assignment by 3/23, prior to class.
March 23	• Dr. Donna Sayman, Special Ed graduate program • Dr. Mara Alagic, Curriculum and Instruction graduate program • Dr. Jean Patterson, Chair of CLES graduate program	Read chapter 9. Upload assignment by 3/30, prior to class.

March 30	• Jody Baker, Principal of Meadowlark Elementary in Andover and Kansas Principal of the Year 2011; parental involvement	Read p. 229-232 and chapter 10. Upload assignment by 4/6, prior to class time.
Sunday, April 3 by 11:59 PM (Not a class meeting date-just a reminder!)		Upload your KPTP to Blackboard in PDF form.
April 6	• Kathy Stybr, Principal of Isley Elementary in Wichita; MTSS and IEP Process	Read p. 247-257 of chapter 11 and chapter 12. Upload assignment by 4/13, by 4:30.
April 12 **THIS IS A TUESDAY Metroplex, Sudermann Room**	• Kansas Teacher of the Year presentation	Read chapter p. 275-276 and chapter 13. Upload assignment by 4/20, prior to class time.
April 20	• Chris Christian, Teacher at Prey Woodman Elementary in Maize and Kansas Teacher of the Year Team 2012; class meetings • Research presentations -3 • Course evaluation	Read chapter 14. Upload assignment by 4/27, prior to class.
April 27	• Research Presentations-6	Read chapter 15. Upload assignment by 5/4, prior to class.
May 4	• Research Presentations-6	

College of Education
Course Syllabus
CI 455E, Instructional Strategies, Assessment and Management:
Middle/Secondary Level Content-Specific Methods II (ISAM) English/Language Arts
Spring 2016

Instructor:	Dr. Kathrine Cramer
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center 119
Telephone:	316-978-6933
Email:	Katie.cramer@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Wednesdays and Thursdays 2:30 – 4:00 pm and by appointment
Classroom; Days/Time:	Corbin Education Center 159; Wednesdays 4:30 – 6:20 pm
Prerequisites:	Grades of B- or better in CI 412E/413E courses and CI 454E; must also receive satisfactory or better rankings in all final observation and disposition evaluation forms by university supervisor/faculty member.
Corequisite:	Appropriate student teaching practicum (CI 461E or 471E)

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Engages middle/secondary level candidates in reflective experience emerging from the student teaching experience, particularly issues surrounding management and motivation. Emphasizes mastery of content-specific concepts and skills related to classroom instruction, assessment, management, and differentiation for middle and secondary level students. Course integrates appropriate educational technology tools and instructional strategies for culturally, developmentally, and linguistically diverse students.
Prerequisites: grades of B- or better in CI 412E/413E courses and CI 454E; must also receive satisfactory or better rankings in all final observation and disposition evaluation forms by university supervisor/faculty member. Corequisite: appropriate student teaching practicum (CI 461E or 471E)

Definition of a Credit Hour
A "credit hour" is a measure of graduate or undergraduate academic work represented in learning outcomes and verified by evidence of student achievement that reasonably approximates one hour of classroom instruction and a minimum of two hours of out-of-class student work for each week (15 weeks/semester). For this **two-credit-hour course**, you should plan to engage in **two hours of class** and **four hours of out-of-class work *each week***.

Measurable Student Learning Outcomes

Course Outcomes	Related Assessment	Guiding Principle from Unit Conceptual Framework	KSDE Content Program Standards: ELA 5-8 ELA 6-12
The educator values continuous learning and reflects on professional experiences.	KPTP Online Reflections Reading Responses	PR	7
The educator understands human development and promotes the ideals of human diversity in all its forms.	KPTP Online Reflections Reading Responses	HDD	6
The educator applies current theory in ELA to connect teaching and assessment.	KPTP Online Reflections Reading Responses Grammar Mini Lesson	CTA	1-6
The educator uses technology to enhance ELA planning, instruction, assessment, and professional development.	KPTP Online Reflections Reading Responses Idea share/wiki post	T	1-7
The educator is knowledgeable about ELA content and pedagogy and their alignment with standards.	KPTP Online Reflections Reading Responses Grammar Mini Lesson	CKS	1-6
The educator works collaboratively with colleagues, parents, and the community to reach mutual goals and promote maximum learning.	KPTP Online Reflections Reading Responses	C	7

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook (Same as CI 454E)
Bomer, R. (2011). *Building adolescent literacy in today's English classrooms.* Portsmouth, NH: Heinemann.
Noden, H.R. (2011). *Image grammar: Teaching grammar as part of the writing process.* 2nd ed. Portsmouth, NH: Heinemann.
Smagorinsky, P. (2008). *Teaching English by design: How to create and carry out instructional units.* Portsmouth, NH:

Heinemann.
*Various materials listed in course calendar and provided on course Blackboard site
*Access to course Wiki and Blogger sites: https://wsu2015-2016.wikispaces.com/ and http://wsu2015-2016.blogspot.com/
*Kansas College and Career Ready Standards (KCCRS) for English: http://community.ksde.org/Default.aspx?tabid=5559

Other Readings
**Recommended:* Student memberships in KATE (http://www.kansasenglish.org/), NCTE (www.ncte.org), and KNEA-SP (http://www.knea.org/home/651.htm)
**Recommended*: Anthony, R. & Coghill-Behrends, W. (2010). *Getting hired: A student teacher's guide to professionalism, resume development & interviewing.* Kendall Hunt Publishing Co.

Technology Expectations:
The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Class Protocol
You are expected to be prepared and to participate appropriately in class. Failure to do so (e.g., off-task talking or working, non-emergency cell phone or other inappropriate electronic gadget use, insulting other class members, persistently arriving unprepared to class, etc.) will be counted as an absence and could eventually result in your removal from this class.

Attendance Policy: ***Because much of your learning (and my assessment of your learning) will depend on our in-class activities, you must attend class on a regular basis to receive credit for the course. Please note the reading responses/participation grade you will earn under "Course Requirements and Evaluation." I expect you to engage fully in this class and to conduct yourself as a professional-in-training.***

If you miss **three** class meetings, your final course grade will be lowered by **one letter**. If you miss **four** class meetings, your final course grade will be lowered by **two** letters, which, in effect, lowers your grade to a maximum of "C," which prevents you from being recommended for licensure.

If you miss more than four classes, you will fail the course. There is no distinguishing between "excused" and "unexcused" absences, except for extreme situations, so please factor in travel plans, holidays, and other obligations. Let me be absolutely clear here: **you cannot pass this course if you miss more than four (4) class meetings, regardless of the reason for your absence, and you cannot be recommended for licensure if you miss more than three (3) class meetings.**

Arriving late to class and leaving early will also result in consequences that will affect your grade; if you arrive after roll has been taken or if you depart before class is dismissed, you are tardy. **Three tardies equal one absence.** If you miss 20 minutes of class at any point during the class meeting times, you will be counted absent—keep in mind, you can still remain in class to participate and receive credit for work completed after your arrival and/or before your departure. **If you find you have to be absent or tardy, I expect you that you will act in a professional manner and inform me as soon as possible regarding your absence or delay.**

Teacher Education Candidate Conduct Expectations:
Teacher education candidates (TECs) in a teacher education program participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. TECs should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct

http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, teacher education candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and cooperating teachers, may receive a failing grade and/or face possible removal from the field experience. For a more complete description of expectations and procedures for dismissal from field experiences see related documents in the Teacher Education Application Packet.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

Please note:

- A grade of at least "B-" is required for recommendation for licensure.
- You must complete every assignment in order to pass this class.

Points/percentages, as instructor chooses	**Letter grade**	**Grade Points**	**Interpretation**
92.0- 100%	A	4.00	*The A range denotes excellent performance.*
90.0-91.9%	A-	3.70	
88.0-89.9%	B+	3.30	
82.0-87.9%	B	3.00	*The B range denotes good performance.*
80.0-81.9%	B-	2.70	
78.0-79.9%	C+	2.30	
72.0-77.9%	C	2.00	*The C range denotes satisfactory performance.*
70.0-71.9%	C-	1.70	
68.0-69.9%	D+	1.30	
62.0-67.9%	D	1.00	*The D range denotes unsatisfactory performance.*
60.0-61.9	D-	0.70	
0-59.9%	F	0.00	*F denotes failing performance.*

Assignments

Assignment	Point Value	Weight
In Class Responses/Participation	35 points	35%
Online Reflections & Replies (4)	40 points	40%
Idea Share/Wiki Posts (2-3)	5 points	5%
Grammar Mini Lesson	20 points	20%
Kansas Performance Teaching Portfolio	(required for licensure, not points)	
TOTAL POINTS FOR SEMESTER	100 points	100%

In-Class Responses & Participation
During most class meetings (and online), you will have the opportunity to interact with me and your classmates—in small groups and as whole class—about the readings and your field experience. Preparing effectively for these interactions means that you have completed the assigned readings (along with any assigned reading response, like Discussion Circles), and you are ready to discuss your reactions to the texts and your teaching experiences.

Please demonstrate your professionalism by bringing the appropriate text(s) to class and being prepared to acknowledge ideas that strike you as useful to your future teaching, ask critical questions, and *engage* in the dialogue. These points cannot be made up if you are absent, tardy, or unprepared. Below are the criteria by which I will assess your in-class responses and participation (notice that most criteria are tied specifically to the ***Teacher Education Professionalism/Dispositions Rubric*** required for licensure):

- Demonstrates obvious reading completion (texts accessible, annotated, and referenced during discussion; written response thoughtfully completed)
- Communicates with a problem-solving attitude, asking for clarification, checking understanding of the other position before stating and justifying an alternative position
- Explains connections between personal opinions and/or judgments through behavioral observation, established theories, research literature, and/or course content
- Consistently contributes in ways that support whole-class and small-group members and extend the group's work
- Attends class regularly, arrives on time to class, is attentive and well-prepared; does not leave early
- Demonstrates an eagerness for the information presented in classes as well as for the learning process

In addition, you will be expected to compose *thank-you notes* to our guest panels. These notes will be edited for clarity and conventions and included in thank-you letters for each panelist. You will earn points for both the content and timeliness of your thank-you notes.

Online Reflections

Throughout the semester, you will compose thoughtful reflections that connect your experience in the field to your professional reading/inquiry. These reflections (posted on the professional blog you created in pre-student teaching) encourage you to think critically about and evaluate your experiences as well as your professional development. Please review the assignment sheet for further details.

Idea Share/Wiki Posts

At least twice during the semester, please informally present in class AND post on our class wiki your best lesson plans, teaching ideas, and/or instructional materials. Please review the assignment sheet.

Grammar Mini Lesson

Individually or in collaboration with a classmate, you will design and teach a mini lesson on a topic discussed in Harry Noden's *Image Grammar* (2nd ed.). Please review the assignment sheet for further details.

Kansas Performance Teaching Portfolio (KPTP)

For this assignment, you will analyze your impact on student learning by describing and reflecting on a unit you teach during student teaching. You should receive very little assistance (if any) from me and your mentor teacher this semester, as this is a true assessment of your content and pedagogical knowledge, without guidance or direction from peers and mentors. This is one of the required licensure assessments. You will learn more about submitting your KPTP at the first Whole Group Seminar, but don't wait until then to get started. I have recommended benchmarks in the course calendar to help keep you on track.

Revision Policy: With my permission, you may have the opportunity to revise assignments within one week of your grade being posted for that assignment. The grade for your revised draft will be averaged with your grade for your original draft. If your original work was submitted late, those points will also be deducted from your revised work. Please note that this is a courtesy that I extend to you. If your original submission is incomplete, does not meet the assignment criteria, or shows minimal effort, you will not be allowed the option of resubmitting a revision for an averaged grade.

Online Requirement: Throughout this course, you will use our Blackboard course site to retrieve course assignments, documents, and readings. In addition, we will use a variety of sites that you might consider using in your future teaching, including but not limited to Blogger and Wikispaces. You will use Blackboard, your professional blog, and our course wiki to submit work and provide/receive feedback. Any work posted/submitted after the deadline (date and time) will be considered "late" and penalized accordingly (see Policy on Late Work).

Naming conventions for files submitted electronically: Create a file name for your document that contains, in this order: *your last name and the title of the assignment* as it is named in the course syllabus—or an abbreviation of the title (e.g., Cramer_GML for my Grammar Mini-Lesson).

If at any point you have trouble submitting your work to the wiki, Blackboard, or your blog, (or if you will be absent), please e-mail your work to me to show that you have submitted it on time. You can then continue attempting to post after the deadline. When submitting work to me via WSU email, you should do the following:

1. Create an email addressed to me: katie.cramer@wichita.edu
2. In the subject line of your e-mail, include the title of the assignment as it is named in the course syllabus.
3. Write a brief, professional message explaining the reason for your e-mail submission.
4. Attach a Word file (.doc or .docx) or a rich text file (.rtf).
5. Sign your name to the email, and hit send.

I will reply confirming receipt of your assignment within 24 hours Mon.-Fri. If I am having trouble accessing it, I will also let you know so that we can work together to resolve the issue (please note: I rarely check e-mail on the weekends).

Working and responding in an online environment poses unique challenges. Please remember that this is a professional environment. As a future teacher, everything you put out onto the web is subject to scrutiny. Even secure and restricted sites can be accessed by those outside of our learning community. Take this into consideration: everything you post or send by e-mail is potentially available for public consumption and criticism, so you should present yourself professionally – as a teacher-in-training who will one day apply for a job where any online material may be searched and judged.

Important: *When posting material online, compose your submissions in a word processing program first and keep a saved copy, which you can copy/paste into the text box.*

Licensure Assessments:
Both the state of Kansas and national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

- *Kansas Performance Teaching Portfolio (KPTP).*
- *Teacher Education Professionalism/Classroom Dispositions Rubric* with all criteria marked at "acceptable" or higher (rubric available at the end of this syllabus)

Remediation - Students failing to achieve an acceptable performance on this required assessment will be provided with a limit of one remediation opportunity/opportunities. The university is not able to recommend individuals for licensure who fail to attain an acceptable rating on required assessments, even though they may receive an acceptable course grade or exceed minimum GPAs. Therefore, students who do not achieve acceptable performance on this assessment after one remediation opportunity/opportunities will be subject to dismissal from the program.

Late Assignments
A key component of professionalism is punctuality with regard not only to attendance but to assignment due dates. All final drafts of assignments will be penalized one letter grade for every day they are late. Work is considered late if it is not submitted by the date *and time* specified on the assignment sheet. Permission to turn in an assignment late and without penalty will be given rarely and only as a result of a conference with me (and never on the day the assignment is due). **Because you must turn in all assignments in order to pass this course, you must turn in a project even though it is late and may receive an F.** Drafts, in-class work, and smaller tasks will not be accepted for credit. You may, however, submit these late assignments at my

discretion for feedback as you work toward your final draft.

Important Academic Dates
For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

Disabilities
If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing
The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusiveness
Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property
Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System
Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services
WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the

Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Other

A Note about Writing Conventions and WSU's Writing Center
Fairly or unfairly, your public use of language as an English teacher opens you to scrutiny and possible criticism from students, other teachers, administrators, parents, and the general public. It is vital that you develop and employ a rigorous screening process for any prose that will (or *could*) go public. This self-editing skill begins with correct grammar and spelling and extends to appropriate content, tone, style, and format. To this end, I will evaluate all of your writing for this class in part by how well it conforms to the conventions of professional public writing.

With that in mind please note that the WSU Writing Center is free and open to all WSU students. You may schedule or drop in for a 30 minute session with a tutor (an undergraduate or graduate teaching assistant) Monday through Friday. While tutors do not proofread or edit (i.e., they won't "fix" your paper for you), they offer assistance with all aspects of writing, including brainstorming, organization, style, and revision, as well as specific writing concerns that you articulate. In addition, the center is equipped with five computers with Windows, Microsoft Word, and Internet access. You may also do online writing exercises to help improve basic grammar skills. No appointment is necessary, but you can schedule one by phone: 316-978-3173. The Writing Center is located in 601 Lindquist Hall.

As a future English teacher, you may find it valuable to experience what the Writing Center as has to offer. Writing is a social process, and it is usually beneficial to have another set of eyes offer constructive feedback for your writing. Take advantage of this opportunity, not just to improve your writing but to get a sense of how other teachers approach writing instruction. For more information about the Writing Center, contact Writing Center Director Kerry Jones at 316-978-6183 or send her an e-mail: kerry.jones@wichita.edu.

If you are having particular trouble with some aspect of the course—such as completing an assignment, keeping regular attendance, or otherwise meeting expectations—please speak to me right away. Make an appointment with me, talk to me before or after class, or e-mail me.

Format of Written Work
The faculty of the College of Education has chosen the style guide of the American Psychological Association as the manual to be followed when submitting written work (www.apastyle.org). It is the responsibility of the student to follow the guidelines set forth in this manual. If questions arise, please refer to the manual first, and then to the COE website; the instructor should be consulted after consulting these resources.

Teacher Education Professional/Classroom Disposition Rubric
Below are the criteria that the course instructor will be asked to rate in Student Tracking Evaluation Portfolio System (STEPS) at the conclusion of the course experience as feedback on the attitudes the candidate displays.

Trait	Level of Performance		
	Unacceptable (Rating score = 1)	Acceptable (Rating score = 2)	Target (Rating score = 3)

RESPECT Recognizes and respects multiple perspectives (verbally and nonverbally) (dc)	Communicates disagreement/ disapproval of others and/or their statements; does not provide an alternative solution	Communicates disagreement/ disapproval of others' statements, states an alternative position, and provides justification for that position	Communicates with a problem-solving attitude, asking for clarification, checking understanding of the other position before stating and justifying an alternative position
JUSTIFICATION Justifies and supports statements (Communicates specific observable behaviors, established theories, and/or literature to support conclusions and/or personal opinions rather than stating judgments) (df)	Provides limited or no justification or support for personal opinions and/or judgments	Bases personal opinions and/or judgments in behavioral observations, established theories, research literature, and/or specific course content	Explains connections between personal opinions and/or judgments through behavioral observation, established theories, research literature, and/or course content
PARTICIPATION Participates in activities and discussions (dc)	Seldom makes contributions or participates in class activities or discussions	Often makes verbal and/or nonverbal contributions related to activity/discussion	Consistently contributes in ways that support group members and extend the group's work
ATTENDANCE Attends class and pays attention in class (dc)	Attends class irregularly, consistently arrives late, is inattentive in class, leaves early.	Attends class regularly, arrives on time, is attentive in class, does not leave early.	Attends class regularly, arrives on time to class, is attentive and well-prepared, does not leave early.
COMMITMENT Values both the learning process and the information garnered in the process (dl)	Shows neither positive nor negative attitude toward information or expresses disdain for information presented in course work and for the learning process	Makes statements that reflect a sense of value in the material covered in education courses and for the learning process	Demonstrates an eagerness for the information presented in classes as well as for the learning process

The **standard of performance** defined by the Professional Education Program Committee for this assessment is all ratings of Acceptable or higher.

Tentative Schedule

The meaning and knowledge that you derive from this class is, in large measure, up to you and is heavily dependent on your enthusiasm and energy in fulfilling the work and learning of this course.

The following calendar of class events and activities represents a tentative schedule that will likely be altered based on our needs and on group dynamics; that is, as the members of this class establish an interactive pattern and a pace for learning, the following assignments may need to be moved to other dates or otherwise modified. You will receive adequate notice of any such changes.

The schedule is not intended to be all-inclusive. Instead, it contains a brief outline of the due dates and activities that will occur during the semester. Do not rely solely on this calendar when determining what material you missed in the event of an absence.

Assignments and readings are due on the date next to which they're posted. Please come to class having read and thought about the material assigned for that particular day, and **bring your texts to class on days when readings are due**.

Please note that the benchmarks are intended to help you keep up with the assignments. They should not be your only source of guidance for keeping up with the pace of the course. Use your best judgment, and consult me as needed.

Date	Reading and Assignments Due & In-Class Experiences	KPTP Pacing *Suggestions*
1-20	*Course Overview* • Course goals, expectations • Discuss assignments: Online Reflections, Grammar Mini Lesson, Idea Share • "Relax" by Ellen Bass ☐ Submit your **Student Teaching Schedule** via e-mail by **Jan. 29.**	**Review KPTP document**. Working backward from the due date and with your own knowledge of your schedule this semester, create *your own* timeline for completion. With MT's help, choose focus class for KPTP. Remember to select a diverse class that features a range of identities and abilities.
1-27	*Preparing for Interviews* ☐ **Read** Anthony & Coghill-Behrends: "Finding Jobs" (on Blackboard) ☐ **Read** Samway & McKeon "Involving Parents and the Community" (on BB) ☐ **Review** the Kansas Education Employment Board (KEEB): http://www.kansasteachingjobs.com ☐ Bring draft of your resume, cover letter, portfolio, etc. for in-class workshop/mock interviews. *E-mail your resume by 10:00 a.m., if you'd like to get feedback from me and your peers during class.* Select GML topics/dates in class ☐ **Online Reflection #1 Due**. Post thoughtful replies by Sunday.	**Invention: Task 1** Contextual Information & Learning Environment Factors (CILEF) • Ask your CT for access to resources that will help you analyze your students' needs.
1-30 (Fri.)	*Resume uploaded to Handshake for WSU Education Interview Day. For more information, go to www.wichita.edu/career.*	

Date	Reading and Assignments Due & In-Class Experiences	KPTP Pacing *Suggestions*
2-3	*Preparing for the Job Search* ☐ **Read** Jackson "Never Work Harder Than Your Students" (on CI 455E Blackboard – Readings) ☐ **Read** Bomer: Ch. 17 "Planning a Year" (pp. 292-310) ☐ Prepare 1-2 questions for panel **WPS Literacy Curriculum Coordinators: Mary Liebl and Ranay Alcorn - USD 259** **Instructional Unit Guides Demystified!** **Job Search Panel (administrators and first-year teachers)** ☐ **Compose specific notes of thanks** to guest presenters, and e-mail to me by tomorrow.	**Invention: Task 2** Designing Instruction • Visit with your CT regarding what unit you will teach for your KPTP—and *when*. Shoot for finishing teaching your KPTP unit no later than **March 6 (a week before spring break).** **Drafting: Task 1** (CILEF)
2-10	☐ **Attend the Whole Group Seminar 4:30-6:15 p.m.** Hubbard Hall, room 208. Topics: Licensure, STEPS, and KPTP submission. **Your attendance is mandatory in lieu of our regularly scheduled class meeting.**	**Drafting**: **Task 2** Designing Instruction • Begin designing instruction; make note of the templates provided in the KPTP document. *Use* them now, rather than going back to them later. • Create and use your Communication Log, described in Task 4. **Polishing**: **Task 1** (CILEF)
2-14 to 2-17	Schedules open in Handshake for WSU Education Interview Day. Schedule early; they fill fast. Career Development Center staff will be available from 4 to 6 p.m. on Feb. 14 if you have difficulty. Call 978-4473. For more information, go to www.wichita.edu/career.	
2-17	*Facilitating Productive Class Discussions* ☐ **Read** Bomer: Ch. 8 "Teaching Toward Great Conversations" (pp. 135-151) ☐ **Read** Smagorinsky: Ch. 3 "Alternatives to Teacher-Led Discussion" (pp. 32-44) KPTP check-up Idea share/wiki posts	**Drafting**: **Task 2** Designing Instruction • Continue designing instruction using the templates provided in the KPTP document. • Document your communication in your log, described in Task 4. • Make plans for video-recording your lessons, as described in Task 3. Ask an administrator to observe you!
2-19 (Fri.)	Mentor Teacher(s) submit **Field Experience Disposition Rubric** in STEPS. Log into STEPS and view your feedback.	
2-24	*Language and Grammar: Parallel Structure* ☐ **Read** Noden: Ch. 3 "The Artist's Rhythms: The Music of Parallel Structures" (pp. 56-77) **GML #1:** **GML #2:** KPTP check-up ☐ **Online Reflection #2 Due**. Post thoughtful replies by Sunday.	**Drafting**: **Task 2** Designing Instruction • Continue drafting this section as you begin teaching your unit. • Document your communication in your log, described in Task 4. **Drafting: Task 3** Teaching and Learning • Confirm dates for video-recording your teaching. • Record your daily teaching reflections as you go.

Date	Reading and Assignments Due & In-Class Experiences	KPTP Pacing *Suggestions*
2-29 (Mon.)	**WSU Education Interview Day** (8:30-4:00) at the Metroplex (29th & Oliver). For more information, go to www.wichita.edu/career.	
3-2	*Language and Grammar: Imitating Craft and Style* ☐ **Read** Noden: Ch. 4 "From Imitation to Creation: Learning from the Masters" (pp. 78-101) **GML #3:** **GML #4:** KPTP check-up	**Drafting: Task 3** Teaching and Learning • Record your daily teaching reflections as you go. • Record your teaching twice.
3-9	*Language and Grammar: Grammatical Chunks* ☐ **Read** Noden: Ch. 5 "Advanced Techniques: Grammatical Chunks" (pp. 102-124) **GML #5:** **GML #6:** KPTP check-up (last one!)	**Finish teaching KPTP unit and Task 3.** • Record your daily teaching reflections as you go. • Record your teaching twice. **Drafting: Task 4** Reflection and Professionalism • Make plans to view and analyze your teaching videos.
3-11 (Fri.)	Your MT and US will complete your **Midterm Student Teaching Evaluation** in STEPS. Log into STEPS and view your feedback.	
3-16	No class meeting. Spring Break.	**Drafting: Task 4** Reflection and Professionalism • View and analyze your teaching videos if you haven't already done so.
3-23	No class meeting. Finish your KPTP while I am at the CAEP Conference learning about accreditation.	**Polishing: Task 4** Reflection and Professionalism
3-30	*Bullying* ☐ **Review** the documents on bullying from Wichita Public Schools, posted on Blackboard. ☐ **Review** the Teaching Tolerance website at http://www.tolerance.org/ View *Bullied: A Student, a School, and a Case that Made History* Idea share/wiki post	**Edit and polish** your KPTP document, including appendices and works cited. **Submit** on or before the deadline.
4-3 (Sun.)	**Kansas Performance Teaching Portfolio (KPTP) Due**	
4-6	*Grammar-Meaning Connection AND Diversity in Education* ☐ **Read** Noden: Ch. 6 "The Artist's Special Effects: The Grammar-Meaning Connection" (pp. 125-143) ☐ **Prepare** at least 1-2 questions for the panel. **Guest Panel:** Students Against Prejudice, led by Steve Maack, Wichita East High **GML #7:** **GML #8:** ☐ Compose a **specific note of thanks** to panelists, and e-mail to me by tomorrow. ☐ **Online Reflection #3 Due**. Post thoughtful replies by Sunday.	

Date	Reading and Assignments Due & In-Class Experiences	KPTP Pacing *Suggestions*
4-12 (Tues.)	**Meet with Kansas Teacher of the Year** Teacher Team – 3:00-4:30 WSU Metroplex (29th & Oliver), Sudermann Room 132. ***Your attendance is mandatory.*** Four members of the KTOY team are middle/secondary teachers, including one *English* teacher. Here's more info about the team: http://www.ksde.org/Agency/FiscalandAdministrativeServices/CommunicationsandRecognitionPrograms/KansasTeacheroftheYearAwards.aspx	
4-13	*Grammar of Passages* ☐ **Read** Noden: Ch. 7 "Toward a Grammar of Passages: Linking Images Beyond the Sentence" (pp. 144-176) **GML #9:** **GML #10:** Idea share/wiki post	
4-20	*Story Grammar and Systematic Revision* ☐ **Read** Noden: Ch. 8 "Story Grammar and Scenes: Shapes for Fiction" (pp. 177-204) ☐ **Read** Noden: Ch. 10 "Systematic Revision: Form, Style, Content, and Conventions" (pp. 230-253) **GML #11:** **GML #12:** **GML #13:** **GML #14:** Idea share/wiki post	
4-27	*Striking a Balance* ☐ **Read** Bomer: Ch. 16 "Working Toward Tests Without Insulting Students' Intelligence (pp. 279-291) ☐ **Prepare** at least 1-2 questions for the panel. **New Teacher Panel** ☐ Compose a **specific note of thanks** to panelists, and e-mail to me by tomorrow. Acquire hard copy of *English Journal* and *Voices from the Middle* from Dr. Cramer on or before this date. Readings for next week will come from these professional journals.	
5-4	*Joining the Professional Conversation* ☐ **Read** selected *English Journal* and *Voices from the Middle* articles provided by Dr. Cramer ☐ Review websites for these professional organizations, and come to class with at least one observation or question: o National Council of Teachers of English (NCTE): http://www.ncte.org o Assembly on Literature for Adolescents of the NCTE (ALAN): http://www.alan-ya.org o Kansas Association of Teachers of English (KATE): http://kansasenglish.org/ o Learning Forward Kansas: http://learningforwardkansas.org/ ☐ **Online Reflection #4 Due (see special instructions on assignment)**. Post thoughtful replies by Sunday.	
5-6	Your MT and supervisor will complete your **Final Student Teaching Evaluation** in STEPS. In addition, your supervisor will complete your **Classroom Observation Form – English Language Arts** in STEPS. Log into STEPS to view your feedback.	
5-11	**Final Exam Time: 5:40-7:30** – Save this time in your schedule, in the event we need to adjust the calendar and move some activities to this date.	

College of Education
Course Syllabus
CI 455 J Instructional Strategies, Assessment and Management (ISAM):
Middle/Secondary Level History and Government Methods II
Spring 2016

Instructor:	Dr. Aaron Rife
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center 116
Telephone:	316-978-6367
Email:	Aaron.rife@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Mondays 6:30 – 8:00 pm, Tuesdays 3:00 – 5:00 pm
Classroom; Days/Time:	Corbin Education Center 155, Mondays 4:30 – 6:20 pm
Prerequisites:	Grades of B- or better in CI 412J/413J courses and CI 454J; must also receive satisfactory or better rankings in all final observation and disposition evaluation forms by university supervisor/faculty member.
Corequisite:	Appropriate student teaching practicum (CI 451J or CI 471J)

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Engages middle/secondary level candidates in reflective experience emerging from the student teaching experience, particularly issues surrounding management and motivation. Emphasizes mastery of history/government and skills related to classroom instruction, assessment, management and differentiation for middle and secondary level students. Course integrates appropriate educational technology tools and instructional strategies for culturally, developmentally and linguistically diverse students.

Definition of a Credit Hour
Success in this 2-credit hour course is based on the expectation that students will spend, for each unit of credit, three hours per week with 1 of the hours for lecture and 2 hours for studying/preparations outside of class time for a total of 90 hours. Time spent outside of class might include work assigned on-line through Blackboard, reading, written assignments and other course related activities.

Measurable Student Learning Outcomes

Outcomes	Related Assessment *(includes student teaching projects)*	Guiding Principles from the Unit Conceptual Framework (PR, HDD, CTA, T, CKS, C)	WSU Program Goals and KSDE Professional Education Standards	KSDE Content Program Standards: History, Government, and Social Studies 5-8 H,G, and SS 6-12
The teacher is a reflective professional.	KPTP Semester Review	PR, CTA	Standard #2, 4, 9, 13	5-8th Grade: #4-K1,K5 6-12th Grade: #6-K2,K6
The teacher knows human development and promotes the ideals of human diversity.	KPTP Semester Review Student Biographies	HDD, CKS	Standard #1, 2, 3, 4, 5, 7	5-8:#4-K5 6-12:#6-K6
The teacher connects teaching experiences with assessment.	KPTP Semester Plan/Review Assignment Analysis	HDD, CTA, CKS	Standard #1, 8, 11	5-8:#4-P3 6-12: #6-P3,P7
The teacher is knowledgeable about both content and pedagogy and how to align both with standards.	KPTP Semester Review Assignment Analysis	HDD, CTA, CKS	Standard #1, 2, 3, 4, 5, 6, 7, 8, 9, 11	5-8: #4-K3, P2, P6 6-12: #6-K4, P-7
The teacher works collaboratively to understand how schools are organized and function within the larger community context and the importance of collaboration among all stakeholders to promote maximum learning.	KPTP Semester Review Student Biographies	C	Standard #10, 11, 13	5-8: #4-K1, P5 6-12: #6-K2, K6

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook

- Kansas Standards for History, Government, and Social Studies, adopted April 16, 2013.
- Common Core Standards by MasteryConnect (app for apple/android/windows/ amazon device)
- Kansas College and Career Ready Standards (app for apple/android/amazon device)
- Teacher Plan Book

Technology Expectations:
The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Class Protocol
Attendance: You are expected to attend every class meeting, so please come prepared and ready to actively participate. It is your responsibility to contact me if you miss class, and I would appreciate knowing in advance if possible. As a general rule, **more than two absences will result in your grade dropping by one letter**.

Re-writing/re-submitting assignments: It is expected that the work you turn in for this course exemplifies your best effort. I will give feedback on rough drafts of assignments provided you allow me *at least* two full days to respond. (I cannot guarantee feedback on work otherwise.) Given this opportunity, re-writing and re-submitting assignments for higher grades will not be allowed.

Teacher Education Candidate Conduct Expectations:
Teacher education candidates (TECs) in a teacher education program participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. TECs should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, teacher education candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and cooperating teachers, may receive a failing grade and/or face possible removal from the field experience. For a more complete description of expectations and procedures for dismissal from field experiences see related documents in the Teacher Education Application Packet.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

Points/percentages	**Letter grade**	**Grade Points**	**Interpretation**
95.0-100%	A	4.00	*The A range denotes excellent performance.*
90.0-94.99%	A-	3.67	
87.0-89.99	B+	3.33	
83.0-86.99	B	3.00	*The B range denotes good performance.*
80.0-82.99	B-	2.67	
77.0-79.99	C+	2.33	
73.0-76.99	C	2.00	*The C range denotes satisfactory performance.*
70.0-72.99	C-	1.67	
67.0-69.99	D+	1.33	
63.0-66.99	D	1.00	*The D range denotes unsatisfactory performance.*
60.0-62.99	D-	0.67	
0-59.99	F	0.00	*F denotes failing performance.*

Assignments
Students are expected to complete assigned readings and other scheduled work prior to class in order to benefit from material presented in lectures and to participate fully in discussions and class activities. Individual success in this class as well as the success of the course itself depends upon students' willingness to openly and respectfully engage a variety of ideas. As students in this class, you should critically reflect upon personal beliefs and values and thoughtfully develop positions that are informed by evidence and scholarship. The input of every student is crucial to the success of the course; therefore it is absolutely essential that every individual in the class shows respect, care, and consideration of others.
The following written assignments should be typed using 12-point, double-spaced Times New Roman font in accordance with APA (American Psychological Association) formatting unless otherwise approved. Each of the major assignments will be more fully explained in class and will have a corresponding rubric to peruse on blackboard.

Student Biographies (25% final grade)
You will write a half-page biography for each of your students. This large assignment is broken up into thirteen parts, expect to hand in ten bios a week. You are welcome to do more in some weeks than others, according to load and time constraints. You must hand in at least ten each week they are due. I am giving latitude for what you write, expect to adjust your future biographies according to my feedback. I am looking for proof of some kind of knowledge or familiarity with the student, but you may choose to focus on what you know or see as relevant. The purpose of this assignment is to encourage you to not let any student "slip through the cracks." Remember that you are writing about minors, you need to observe confidentiality in what you write—give first names only, or create a pseudonym if you prefer. I will return the biographies one week after you hand them in and will not share the information within.

Class Assignments and Participation (15% final grade)
I will occasionally ask for you to submit smaller assignments, often as preparation for larger ones. This, along with being collegiate in class and helping each other as peers, constitutes ten percent of your grade.

Assignment Analysis (20% final grade)
You will create an assignment, share it with your peers in class for feedback, change it as needs be, and with your CT's cooperation/approval, give it to your students. Upon their completion you will collect and share the resulting data, with an accompanying analysis.

Semester Review (40% final grade)
During the semester, you will keep record of what is taught, your plans, assignments, and assessments. You will be provided with a teacher planner to work with that will be part of this project. You need to demonstrate that your teaching aligned with Kansas standards for your courses and addressed the needs of diverse students. You will also write a 3-5 page paper outlining your goals for the semester, what was accomplished, what did not work, and what you learned. You will include a brief review of the student biographies conducted throughout the semester, in describing who you were teaching and how you may have helped them.
Your semester review will be due on the day of the final exam. Be prepared to reflect on your successes and failures with your peers.

Kansas Performance Teaching Portfolio (required for licensure, not factored into grade)

Licensure Assessments:
Both the state of Kansas and national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

- Teacher Education Professionalism/Dispositions Rubric with all criteria marked at 3 or higher (see sample form at end of syllabus).
- Kansas Performance Teaching Portfolio (KPTP)

Late Assignments
Assignment due dates are scheduled so as to provide you with a generally balanced workload over the semester and so I have adequate time to offer you feedback on your work. Therefore, late assignments will not be accepted for credit. If necessary, I am willing to accept assignments prior to their due date without penalty. Please speak with me prior to the assignment's due date if you are experiencing difficulties.

Important Academic Dates
For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

Disabilities
If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing
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Shocker Alert System
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1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Tentative Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan 25	Essential Skill: Navigating the "trial by fire"—what your mentor, supervisor, advisor, school district and state require of you between now and May 5th Correlated Skill: Understanding the System. Using social and cultural capital to get what you need/want
2	Feb 1 5-6:20 pm	Essential Skill: Partnerships—mentors/experienced teachers and fledgling educators, with a little KPTP logistics thrown in. Mentor teachers invited to class meeting. **Assignment 1: First 10 student bios due**
3	Feb 8	Essential Skill: Creating quality assignments. How to make creative and meaningful projects/work/investigations for your students. **Assignment 1: Second 10 student bios due** **Assignment 2: Submit résumés in Hire-a-Shocker for WSU Education Interview Day**[1] (www.wichita.edu/career) **Hand in printed confirmation**
	Feb 10	**Whole Group Seminar 1:** Licensure, STEPS & Required Performance Assessment. **Attendance Required**. 4:30-6:15 pm. Hubbard Hall Room 208
4	Feb 15	Special Guest on District Curriculum vision—Mark Nickel **Assignment 1: Third 10 student bios due**
	Feb 19	Mentor Teacher submits **Field Experience Disposition Rubric** in STEPS. Log into STEPS to see feedback.
5	Feb 22	Essential Skill: Revising quality assignments. Compare and give advice on projects, activities, investigations made for students. **Assignment 1: Bring 22 copies of assignment to be given** (step 1 of the assignment analysis project) **Assignment 2: Fourth 10 student bios due**
6	Feb 29	Essential Skill: How to teach students to interpret data **Assignment 1: Fifth 10 student bios due**
	Feb 29	**WSU Education Interview Day** (8:30 am -4:00 pm) at the Metroplex (29th & Oliver).
7	Mar 7	Essential Skill: Analyzing assessment data Additional Skill: Learning from student performance **Assignment 1: Bring results from assignment** (step 2 of assignment analysis project) **Assignment 2: Sixth 10 student bios due**
	Mar 11	Mentor Teacher and University Supervisor submit **Midterm Student Teaching Evaluation** in STEPS. Log into STEPS to see feedback.
8	Mar 14	Spring Break, No Class.
9	Mar 21	Essential Skill: Using visual media to teach skills instead of illustrating content. **Assignment 1: Bring assignment analysis write-up** (step 3 of assignment analysis project) **Assignment 2: Seventh 10 student bios due**
10	Mar 28	Essential Skill: Being an ethical teacher Reading: NEA Code of Ethics (Bb and

[1] Don't spell it that way when you submit it—just use "resume"—but do know that the spelling above is the correct spelling of the word.

Week	Date	Topics, Readings, Assignments, Deadlines
		http://www.nea.org/home/30442.htm) **Assignment 1: Eighth 10 student bios due**
	Apr 3	**Kansas Performance Teaching Portfolio (KPTP) Due**
11	Apr 4	Essential Skill: Being a good teacher: Gaining and maintaining self-efficacy/fighting occupational socialization. **Assignment 1: Ninth 10 student bios due**
12	Apr 11	American Educational Research Association (AERA) meeting, no class
	Apr 12	**Whole Group Seminar 2: Meet with Kansas Teacher of the Year Teacher Team**. 3-4:30 Metroplex (29th & Oliver), Sudermann Room 132. **Attendance Required**. Info about the team/process for Teacher of the Year: http://www.ksde.org/Agency/FiscalandAdministrativeServices/CommunicationsandRecognitionPrograms/KansasTeacheroftheYearAwards.aspx
13	Apr 18	Essential Skill: Question Everything Correlative: Learn more, use your expanding knowledge to benefit students **Assignment 1: Come to class with a new perspective on something you thought you knew (1-2 page explanation, with references)** **Assignment 2: Tenth 10 student bios due**
14	Apr 25	Essential Skill: Awareness of Self-Defeating Attitudes Correlative: Rejection of Social Demoralization Reading: Charles M. Payne. *So Much Reform, So Little Change*. Chapters 2, 7 (Bb). **Assignment 1: Eleventh 10 student bios due**
15	May 2	Special Guests: Advice on first year of teaching from some first-year teachers. **Assignment 1: Twelfth[2] 10 student bios due**
	May 5	Mentor teacher and supervisor complete **Final Student Teaching Evaluation** in STEPS. Supervisor completes **Classroom Observation Form—History/Government** in STEPS. Again, log into STEPS to view feedback.
Final Exam	May 9 5:40-7:30 pm	**Semester Review Due**

[2] Late 14th century, also spelled *twelfte*, from Old English *twelfta*. Weird word.

College of Education
Course Syllabus
CI 455M, Instructional Strategies, Assessment and Management (ISAM): Mathematics Methods II (2)
Spring 2016

Instructor:	Dr. Brenna Haines
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center 120
Telephone:	316-978-6873
Email:	Brenna.haines@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Tuesdays 10:30 – 12:30 pm, Wednesdays 11:00 – 12:00, and by appointment
Classroom; Days/Time:	Corbin Education Center 155, Tuesdays 4:30 – 6:20 pm.
Prerequisites:	Grades of B- or better in CI 412M/413M courses and CI 454M; must also receive satisfactory or better rankings in all final observation and disposition evaluation forms by university supervisor/faculty member.
Corequisite:	Appropriate student teaching practicum (CI 461M or CI 471M.

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Engages middle/secondary level candidates in reflective experience emerging from student teaching experience, particularly issues surrounding management and motivation. Emphasizes mastery of content-specific concepts and skills related to classroom instruction, assessment, management, and differentiation for middle and secondary level students. Course integrates appropriate educational technology tools and instructional strategies for culturally, developmentally, and linguistically diverse students.

Prerequisites: grades of B- or better in CI 412M/413M courses and CI 454Mp must also receive satisfactory or better rankings in all final observation and disposition evaluation forms by university supervisor/faculty member.

Co-requisite: appropriate pre student teaching practicum (CI 461M or CI 471M).

Definition of a Credit Hour
A "credit hour" is a measure of graduate or undergraduate academic work represented in learning outcomes and verified by evidence of student achievement that reasonably approximates one hour of classroom instruction and a minimum of two hours of out-of-class student work for each week (15 weeks/semester). For this **two-credit-hour course**, you should plan to engage in **two hours of class** and **four hours of out-of-class work *each week***.

Measurable Student Learning Outcomes

Course Outcomes	Related Assessment	Guiding Principle from Unit Conceptual Framework	WSU Program Goals and KSDE Professional Education Standards	KSDE Content Program Standards: Math 5-8 Math 6-12
The educator values continuous learning and reflects on professional experiences.	KPTP Class Participation Reading Reflections	PR	Standards 1-13	Math 5-8: 1-4 Math 6-12: 1-4
The educator understands human development and promotes the ideals of human diversity in all its forms.	KPTP Class Participation Reading Reflections	HDD	Standards 1-13	Math 5-8: 1-4 Math 6-12: 1-4
The educator applies current theory to connect teaching and assessment.	KPTP Class Participation Reading Reflections	CTA	Standards 1-13	Math 5-8: 1-4 Math 6-12: 1-4
The educator uses technology to enhance planning, instruction, assessment, and professional development.	KPTP Class Participation Reading Reflections	T	Standards 1-13	Math 5-8: 1-4 Math 6-12: 1-4
The educator is knowledgeable about content and pedagogy and their alignment with standards.	KPTP Class Participation Reading Reflections	CKS	Standards 1-13	Math 5-8: 1-4 Math 6-12: 1-4
The educator works collaboratively with colleagues, parents, and the community to reach mutual goals and promote maximum learning.	KPTP Class Participation Reading Reflections	C	Standards 1-13	Math 5-8: 1-4 Math 6-12: 1-4

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)

Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook

Brahier, D. J. (2013). Teaching Secondary and Middle School Mathematics (4th ed.). Upper Saddle River, NJ: Pearson.

National Council of Teachers of Mathematics. (2000). Principles and standards for school mathematics. Reston, VA. (available at http://standards.nctm.org/).

Common Core State Standards (CCSS) **(available at http://www.corestandards.org/).**
Kansas State Common Core Standards for Mathematics (available at http://community.ksde.org/Default.aspx?tabid=5276).

Other Readings
Other readings that include excerpts from books and articles will be placed on Blackboard.

Technology Expectations:
The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Other Equipment/Materials
Online Requirement**:** Throughout this course, you will use our Blackboard course site to retrieve course assignments, documents, and readings. You will use DropBox to submit work and provide/receive feedback. Any work posted/submitted after the deadline (date and time) will be considered "late" and penalized accordingly (see Policy on Late Work).

Naming conventions for files submitted electronically***:*** Create a file name for your document that contains, in this order: *your last name and the title of the assignment* as it is named in the course syllabus—or an abbreviation of the title (e.g., Haines_FirstReflection).

If at any point you have trouble submitting your work please e-mail your work to me to show that you have submitted it on time. You can then continue attempting to post after the deadline. When submitting work to me via WSU email, you should do the following:

1. Create an email addressed to me: brenna.haines@wichita.edu
2. In the subject line of your e-mail, include the title of the assignment as it is named in the course syllabus.
3. Write a brief, professional message explaining the reason for your e-mail submission.
4. Attach a Word file (.doc or .docx).
5. Sign your name to the email, and send.

I will reply confirming receipt of your assignment within 24 hours Mon.-Fri. If I am having trouble accessing it, I will also let you know so that we can work together to resolve the issue.

Class Protocol
You are expected to be prepared and to participate appropriately in class. Failure to do so (e.g., off-task talking or working, non-emergency cell phone or other inappropriate electronic gadget use, insulting other class members, persistently arriving unprepared to class, etc.) will be counted as an absence and could eventually result in your removal from this class.

Attendance Policy: Because much of your learning (and my assessment of your learning) will depend on our in-class activities, you must attend class on a regular basis to receive credit for the course. Please note the reading responses/participation grade you will earn under "Course Requirements and Evaluation." I expect you to engage fully in this class and to conduct yourself as a professional-in-training.

If you miss three class meetings, your final course grade will be lowered by one letter. If you miss four class meetings, your final course grade will be lowered by two letters, which, in effect, lowers your grade to a maximum of "C," which prevents you from being recommended for licensure.

If you miss more than four classes, you will fail the course. There is no distinguishing between "excused" and "unexcused" absences, except for extreme situations, so please factor in travel plans, holidays, and other obligations. Let me be absolutely clear here: you cannot pass this course if you miss more than four (4) class meetings, regardless of the reason for your absence, and you cannot be recommended for licensure if you miss more than three (3) class meetings.

Arriving late to class and leaving early will also result in consequences that will affect your grade. Three tardies equal one absence. If you miss 20 minutes of class at any point during the class meeting times, you will be counted absent—keep in mind, you can still remain in class to participate and receive credit for work completed after your arrival and/or before your departure. If you find you have to be absent or tardy, I expect you that you will act in a professional manner and inform me as soon as possible regarding your absence or delay.

Please note: If you are absent, you are still responsible for material covered in class, and for coming to the next class adequately prepared. Get to know your fellow students, exchange phone numbers and e-mails, and create a supportive network so that if you are absent, you can keep up to speed with the course.

Teacher Education Candidate Conduct Expectations:
Teacher education candidates (TECs) in a teacher education program participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. TECs should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, teacher education candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and cooperating teachers, may receive a failing grade and/or face possible removal from the field experience. For a more complete description of expectations and procedures for dismissal from field experiences see related documents in the Teacher Education Application Packet.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

Please note:

- A grade of at least "B-" is required for recommendation for licensure.
- You must complete every assignment in order to pass this class.

Points/percentages, as instructor chooses	**Letter grade**	**Grade Points**	**Interpretation**
92.0 – 100%	A	4.00	*The A range denotes excellent performance.*
90.0 – 91.9%	A-	3.70	
88.0 – 89.9%	B+	3.30	
82.0 – 87.9%	B	3.00	*The B range denotes good performance.*

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78.0 – 79.9%	C+	2.30	
72.0 – 77.9%	C	2.00	*The C range denotes satisfactory performance.*
70.0 – 71.9%	C-	1.70	
68.0 – 69.9%	D+	1.30	
62.0 – 67.9%	D	1.00	*The D range denotes unsatisfactory performance.*
60.0 – 61.9%	D-	0.70	
0 – 59.9%	F	0.00	*F denotes failing performance.*

Assignments

Assignment	Point Value	Weight
In Class Discussion/Participation		
in Critical Friends Sessions	40 points	40%
Reflection Journal	30 points (15 midterm)	30%
Case Study Analysis	10 points	10%
Formal Assessment Analysis	10 points	10%
Student Work Analysis	10 points	10%
Kansas Performance Teaching Portfolio	(required for licensure, not points)	
TOTAL POINTS FOR SEMESTER	100 points	100%

Kansas Performance Teaching Portfolio (KPTP)

For this assignment, you will analyze your impact on student learning by describing and reflecting on a unit you teach during student teaching. You should receive very little assistance (if any) from me and your cooperating teacher this semester, as this is a true assessment of your content and pedagogical knowledge, without guidance or direction from peers and mentors. This is one of the required licensure assessments. You will learn more about submitting your KPTP at the first Whole Group Seminar, but don't wait until then to get started. I have recommended benchmarks in the course calendar to help keep you on track. You will submit your KPTP by **Sunday, April 3, 2016.**

In-Class Responses & Participation

During most class meetings, you will have the opportunity to interact with me and your classmates—in small groups and as whole class—about the readings and your field experience. Preparing effectively for these interactions means that you have completed the assigned readings (along with any assigned reading response), and you are ready to discuss your reactions to the texts and your teaching experiences.

Please demonstrate your professionalism by bringing the appropriate text(s) or articles to class and being prepared to acknowledge ideas that strike you as useful to your future teaching, ask critical questions, and *engage* in the dialogue. These points cannot be made up if you are absent, tardy, or unprepared. Below are the criteria by which I will assess your in-class responses and participation (notice that most criteria are tied specifically to the ***Teacher Education Professionalism/Dispositions Rubric*** required for licensure):

- Demonstrates obvious reading completion (texts accessible, annotated, and referenced during discussion; written response thoughtfully completed)
- Communicates with a problem-solving attitude, asking for clarification, checking understanding of the other position before stating and justifying an alternative position
- Explains connections between personal opinions and/or judgments through behavioral observation, established theories, research literature, and/or course content

- Consistently contributes in ways that support whole-class and small-group members and extend the group's work
- Attends class regularly, arrives on time to class, is attentive and well-prepared; does not leave early
- Demonstrates an eagerness for the information presented in classes as well as for the learning process

Reflection Journal
Throughout the semester, you will compose a student teaching journal that connects your experience in the field to your professional reading/inquiry. Specific writing prompts and ideas will be given. Journaling will encourage you to think critically about and evaluate your experiences during student teaching as well as your professional development. This journal will be graded for progress at midterm and for completion during the week of final exams. Please review the assignment sheet for further details.

Revision Policy: With my permission, you may have the opportunity to revise assignments within one week of your grade being posted for that assignment. The grade for your revised draft will be averaged with your grade for your original draft. If your original work was submitted late, those points will also be deducted from your revised work. Please note that this is a courtesy that I extend to you. If your original submission is incomplete, does not meet the assignment criteria, or shows minimal effort, you will not be allowed the option of resubmitting a revision for an averaged grade.

Licensure Assessments:
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One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

- *Kansas Performance Teaching Portfolio (KPTP).*
- *Teacher Education Professionalism/Classroom Dispositions Rubric* with all criteria marked at "acceptable" or higher (rubric available at the end of this syllabus)

Late Assignments
A key component of professionalism is punctuality with regard not only to attendance but to assignment due dates. All final drafts of assignments will be penalized one letter grade for every day they are late. Work is considered late if it is not submitted by the date *and time* specified on the assignment sheet. Permission to turn in an assignment late and without penalty will be given rarely and only as a result of a conference with me (and never on the day the assignment is due). Because you must turn in all assignments in order to pass this course, you must turn in a project even though it is late and may receive an F. Drafts, in-class work, and smaller tasks will not be accepted for credit. You may, however, submit these late assignments at my discretion for feedback as you work toward your final draft.
Missed Assignments and Exams

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WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Other

Teacher Education Professional/Classroom Disposition Rubric
Below are the criteria that the course instructor will be asked to rate in Student Tracking Evaluation Portfolio System (STEPS) at the conclusion of the course experience as feedback on the attitudes the candidate displays.

Trait	Level of Performance		
	Unacceptable (Rating score = 1)	Acceptable (Rating score = 2)	Target (Rating score = 3)
RESPECT Recognizes and respects multiple perspectives (verbally and nonverbally) (dc)	Communicates disagreement/ disapproval of others and/or their statements; does not provide an alternative solution	Communicates disagreement/ disapproval of others' statements, states an alternative position, and provides justification for that position	Communicates with a problem-solving attitude, asking for clarification, checking understanding of the other position before stating and justifying an alternative position
JUSTIFICATION Justifies and supports statements (Communicates specific observable behaviors, established theories, and/or literature to support conclusions and/or personal opinions rather than stating judgments) (df)	Provides limited or no justification or support for personal opinions and/or judgments	Bases personal opinions and/or judgments in behavioral observations, established theories, research literature, and/or specific course content	Explains connections between personal opinions and/or judgments through behavioral observation, established theories, research literature, and/or course content
PARTICIPATION Participates in activities and discussions (dc)	Seldom makes contributions or participates in class activities or discussions	Often makes verbal and/or nonverbal contributions related to activity/discussion	Consistently contributes in ways that support group members and extend the group's work
ATTENDANCE Attends class and pays attention in class (dc)	Attends class irregularly, consistently arrives late, is inattentive in class, leaves early.	Attends class regularly, arrives on time, is attentive in class, does not leave early.	Attends class regularly, arrives on time to class, is attentive and well-prepared, does not leave early.
COMMITMENT Values both the learning process and the information garnered in the process (dl)	Shows neither positive nor negative attitude toward information or expresses disdain for information presented in course work and for the learning process	Makes statements that reflect a sense of value in the material covered in education courses and for the learning process	Demonstrates an eagerness for the information presented in classes as well as for the learning process

The **standard of performance** defined by the Professional Education Program Committee for this assessment is all ratings of Acceptable or higher.

Tentative Schedule

Date	Reading and Assignments Due & In-Class Experiences	KPTP Pacing *Suggestions*
1-19	*Course Overview* • Course goals, expectations • Discuss assignments: In class discussions, Reflections, KPTP Suggestions, Critical Friends • Discuss student teaching schedule, expectations • If time, practice Critical Friends as whole group ☐ Submit your **Student Teaching Schedule** via DropBox by **Jan. 26.** Please entitle your document "Student Teaching Schedule".	**Review KPTP document**. Working backward from the due date and with your own knowledge of your schedule this semester, create *your own* timeline for completion. With CT's help, choose focus class for KPTP. Remember to select a diverse class that features a range of identities and abilities.
1-26	*Preparing for the Job Search* Asking for letters of recommendation: Tips and Reminders Resume Tips Critical Friends Session Classroom visit: Recent student teaching "grads" KPTP Contextual Factor Info/Feedback sheet Begin work on KPTP Bring 2 hard copies of **Student Teaching Schedule** to class.	**Invention: Task 1** Contextual Information & Learning Environment Factors (CILEF) • Ask your CT for access to resources that will help you analyze your students' needs.
2-2	*Preparing for Interviews* ☐ **Read** Anthony & Coghill-Behrends: "Finding Teaching Jobs" (on Blackboard) ☐ **Review** the Kansas Education Employment Board (KEEB): http://www.kansasteachingjobs.com Visit from 259 Math Curriculum Coordinators (Topic: Common Myths and Fact-Checking) Discuss the Reading (if time) Critical Friends Session Work on KPTP *Discuss Assessment Assignment* ☐ **Optional Read** Brahier: Ch. 11 "Principles of Assessment Practices"	**Invention: Task 2** Designing Instruction • Visit with your CT regarding what unit you will teach for your KPTP—and *when*. Shoot for finishing teaching your KPTP unit (not teaching altogether) no later than week of **March 6-11 (a week before spring break).** **Drafting: Task 1** (CILEF)

Date	Reading and Assignments Due & In-Class Experiences	KPTP Pacing *Suggestions*
2-9	**No Class** Work on KPTP Attend Seminar on the 10th	**Drafting**: **Task 2** Designing Instruction • Begin designing instruction; make note of the templates provided in the KPTP document. *Use* them now, rather than going back to them later. • Create and use your Communication Log, described in Task 4. **Polishing**: **Task 1** (CILEF)
2-10	*Resume uploaded to Handshake by 4pm for WSU Education Interview Day. For more information, go to www.wichita.edu/career.* *Schedule opens on 2-14 at 4pm! Must have an approved resume in Handshake before you can sign up.*	
2-10 (Wed.)	☐ **Attend the Whole Group Seminar 4:30-6:15 p.m.** Hubbard Hall Room 208. Topics: Licensure, STEPS, and KPTP submission. **Your attendance is mandatory.**	
2-16	*Instruction Design and Lesson Planning* ☐ **Read** Jackson "Never Work Harder Than Your Students" In Class Discussion of Reading Critical Friends Session Work on KPTP **Assessment Assignment DUE**	**Drafting**: **Task 2** Designing Instruction • Continue designing instruction using the templates provided in the KPTP document. • Document your communication in your log, described in Task 4. • Make plans for video-recording your lessons, as described in Task 3. Ask an experienced teacher or administrator to observe you!
2-19 (Fri.)	Cooperating Teacher(s) submit **Field Experience Disposition Rubric** in STEPS. Log into STEPS and view your feedback.	
2-23	*Preparing for the Job Search* **Job Search Panel (administrators and HR Reps)** ☐ Come prepared with 1-2 questions for panel Critical Friends Session	**Drafting: Task 3** Teaching and Learning • Record your daily teaching reflections as you go. Record your teaching twice.
2-29 (Mon.)	**WSU Education Interview Day** (8:30-3:00) at the Metroplex (29th & Oliver). For more information, go to www.wichita.edu/career.	
3-1	**Early Dismissal at 5:15pm (Math Ed Advisory Council Meeting)** Critical Friends Session Reminders/Course Schedule updates (as needed) Stay to work on KPTP on your own	

Date	Reading and Assignments Due & In-Class Experiences	KPTP Pacing *Suggestions*
3-8	*Questioning and Discourse: Silence is Golden!* ☐ **Read** Wilburne (2008): Motivating Every Student Through Effective Questioning **MidTerm Journal DUE** Work on KPTP Critical Friends Session Obtain Case Study document from Dr. Haines	**Finish teaching KPTP unit and Task 3.** • Record your daily teaching reflections as you go. • Record your teaching twice. **Drafting: Task 4** Reflection and Professionalism • Make plans to view and analyze your teaching videos.
3-11 (Fri.)	Your CT and US will complete your **Midterm Student Teaching Evaluation** in STEPS. Log into STEPS and view your feedback.	
3-15	No class meeting. Spring Break.	**Polishing: Task 4** Reflection and Professionalism
3-22	*Being the Guide on the Side: Control in the Classroom* ☐ **Read** Marks (2009): Students' Ownership and Relinquishing Control Discuss Reading **Case Study Assignment DUE (Discuss if time)** Critical Friends Session Work on KPTP	**Edit and polish** your KPTP document, including appendices and works cited.
3-29	☐ **Work on KPTP final edits (**Ask a fellow student to proof-read a section) Critical Friends Session	**Submit** on or before the deadline.
4-3	**Kansas Performance Teaching Portfolio (KPTP) Due (Submit Online by 11:59pm)**	
4-5	*Things I Didn't Learn in My Methods Class* ☐ **Read** Thomas (2008) and Meyer (2008) in "Empowering The Beginning Teacher of Mathematics" Discuss the reading Bring Student Work Samples to Class to Examine Critical Friends Session	
4-12 (Tues.)	**Meet with Kansas Teacher of the Year** Teacher Team – 3:00-4:30 WSU Metroplex (29th & Oliver), Sudermann Room 132. ***Your attendance is mandatory*. You may need to leave your placement early this day.** This year's winner is a high school Mathematics teacher! Here's more info about KTOY: http://www.ksde.org/Agency/FiscalandAdministrativeServices/CommunicationsandRecognitionPrograms/KansasTeacheroftheYearAwards.aspx	

Date	Reading and Assignments Due & In-Class Experiences	KPTP Pacing *Suggestions*
4-19	*Striking a Balane: New Math Teacher Panel* ☐ **Prepare** at least 1-2 questions for the panel. **New Teacher Panel (advice for new teachers)** **Student Work Analysis Assignment DUE** Critical Friends Session	
4-26	*Teaching to Achieve Transfer and Abstract Mathematical Thinking* ☐ **Read** Willingham (2009): Why Don't Kids Like School: Chapter 4 Discuss the Reading Critical Friends Session (Acquire hard or electronic copy of Mathematics *Journal* from Dr. Haines on or before this date. Readings for next week will come from this professional journal.)	
5-3	*Joining the Professional Conversation* ☐ **Read** selected *Mathematics Journal* articles provided by Dr. Haines ☐ Review websites for these professional organizations, and come to class with at least one observation or question: o National Council of Teachers of Mathematics (NCTM): http://www.nctm.org o Kansas Association of Teachers of Mathematics (KATM): http://community.ksde.org/Default.aspx?tabid=5255 o Learning Forward Kansas: http://learningforwardkansas.org/ (free membership for student teachers, first year teachers) JOIN! Discuss journal articles Critical Friends Session **Final ST Reflection Journal DUE**	
5-5	Your CT and supervisor will complete your **Final Student Teaching Evaluation** in STEPS. In addition, your supervisor will complete your **Classroom Observation Form** in STEPS. Log into STEPS to view your feedback.	
5-10	**Final Exam Time: 5:40-7:30** – Save this time in your schedule, in the event we need to adjust the calendar and move some activities to this date.	

College of Education
Course Syllabus
CI 455S, Instructional Strategies, Assessment and Management:
Middle/Secondary Level Science Methods II
Spring 2016

Instructor:	Daniel Bergman, Ph.D.
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center 117
Telephone:	316-978-6387 office, 316-558-0189 cell
Email:	Daniel.bergman@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Mondays 2:00 – 3:00 pm, Thursdays, 2:30 – 3:30 pm,; other times by appointment
Classroom; Days/Time:	Corbin Education Center 162, Mondays 5:30 – 7:20 pm
Prerequisites:	Grades of B- or better in CI 412S/413S courses and CI 454S; must also receive satisfactory or better rankings in all final observation and disposition evaluation forms by university supervisor/faculty member.
Corequisite:	Appropriate student teaching practicum (CI 461S or CI 471S)

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Engages middle/secondary level candidates in reflective experience emerging from the student teaching experience, particularly issues surrounding management and motivation. Emphasizes mastery of content-specific concepts and skills related to classroom instruction, assessment, management, and differentiation for middle and secondary level students. Course integrates appropriate educational technology tools and instructional strategies for culturally, developmentally, and linguistically diverse students. Prerequisites: grades of B- or better in CI 412S/413S courses and CI 454S; must also receive satisfactory or better rankings in all final observation and disposition evaluation forms by university supervisor/faculty member. Corequisite: appropriate student teaching practicum (CI 461S or 471S).

Definition of a Credit Hour
The expected workload for successful completion of this 2-credit hour course is an average of 100 minutes of direct faculty instruction and 4 hours of out-of-class student work each week, which includes research, reading, discussion board participation, and other written work.

Measurable Student Learning Outcomes

The candidate will . . .	**Related Assessment**	**Guiding Principles from the Unit Conceptual Framework (PR, HDD, CTA, T, CKS, C)**	**KSDE Program Standards**
Behave as a reflective professional.	Participation Research-Based Framework Interview/Defense Self-Evaluation Portfolio/Resource File	PR, CTA	S9-K1, S13-K4 All Science Standards
Teach appropriately for human development and human diversity.	Participation Research-Based Framework Interview/Defense Portfolio/Resource File	HDD, CKS	S2-K3, S3-K2-3-5, S5-K5, S6-K1-2 All Science Standards
Connect teaching experiences with assessment/evaluation.	Participation Research-Based Framework Interview/Defense Self-Evaluation Portfolio/Resource File	HDD, CTA, T, CKS	S3-K1, S4-K3, S5-K1, S7-K4, S8-K1-2 All Science Standards
Use materials (equipment, technology, media, etc.) to enrich learning opportunities, enhance professional development, and facilitate professional productivity.	Participation Research-Based Framework Interview/Defense Self-Evaluation Portfolio/Resource File	PR, T	S12-K1-2-3 All Science Standards
Demonstrate proficient understanding of both content and pedagogy and align both with standards.	Participation Research-Based Framework Interview/Defense Portfolio/Resource File KATS Kamp	HDD, CTA, CKS	S1-K1, S2-K1, S4-K2-4, S5-K3-4-6, S6-K 3-4, S7-K1-2-3, S8-K3, S11-K1-2-3-4 All Science Standards
Collaborate with school personnel and community members to promote maximum learning.	Participation Research-Based Framework Interview/Defense Portfolio/Resource File KATS Kamp	C	S10-K1, S10-K2 All Science Standards

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)

Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook

National Research Council. (2012). *A framework for K-12 science education: practices, crosscutting concepts, and core ideas.* Washington, DC: National Academy Press. Available at http://www.nap.edu/catalog.php?record_id=13165.

Student Membership in Kansas Association of Teachers of Science (KATS)
Join when you register to attend KATS Kamp (more info at http://kats.org/kats-kamp/).
- Additional information will be given in class about pre-service teacher scholarships and registration

Other Readings

- In addition to in-class examples and modeling, multiple articles, activities, and resources will be shared throughout the semester.

- Candidates will also locate, share, and save additional resources via the **NSTA Learning Center,** accessible at http://learningcenter.nsta.org.

Technology Expectations:

Candidates are expected be familiar with standard technology tools (e.g. Microsoft Office—Word, PowerPoint, Excel; Internet; Email; Blackboard). All formal written materials must be typed/word-processed. Document (e.g. library) and online research are BOTH required for formal written assignments. Emails will be answered in a timely manner during the workweek.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Class Protocol

Please use **professional judgment** regarding use of any electronic devices (laptop, cell phone, music, tablet, etc.) during class.

Teacher Education Candidate Conduct Expectations:

Teacher education candidates (TECs) in a teacher education program participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. TECs should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, teacher education candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and cooperating teachers, may receive a failing grade and/or face possible removal from the field experience. For a more complete description of expectations and procedures for dismissal from field experiences see related documents in the Teacher Education Application Packet.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

Percentage Ranges	Letter Grade	Grade Points	Interpretation
94-100%	A	4.00	*The A range denotes **excellent** performance.*
90-93%	A-	3.67	
87-89%	B+	3.33	
84-86%	B	3.00	*The B range denotes **good** performance.*
80-83%	B-	2.67	
77-79%	C+	2.33	
74-76%	C	2.00	*The C range denotes **mediocre** performance.*
70-73%	C-	1.67	
67-69%	D+	1.33	
64-66%	D	1.00	*The D range denotes **unsatisfactory** performance.*
60-63%	D-	0.67	
Below 60%	F	0.00	*F denotes **failing** performance.*

The following descriptions are used to evaluate quality of work:

Grade of A-, A (90-100)**:** "A" level work exudes "excellence". Excellence is demonstrated through completeness, reason, reflection, a high level of critical thinking, creativity, original thought and application of knowledge, readings, experiences, class discussions, and theory beyond what would be expected. This is a **WOW** assignment.

Grade of B-, B, B+ (80-89)**:** "B" level work shows a clear understanding of concepts/topics/processes and is well-organized, clear, concise and complete. Originality of thought, reflection, and creativity are evident although not to the extent found in "A" work. Application of prior knowledge, experiences, readings, and theory is evident. This is a **GOOD** assignment.

Grade of C or C+ (74-79)**:** "C or C+" level work shows a completed assignment with minimal critical thinking. Little original thought, reflection or application of knowledge, experience, readings, or theory is evident. Creativity is lacking. This work demonstrates a very basic understanding of the course concepts/topics/processes. This is a **MEDIOCRE** assignment.

Grade of D+, D, D- or C- (60-73)**:** "D or C-" level work demonstrates a lack of understanding of the theories and concepts/topics/processes addressed in class and in the coursework. Minimal or no effort is observable. No original thought or application of knowledge is demonstrated. Oral or written communication skills are poor, and the work may be incomplete. This is an **UNACCEPTABLE** assignment.

Grade of F (below 60)**:** "F" quality work is not expected in this course.

Relative Significance of Each Assignment:

Class Attendance/Participation and Online Reflections/Discussions (10%)
Attendance at KATS Kamp Science Education Conference (10%)
Professional Presentation—KATS Kamp and/or WSU URCAF (10%)
10 Hours (Minimum) of Science Education Outreach (10%)
Lesson Recording/Teaching Self-Evaluation (15%)
Research-Based Framework for Teaching Science—Revised Written Paper (15%)
Professional Portfolio/Resource File (20%) and Class Presentation (10%)

Please note: Students must earn grade of B- or better in CI 455S—Science Methods II and CI 461/471S—Student Teaching for successful program completion.

Assignments

1. Class Attendance and Participation (10%)**:** This class is an important experience in your development as a professional teacher. Your participation in the activities and discussions in the course as well as the completion of regular homework assignments are critical to your success. If you miss **three** class meetings, your final course grade will be lowered by **one letter**. If you miss **four** class meetings, your final course grade will be lowered by **two** letters, which, in effect, lowers your grade to a maximum of "C," which prevents you from successfully completing this teacher preparation program.

   Every absence will be detrimental to your final grade, and more importantly, your development and learning as a future teacher. Likewise, arriving late to class and leaving early will also result in consequences that will affect your grade. If you arrive after roll has been taken or if you depart before class is dismissed, you are tardy. If you miss 30 minutes of class at any point during the class meeting times, you will be counted absent—keep in mind, you can still remain in class to participate and receive credit for work completed after your arrival and/or before your departure. If you can't make it to class on time *throughout the semester*, please reconsider taking this course. **If you find you have to be absent or tardy, I expect you that you will act in a professional manner and inform me as soon as possible regarding your absence or delay.**
   Extensive readings and topics concerning science education will be regularly assigned. You are expected to enthusiastically contemplate and discuss the ideas addressed in and out of class. You are also expected to **respectfully** consider alternate interpretations, knowing that **not all** opinions carry equal weight. Take notes, ask questions, think, consider what others contribute, and behave like a professional teacher. Because this course is directed at preparing effective science teachers, you must be actively engaged—mentally, verbally, and physically—in class discussions and activities. I understand that some students are shy, quiet, or simply do not like engaging in public discourse. However, your enrollment in this course means you have chosen to become a science teacher, a career that demands you engage in extensive public dialogue.
   In addition to class meetings, some weeks may feature written reflections and responses via **Blackboard Discussion Board** ("Discussions"). On these designated weeks (TBA), your discussion board entries should include 1) your initial post using appropriate resources by or before 10:00 p.m. on Friday and 2) at least one response to a classmate by 10:00 p.m. Sunday.* Concentrate on insights that will enable you to successfully complete the student outcomes of CI 455S-Methods II and CI 461/471S-Student Teaching. Your primary concern is reflective thought—connecting your experiences, readings, and discussions to your educational GOALS for students and credible research you will learn about teaching and learning. Use these moments of reflection to refine your Research-Based Framework (RBF) for teaching science. **Where do you see applications or implications of the RBF—goals for students; student actions; teacher behaviors and interactions; content, materials, activities; and research on how students learn?** Are there themes that occur in your written work? If so, are they positive or negative? What actions might you take based on these themes?
   A word of advice: Copy and paste your writings (and references) to a separate file(s) to give you a "head start" for revising your RBF paper, as well as maintain a record of your work.
   *Please note: Students who complete the bare minimum of required discussion board posts may be able to demonstrate "good" or "mediocre" achievement in participation; students who **"go above and beyond"**

and provide additional responses and resources beyond minimum requirements are more likely to show "excellent" achievement.

2. Attendance at KATS Kamp Science Education Conference (10%): You are required to attend **at least 5 sessions** or **ONE full day** (Friday or Saturday) at the Kansas Association of Teachers of Science (KATS) Kamp Science Education Conference at the Rock Springs 4-H Camp near Junction City/Manhattan, KS; April 14-16, 2016 (more info at http://kats.org/kats-kamp/). Scholarships are available to pay for part of your registration fees. Scholarships applications WITH registrations are due by/before March 1, 2016.

   You will also complete a short log sheet recording your session attendance and participation. *[If you are unable to attend one day at KATS Kamp, you can submit a 10-page research paper summarizing the merits and benefits of science teachers networking and maintaining ongoing development through professional organizations and conferences. This paper is due to daniel.bergman@wichita.edu on or before 10:00 p.m., Sunday, April 10, and must include credible* ***references*** *and appropriate citations, in addition to 10 pages.]*

3. Professional Presentation(s) (10%): I want each of you to not only become exceptional science teachers, but also science teacher LEADERS. Leadership requires action and contribution outside of the classroom, sharing your experiences and ideas with other educators.

   You have two options for completing the minimum requirement for the professional presentation, and you can do both, if you desire.

   a. *KATS KAMP* Science Conference—Rock Springs 4-H Camp, near Junction City, KS; Friday and/or Saturday, April 15-16 2016
      i. http://kats.org/kats-kamp/
      ii. Proposals due (with registration and scholarship application by/before March 1)
      iii. Topics could include an example activity, lesson, or strategies used in the classroom
      iv. You can co-present with another student teacher or your mentor teacher
      v. You must give a "preview" of your session during CI 455S class, April 11, 2016

   b. WSU URCAF (Undergraduate Research and Creative Activity Forum)—WSU Metroplex, 29th/Oliver; Tuesday, April 5, 2016
      i. http://www.wichita.edu/thisis/home/?u=urcaf
      ii. Abstracts due by/before Tuesday, March 29, 2016
      iii. Topic should involve action research related to KPTP data collected (pre/post)
      iv. You can co-present with another student teacher
      v. You must give a "preview" of your session during CI 455S class, April 4, 2016

   You MUST do one of these options, and you can do both. Each counts as 5 hours toward your Science Education Outreach assignment (#4 below).

4. Science Education Outreach (10%): Science education does not occur in the classroom alone. You will participate in 10 hours (minimum) of an "informal" science education event and complete a log sheet to document your experiences and reflection (due with Professional Portfolio).

   These events must be approved by Dr. Bergman a minimum of 24 hours in advance. In addition to your Presentation requirement (#3 above), which counts for 5 hours, you can participate in one or more of the following opportunities/events to reach your 10-hour minimum:

   a. Fairmount Center for Science and Mathematics Education (FCSME), WSU; Numerous opportunities for school/related science education presentations http://webs.wichita.edu/facsme/
   b. Lego Mindstorms, at WSU; Saturday, February 27, 2016*; http://webs.wichita.edu/?u=MINDSTORMS&p=/challenge/2016/2016_VolunteerSignUp/

**Judges Training, Saturday, February 6, 2016*

c. Kansas State Science and Engineering Fair, at Butler Community College in El Dorado; Friday, April 1, 2016; http://sylmicro.com/kssef/
   New Judges can apply/login at http://kssef.sfiab.com/user_new.php?type=judge
d. *Kansas Science Olympiad*—State Tournament at WSU; Saturday, April 2, 2016; http://webs.wichita.edu/scienceolympiad/
e. *Kansas Junior Academy of Science*—State Meeting at WSU; Friday, May 6, 2016; http://webs.wichita.edu/kjas/
f. Exploration Place, Wichita (contact Traci Kallhoff at traci.kallhoff@exploration.org
g. Great Plains Nature Center, Wichita
h. Sedgwick County Zoo, Wichita
i. Kansas Cosmosphere, Hutchinson
j. More opportunities to come!

5. Recording and Self-Evaluation of Classroom Teaching (15%): You should arrange to video-record your teaching of an entire class session in your student teaching. After viewing/listening to your recording, write a critical analysis for this lesson and your teaching. This must be a thorough quantitative and qualitative assessment of your teaching, using the SATIC sheet to support your evaluation.

   You will present a brief overview of your self-evaluation to at least one other student teacher during the CI 455S class meeting when it is due (March 7, 2016). Consider your strengths and weaknesses and what you might do to improve and progress toward your desired state of teaching. More information about the recording and analysis will be provided as the due date approaches.

   Please Note: Student teachers must also make two video-recordings of their teaching for the Kansas Performance Teaching Portfolio (KPTP).

   Additional Advice: Do not wait to begin recording yourself! Record yourself multiple times.

6. *REVISED* Research-Based Framework for Teaching Science—Written (15%): ***Revise your RBF paper after reflecting on your growth and learning during the student teaching semester.*** Please highlight all additions in a different color (including new references) and cut/paste any major deletions [e.g. multiple sentences, paragraph(s), or section(s)] to a separate section after your list of references, along with a brief statement explaining why you removed this item or section.

   The revised RBF paper is due to Dr. Bergman (daniel.bergman@wichita.edu) by/before 10:00 p.m. on Sunday, May 1, 2016, and will be included in your Professional Portfolio/Presentation (#7 below).

   Your paper MUST be double-spaced and word-processed on a computer. All items on the **schematic** *(a.k.a: "RBF"—See end of syllabus)* should be addressed and your claims extensively supported with citations from relevant literature.

   In addition to addressing all components in your first draft (see description in Fall CI 454S syllabus for review), the following topics should be added in sufficient detail (use appropriate headings and highlight in different color) to convey your advanced understanding and ongoing learning:

   - *Revised List of Educational Goals for Students (with reflection on final list)*
     - How has your semester in student teaching impacted your goals for students?
   - *Research of How Students Learn and Implications for your Teaching*
     - Provide a review of CREDIBLE research on how we learn and identify how this informs and supports your instructional decisions (i.e. choice of activities, strategies, content, materials, and interactions with students).
     - Include ACCURATE review and application of research on behaviorism, human development, social learning, and constructivism.

- *Any other items you would like to add based on insight and reflection from your student teaching experiences.*

Remember to use APA formatting for in-text citations and your reference list at the end. Each item above must include comments justifying why you will do what you describe. Research support should be extensive—add new resources you've found since your first draft! **This research support should indicate you have learned a great deal this entire program and should include both literature provided in class and additional significant items you have located on your own.**

7. Portfolio/Resource File (20%) and Presentation (10%)**:** Collect and SHARE artifacts and documentation that demonstrate what you have learned and your commitment to the teaching profession. Your portfolio should be self-explanatory, and say much about you. **Ensure that your portfolio/resource file truthfully portrays you, your professionalism, energy, and commitment to teaching.**

   Your portfolio's significance lies in its value to you in acquiring a position and continuing your professional development. One helpful reference is the book *Developing a Teaching Portfolio* by Ann Adams Bullaock and Parmalee P. Hawk. You will present highlights of your portfolio/resource file at our "celebration of learning" during CI 455S class, occurring May 2 and/or May 9.

   Please compile the required items in electronic format (compress into a "zip" file or save on a flash drive) to share with Dr. Bergman, daniel.bergman@wichita.edu by/before Monday, May 2, 2016.

   Please also prepare a physical/hard copy to have during your presentation to the rest of our group. Your portfolio should have a professional appearance (i.e. you could show it during a job interview) and must include these components in the following order:

   1. Your list of Educational Goals for Students
      a. Use large font that fills and fits one page (for quick reference in planning and teaching).
      b. Highlight/bold key words/phrases for each goal statement.

   2. Your **revised** RBF Paper with Reference List

   3. A draft of your Classroom Procedures and Management Plan
      a. What procedures you will teach and proactively use with students for various tasks and occasions (unexpected and expected), including a discipline plan?
      b. Include a sample Class Syllabus/Information Packet for one course that you may teach.
      c. Refer to your resources and work in CI 423—ISAM General Methods.

   4. Safety in the Science Classroom
      a. Include a draft copy of the Safety Contract you will give your students to sign.
      b. Describe how you will teach and assess students' understanding of basic tools and techniques in the lab.
      c. Include a copy of your certificate from the Online Flinn Lab Safety Course (http://www.flinnsci.com/newteachers)

   5. Nature of Scientific Knowledge (NOS)
      a. What is science? What is not science? How is science different/similar compared to other areas of knowledge?
      b. How will you explicitly teach/draw students' attention to these issues in your day-to-day teaching?
      c. Include at least TWO lesson plans/activities/strategies that you will use to explicitly and accurately teach NOS with your students.
      d. Refer to your resources and work in CI 505—Science, Technology, & Society.

   6. Self-Assessment and Action Plan for Improvement
      a. Provide specific and plausible methods for assessing your teaching effectiveness.

b. Show example documentation of past self-assessment work (i.e. SATIC sheet, transcript, self-evaluation).
c. Include a plan of action that you will pursue both during the school year as well as over your summer break(s).
d. Refer to your resources and work in CI 423—General Methods and CI 454S—Science Methods I

7. Anything else you think is important to add to represent or document your teaching.

Licensure Assessments:
Both the state of Kansas and national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

For the Science Education Program, the number of total attempts allowed is 2.

Successful completion of this course (CI 455S—Science Methods II) and its corequisite (CI 461/471S—Science Student Teaching) require a minimum grade of B- or better in both courses. Candidates who are unable to perform at this level must complete remediation work to improve to a satisfactory level.

Students failing to attain a satisfactory rating on a required assessment may be provided special assistance. The university is not able, however, to recommend individuals for licensure who fail to attain a satisfactory rating on required assessments, even though they may receive an acceptable course grade or exceed minimum GPAs.

Undergraduate vs. Graduate Credit (for 700 level courses)
Undergraduate students enrolled in 700 level courses will receive undergraduate credit (not graduate credit) unless they have a previously approved senior rule application or dual/accelerated enrollment form on file in the Graduate School. Undergraduate credit earned in 700 level courses cannot later be counted toward a graduate degree.

Late Assignments
Late assignments will be penalized by a 10% deduction for each day overdue**.**

Important Academic Dates
For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

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If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).
The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

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Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusiveness
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Intellectual Property
Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System
Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services
WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Other

Format of Written Work and Citations: Papers will be word processed, with APA formatted citations and reference list. Refer to this website for APA guidelines: http://owl.english.purdue.edu/owl/resource/560/01/

Lesson Plans for formal observations and related assignments should be in the template provided by the WSU Middle/Secondary Education Program.

Application for Degree (AFD): The Application for Degree (AFD), or "degree check," is now offered online only. All new AFDs will be accepted through a new link in the myWSU portal under Student Resources (Graduation Links): https://webapps.wichita.edu/degreecard. [Bachelor of Arts in Education; Major: Subject (grades)]

A Note about Confidentiality: Maintaining the confidentiality of Birth-to-Grade 12 pupils with whom WSU field placement students work is extremely important and is a legal requirement. It is also important to remember that our field placements exist because WSU maintains good working relationships with schools. Thus, it is critical to maintain confidentiality with respect to children, teachers and other school personnel.
You are encouraged to use your good judgment using non-identifying pseudonyms to refer to your placement sites, cooperating teachers, and students in your classes in all of your written communications (including journals, personal blogs, Facebook, etc.) and in public conversations (e.g. on a bus, in a restaurant, etc.).

The Formal Operational Teacher
by

By John E. Penick (1985)—former President, National Science Teachers Association; Association for Science Teacher Education; and National Association of Biology Teachers

Modified by Michael P. Clough (1996)—former President, International History, Philosophy and Science Teaching Group; former President, Iowa Science Teachers Section

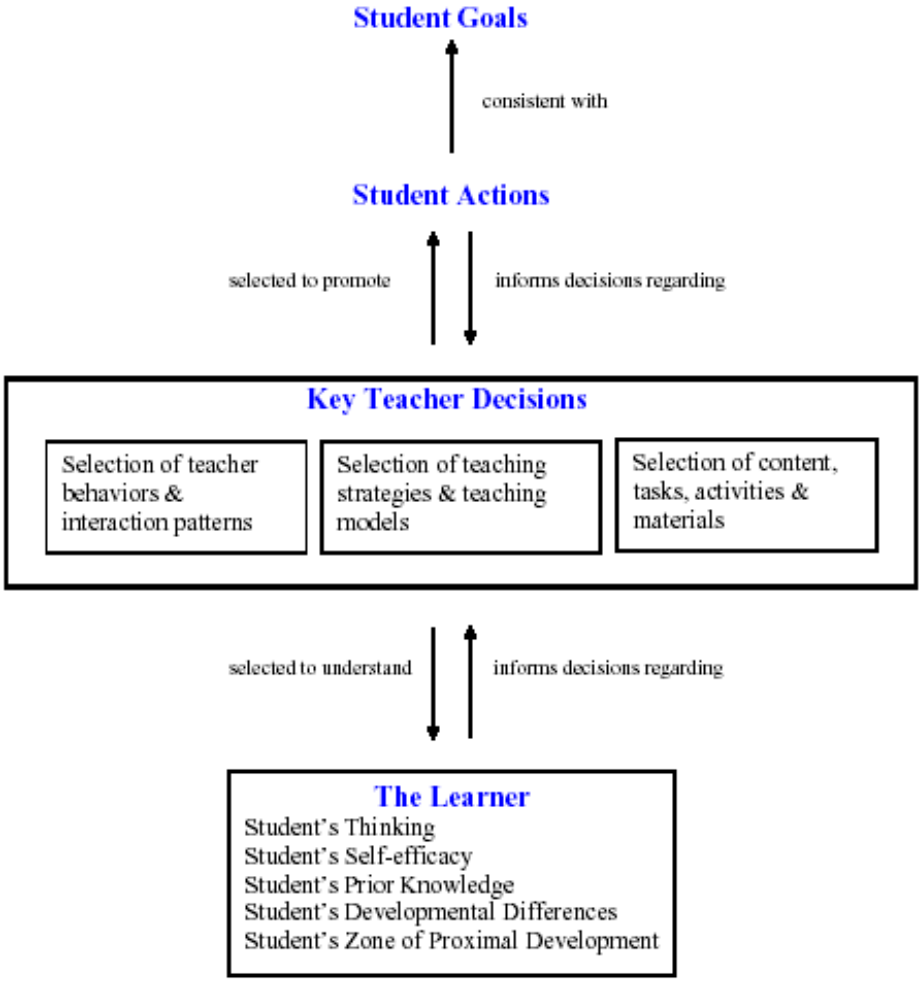
In considering a continuum of teaching skills, aptitudes, and knowledge, the teacher at the **highest level** of that continuum might well be considered as "formal operational" in their approach to the teaching/learning process. Using this *analogy*, the teacher at the lower end of the continuum might well be considered "concrete operational." The formal operational teacher would be contrasted to the more concrete operational teacher by possessing the following traits:

1. Sees teaching as a **dynamic, integrated** activity of a multifaceted, multivariate nature;
2. Is **proactive** rather than reactive;
3. Uses **premeditated behaviors** (that is, considers the desired state of teaching, thinks in advance what would create that state, and then proceeds to do it);
4. Uses **high-level questions** (those that require made up answers, cause students to analyze, evaluate, and speculate, and which lead students to a robust understanding of the subject);
5. Demonstrates a high acceptance of **diversity** by: a) accepting a broad range of student behaviors, aptitudes, and attitudes; b) encouraging and accepting diverse student responses; c) acknowledging and acting on the presence of other learning and teaching styles, d) using a broad range of curriculum materials;
6. Has a **well-thought-out rationale** for teaching which includes carefully formulated goals and a well-justified set of behaviors to obtain those goals. These behaviors are based the best available knowledge about how children learn, the effects of teachers on students, and the nature of science;
7. Has self-confidence as evidenced by their **research-based framework**, articulation of it, extensive and ongoing self-evaluation, and non-defensiveness;

8. Provides a classroom in which **students are doing** a significant portion of responding, reacting, structuring, and soliciting rather than predominantly responding to teacher moves;
9. Shows a high tolerance for **risk**;
10. Is highly **creative** in approach;
11. Accepts **responsibility** for a) necessary changes, b) student and personal welfare and c) providing an excellent learning environment;
12. Equates teaching **and** learning;
13. Maintains discipline and reacts to discipline provoking situations with a universal ethical orientation that emphasizes the reciprocity and equality of human rights and respects the **dignity of human beings** as individuals. This teacher would not base their actions solely on authority and maintaining social order, nor on action governed by duty or fixed rules;
14. Is an effective **communicator**;
15. Provides a learning environment which is warm, **caring and humane**.

Visual Framework Illustrating Teacher Decision-Making

(Clough & Berg, 4/20/06)



Clough, M.P. & Berg, C.A. (2006). ***Promoting effective science teacher education and science teaching: A visual framework for teacher decision-making.*** Proceedings of the International Meeting of the Association for Science Teacher Education. Portland, OR: January 12-15.

The above schematic illustrates a **research-based framework (RBF)** for teaching. It highlights aspects that are critical to consider when making decisions in the classroom.
All teaching decisions should consider multiple knowledge bases, grounded in educational research. Developing these knowledge bases is itself a difficult task; **using them** is yet another. Push yourself to do both. *Our students deserve it!*

College of Education
Course Syllabus
CI 461E Student Teaching: Middle Level English/ Language Arts (5-10)
CI 471E Student Teaching: Secondary Level English/ Language Arts (10)
Spring 2016

Instructor:	Dr. Katherine Cramer
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center 119
Telephone:	316-978-6933
Email:	Katie.cramer@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Wednesdays and Thursdays 2:30 – 4:00 pm, and by appointment
Prerequisites:	Grades of B- or better in appropriate CI 412E and CI 454E courses; must also receive satisfactory or better rankings in all final observation and disposition evaluation forms by university supervisor/faculty member.
Corequisite:	Appropriate sections of CI 455E

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Designed to allow middle-level or secondary level candidates to spend a semester in appropriate classroom settings co-teaching with a cooperating teacher. The candidate plans, implements, manages and assesses instruction aligned with state and/or district standards. The candidate and cooperating teacher, with the approval of the university supervisor, devises a plan for the candidate to assume full responsibility for the classroom(s) for a designated period of time during the semester. Includes practice and application of appropriate educational technology tools and instructional strategies for culturally, developmentally and linguistically diverse students. Prerequisites: grades of B- or better in appropriate CI 412/413E and CI 454E courses; must also receive satisfactory or better rankings in all final observation and disposition evaluation forms by university supervisor/faculty member. Corequisite: Appropriate sections of CI 455E.

Definition of a Credit Hour

In a field placement, a "credit hour" is a measure of graduate or undergraduate academic work that is defined as **at least 45 hours of supervised work each semester**.

- For the ten-credit-hour field experience, you should plan to engage in *at least* **thirty hours of co-teaching** in your assigned field placement *each week* (15 weeks x 30 hours = 450 hours) in addition to planning instruction and assessing student work.
- For the five-credit-hour field experience, you should plan to engage in *at least* **fifteen hours of co-teaching** in your field placement *each week* (15 weeks x 15 hours = 225 hours) in addition to planning instruction and assessing student work.

Measurable Student Learning Outcomes

Course Outcomes	Related Assessment	Guiding Principle from Unit Conceptual Framework	KSDE Content Program Standards: ELA 5-8 ELA 6-12
The educator values continuous learning and reflects on professional experiences.	Evaluation Forms Online Reflections	PR	7
The educator functions within all legal requirements and procedures.	Evaluation Forms	PR	7
The educator understands human development and promotes the ideals of human diversity in all its forms.	Evaluation Forms	HDD	6
The educator meets the needs of students with exceptionalities.	Evaluation Forms	HDD	3-4
The educator applies current theory to connect teaching and assessment to design and implement effective instruction.	Evaluation Forms Online Reflections	CTA	1-6
The educator uses technology to enhance planning, instruction, assessment, and professional development.	Evaluation Forms Online Reflections	T	1-7
The educator is knowledgeable about content and pedagogy and their alignment with standards.	Evaluation Forms	CKS	1-6
The educator demonstrates effective classroom management skills.	Evaluation Forms	CKS	3-4

The educator works collaboratively with colleagues, parents, and the community to reach mutual goals and promote maximum learning.	Evaluation Forms	C	7

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook
**WSU's Student Intern Handbook – Spring 2016*
*Three-ring binder in which to organize lesson plans, evaluations, and other material for supervisor review
*Access to course Wiki and Blogger sites: https://wsu2015-2016.wikispaces.com/ and http://wsu2015-2016.blogspot.com/
*Kansas College and Career Ready Standards (KCCRS) for English: http://community.ksde.org/Default.aspx?tabid=5559

Other Readings
Recommended: Student memberships in KATE (http://www.kansasenglish.org/), NCTE (www.ncte.org), and KNEA-SP (http://www.knea.org/home/651.htm)

Technology Expectations
The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Teacher Education Candidate Conduct Expectations:
Teacher education candidates (TECs) in a teacher education program participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. TECs should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, teacher education candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and cooperating teachers, may receive a failing grade and/or face possible removal from the field experience. For a more complete description of expectations and procedures for dismissal from field experiences see related documents in the Teacher Education Application Packet.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following.

Please note that to earn an "A" in student teaching, the following should occur:

1. After the midterm break, **weekly observation forms and formal evaluations** completed by the mentor teacher and university supervisor should demonstrate competence with scores of 3 and 2.5.

2. Your **Student Teaching Notebook** should *always* be up-to-date, complete, and feature thorough evidence of your pedagogical content knowledge.
3. Your **contributions during conferences** after formal observations should demonstrate your understanding of best practice. In other words, you are able to synthesize your readings and experience from the previous four semesters to articulate an informed stance on curriculum design and classroom management in English language arts. You are able to analyze your performance and articulate plans for improvement.
4. Your **reflections (online blog posts)** and replies submitted for CI 455E should demonstrate critical self-reflection and a thorough understanding of research-based best practices regarding instructional design, assessment, and management in English language arts.
5. Your **idea/resource sharing** in CI 455E and on the wiki should demonstrate your pedagogical content knowledge and your collegiality.

Please also note that a grade of at least "B-" is required for recommendation for licensure.

Points/percentages, as instructor chooses	**Letter grade**	**Grade Points**	**Interpretation**
	A	4.00	*The A range denotes excellent performance.*
	A-	3.70	
	B+	3.30	
	B	3.00	*The B range denotes good performance.*
	B-	2.70	
	C+	2.30	
	C	2.00	*The C range denotes satisfactory performance.*
	C-	1.70	
	D+	1.30	
	D	1.00	*The D range denotes unsatisfactory performance.*
	D-	0.70	
	F	0.00	*F denotes failing performance.*

Assignments

1. Your Student Teaching Notebook
   Your student teaching notebook (a three-ring binder) should be available for your supervisor to peruse every time he/she visits your classroom (announced or unannounced) and should be organized in the following manner:
   a. Section 1: Typed lesson plans and supplementary materials (i.e. visuals, handouts, or other resources that you used to teach the lesson)
   b. Section 2: Evaluations completed by your mentor teacher and supervisor.
   c. Section 3: Any other items related to your teaching and internship.

2. Your professional dispositions and development as evidenced by
   a. ideas you share in conferences with supervisor after formal observations
   b. online reflections on professional blog (graded in CI 455E)
   c. resource sharing on class wiki (graded in CI 455E)
   d. contributions made in CI 455E class

3. Scores you receive on evaluations of your teaching and professional performance completed by your mentor teacher and university supervisor(s). These evaluations include the following:
    a. Field Experience Dispositions Form
    b. WSU Candidate Observation Form – Core IV (weekly + formal observations)
    c. Midterm Student Teaching Evaluation
    d. Final Student Teaching Evaluation
    e. Final Classroom Observation Form for English Language Arts

Licensure Assessments:
Both the state of Kansas and national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

- *WSU Field Experience Dispositions Rubric* - completed by the mentor teacher before midterm with all criteria marked at "Acceptable" or higher.
- *Student Teaching Final Evaluation Form (Midterm and Final)* – completed by the mentor teacher and university supervisor with all statements marked at "Acceptable" or higher.
- *Classroom Observation Form for English Language Arts (Final)* – completed by the university supervisor with all statements marked at "Acceptable" or higher.
- *Curriculum Design in English Language Arts* – completed by university supervisor with all statements marked at "Acceptable" or higher.

Remediation - Students failing to achieve an acceptable performance on this required assessment will be provided with a limit of one remediation opportunity/opportunities. The university is not able to recommend individuals for licensure who fail to attain an acceptable rating on required assessments, even though they may receive an acceptable course grade or exceed minimum GPAs. Therefore, students who do not achieve acceptable performance on this assessment after one remediation opportunity/opportunities will be subject to dismissal from the program.

Important Academic Dates
For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

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Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Other

Field Experience Expectations and Dismissal Policy
Candidates participating in a clinical experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. Candidates should likewise not engage in unprofessional conduct or unlawful behaviors. In view of these expectations, students participating in a clinical experience who are unable to meet these academic standards, as judged by faculty and cooperating teachers/site supervisors, may receive a failing grade and/or face possible removal from their particular clinical/field experience and from the College of Education. For a more complete description of expectations and procedures for dismissal from field experiences see related documents on the COEd website and materials for this course.

Field Experience Dispositions Form
Below are the criteria that the cooperating teacher will be asked to rate in Student Tracking Evaluation Portfolio System (STEPS) at the conclusion of the 5th week of the student teaching experience as feedback on the attitudes the student teacher displays.

Trait	Level of Performance		
	Unacceptable (Rating score = 1)	Acceptable (Rating score = 2)	Target (Rating score = 3)
Attendance	Did not attend regularly and had unexcused absences.	Attended regularly except when excused in advance.	Attended all assigned dates of field experience.
Punctuality	Was late more than once without excused permission.	Arrived on time.	Always arrived on or before times required.
Diversity	Did not demonstrate a respect for cultural/linguistic diversity and individual differences	Demonstrated respect for cultural/linguistic diversity and individual differences	Advocated and demonstrated respect for cultural/linguistic diversity and individual differences
Reliability, Dependability	Did not complete assignments, duties and/or tasks on time	Completed assignments, duties and/or tasks on time	Completed assignments, duties and/or tasks on or before time due or required
Appearance	Dressed inappropriately; was careless about personal appearance	Dressed appropriately; presented a professional appearance	Always dressed appropriately; presented a professional appearance
Interactions with Students	Was uncomfortable interacting with students; did not show concern for students	Was comfortable interacting with students; showed concern for students	Was always comfortable interacting with students; showed concern for all and individual students
Response to Feedback	Was not reflective; unresponsive to feedback; unwilling to revise plans and implement suggestions	Was reflective; responsive to feedback; willing to revise plans and implement suggestions	Was always reflective; responsive to feedback; willing to revise plans and implement suggestions
Commitment to the Profession	Expressed negative comments and feelings about teaching and learning	Exhibited an enthusiasm for teaching and a lifelong commitment to learning	Continually exhibited an enthusiasm for teaching and a lifelong commitment to learning
Collaboration and Teaming	Interacted ineffectively with peers, supervisor, other professionals, parents and/or students	Worked effectively with peers, supervisors, other professionals, parents and/or students	Always worked effectively with peers, supervisors, other professionals, parents and/or students
Attitude Toward Students as Learners	Expressed or demonstrated a negative attitude regarding the ability of all students to learn	Expressed or demonstrated a belief that all students can learn	Always expressed or demonstrated a belief that all students can learn

The **standard of performance** defined by the Professional Education Program Committee for this assessment is all ratings of Acceptable or higher.

Tentative Schedule
To be developed by the administrators of participating schools, cooperating teachers, and university supervisor. In addition, please consult the CI 455E calendar.

College of Education
Course Syllabus
CI 461J: Student Teaching Secondary History/Government (5-10)
CI 471J: Student Teaching: Secondary Level History/Government (10)
Spring 2016

Instructor:	Dr. Aaron Rife
Department:	Curriculum & Instruction
Office Location:	Corbin Education Center 116
Telephone:	316-978-6367
Email:	aaron.rife@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Thursdays, 3:00-4:20pm, 6:30-8:00pm
Classroom; Days/Time:	Corbin 156C, Thursdays 4:30-6:20 pm
Prerequisites:	Grades of B- or better in appropriate CI 412/413J and CI 454J courses; must also receive satisfactory or better rankings in all final observation and disposition evaluation forms by university supervisor/faculty member.
Corequisite:	Appropriate sections of CI 455J

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Designed to allow middle-level candidates to spend a semester in appropriate classroom settings co-teaching with a cooperating teacher. The candidate plans, implements, manages and assesses instruction aligned with state and/or district standards. The candidate and cooperating teacher, with the approval of the university supervisor, devises a plan for the candidate to assume full responsibility for the classroom(s) for a designated period of time during the semester. Includes practice and application of appropriate educational technology tools and instructional strategies for culturally, developmentally and linguistically diverse students. Prerequisites: grades of B- or better in appropriate CI 412/413J and CI 454J courses; must also receive satisfactory or better rankings in all final observation and disposition evaluation forms by university supervisor/faculty member. Corequisite: Appropriate sections of CI 455J.

Definition of a Credit Hour
In a field placement, a "credit hour" is a measure of graduate or undergraduate academic work that is defined as **at least 45 hours of supervised work each semester**.

- For the ten-credit-hour field experience, you should plan to engage in *at least* **thirty hours of co-teaching** in your assigned field placement *each week* (15 weeks x 30 hours = 450 hours) in addition to planning instruction and assessing student work.
- For the five-credit-hour field experience, you should plan to engage in *at least* **fifteen hours of co-teaching** in your field placement *each week* (15 weeks x 15 hours = 225 hours) in addition to planning instruction and assessing student work.

Measurable Student Learning Outcomes

Course Outcomes	Related Assessment	Guiding Principle from Unit Conceptual Framework	WSU Program Goals and KSDE Professional Education Standards	KSDE Content Program Standards: HGSS 5-8 HGSS 6-12
The educator values continuous learning and reflects on professional experiences.	Evaluation Forms	PR	Standards 1-13	HGSS 5-8: 4 HGSS 6-12: 6
The educator functions within all legal requirements and procedures.	Evaluation Forms	PR	Standards 1-13	HGSS 5-8: 4 HGSS 6-12: 6
The educator understands human development and promotes the ideals of human diversity in all its forms.	Evaluation Forms	HDD	Standards 1-13	HGSS 5-8: 4 HGSS 6-12: 6
The educator meets the needs of students with exceptionalities.	Evaluation Forms	HDD	Standards 1-13	HGSS 5-8: 4 HGSS 6-12: 6
The educator applies current theory to connect teaching and assessment to design and implement effective instruction.	Evaluation Forms	CTA	Standards 1-13	HGSS 5-8: 4 HGSS 6-12: 6
The educator uses technology to enhance planning, instruction, assessment, and professional development.	Evaluation Forms	T	Standards 1-13	HGSS 5-8: 4 HGSS 6-12: 6
The educator is knowledgeable about content and pedagogy and their alignment with standards.	Evaluation Forms	CKS	Standards 1-13	HGSS 5-8: 4 HGSS 6-12: 6

The educator demonstrates effective classroom management skills.	Evaluation Forms	CKS	Standards 1-13	HGSS 5-8: 4 HGSS 6-12: 6
The educator works collaboratively with colleagues, parents, and the community to reach mutual goals and promote maximum learning.	Evaluation Forms	C	Standards 1-13	HGSS 5-8: 4 HGSS 6-12: 6

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook
**WSU's Student Intern Handbook – Spring 2016*
*Three-ring binder in which to organize lesson plans, evaluations, and other material for supervisor review
*Kansas College and Career Ready Standards (KCCRS) for History, Government, and Social Studies (HGSS): http://community.ksde.org/Default.aspx?tabid=5559

Other Readings
Recommended:
*Student memberships in KCSS (www.kcss.info),
*KSCHE (www.ksche.org)
*NCSS (www.socialstudies.org)
*KNEA-SP (http://www.knea.org/home/651.htm)

Technology Expectations:
Students are expected to word process formal written materials. Internet research is required for formal written assignments. E-mails will be answered in a timely manner.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Teacher Education Candidate Conduct Expectations:
Teacher education candidates (TECs) in a teacher education program participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. TECs should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, teacher education candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and cooperating teachers, may receive a failing grade and/or face possible removal from the field experience. For a more complete description of expectations and procedures for dismissal from field experiences see related documents in the Teacher Education Application Packet.

Grading Scale

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following information.

1. Your Student Teaching Notebook
   Your student teaching notebook (a three-ring binder) should be available for your supervisor to peruse every time he/she visits your classroom (announced or unannounced) and should be organized in the following manner:
   a. Section 1: Typed lesson plans and supplementary materials (i.e. visuals, handouts, or other resources that you used to teach the lesson)
   b. Section 2: Evaluations completed by your cooperating teacher and supervisor.
   c. Section 3: Any other items related to your teaching and internship.

2. Scores you receive on evaluations of your teaching and professional performance completed by your cooperating teacher and university supervisor(s). These evaluations include the following:
   a. Field Experience Dispositions Form
   b. WSU Candidate Observation Form – Core IV
   c. Midterm Student Teaching Evaluation
   d. Final Student Teaching Evaluation
   e. Final Classroom Observation Form for History/Government

Please note that to earn an "A" in student teaching, the following should occur:

1. After the midterm break, **observation forms and formal evaluations** completed by the cooperating teacher and university supervisor should demonstrate competence with scores of 3 and 2.5.
2. Your **Student Teaching Notebook** should *always* be up-to-date, complete, and feature thorough evidence of your pedagogical content knowledge.
3. Your **contributions during conferences** after formal observations should demonstrate your understanding of best practice. In other words, you are able to synthesize your readings and experience from the previous four semesters to articulate an informed stance on curriculum design and classroom management. You are able to analyze your performance and articulate plans for improvement.

A grade of at least "B-" is required for recommendation for licensure.

Assignments

- All policies and procedures stated in the Student Teaching Handbook.
- Reflective Journal: Entries should be made at a minimum of twice a week during the period that you are in the schools. Concentrate on insights that will enable you to successfully complete the course objectives of the student teaching experience. The journal should be written in a spiral, lined notebook. Each entry should be dated. Your primary concern is reflective thought; do not worry about mechanics or spelling errors. When the assignment in the school is completed, you are to write a brief analysis of the content of the journal. Attach the analysis to the front of the journal.
- Evaluation forms: All mid-term and final evaluation forms must be submitted no later than the deadline established below.

Licensure Assessments:

Both the state of Kansas and national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

- *Student Teaching Final Evaluation Form (Midterm and Final)* – completed by the cooperating teacher, university supervisor, and student teacher with all statements marked at "Acceptable" or higher.

- *Classroom Observation Form for History/Government (Final)* – completed by the university supervisor with all statements marked at "Acceptable" or higher.

Important Academic Dates
For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

Disabilities
If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing
The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusiveness
Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property
Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System
Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services
WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Other
Format of Written Work:
The faculty of the College of Education has chosen the style guide of the American Psychological Association as the manual to be followed when submitting written work. It is the responsibility of the student to follow the guidelines set forth in this manual. If questions arise, please refer to the manual FIRST, and then to the COE WEB site; the instructor should be consulted ONLY after all references. Specific assignments may offer some suggestions for APA format.

Course Focus:
This course will focus on three primary issues in the teaching of secondary social studies in today's schools:

- the relationship among the various social sciences **(interdisciplinary approach)**
- the need to reach every learner in the school population **(diversity)**
- the need to acknowledge the global perspective of today's world **(technology)**

These issues should be examined, addressed, and assessed in every course assignment.

Field Experience Expectations and Dismissal Policy
Candidates participating in a clinical experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. Candidates should likewise not engage in unprofessional conduct or unlawful behaviors. In view of these expectations, students participating in a clinical experience who are unable to meet these academic standards, as judged by faculty and cooperating teachers/site supervisors, may receive a failing grade and/or face possible removal from their particular clinical/field experience and from the College of Education. For a more complete description of expectations and procedures for dismissal from field experiences see related documents on the COEd website and materials for this course.

Expectations for Student Teachers[1]
In general, do what regularly employed teachers are supposed to do. This does not mean do what some teachers are able to get by with; it means to do what is officially expected of teachers. In addition to the policies outlined in *WSU's Student Intern Handbook*, please keep the following expectations in mind:

1. Arrival and Departure Times: Know and follow established procedures and set times for your school's faculty. Arrive on time, and do not leave early.

2. Attendance: Do NOT miss class. It is unprofessional. Absences should be limited to emergencies only.
    - If you must be absent, notify your cooperating teacher, university supervisor, and Dr. Mason *prior* to the absence, or as soon as possible. *Include all three on e-mail.*

- If you miss more than three days during the semester, you will be expected to make up additional days missed and face the possibility of remediation.
- Three consecutive absences = you must provide valid documentation to university supervisor and Dr. Mason.

3. Emergency Procedures: You should know all school emergency procedures within 24 hours of beginning the placement.

4. Lunch: Teachers are generally expected to stay in the school building for their lunch period. If you leave campus for lunch, you must follow the specific procedures of your placement school.

5. Faculty Meetings: You should attend both departmental and school-wide meetings as called by the department head or principal. Maintain the role of an observer unless you are specifically invited to do otherwise.

6. School Calendar/Schedule: Once you begin your field experience, you are to follow the school's schedule. This is true for all circumstances—early release staff development, vacations, holidays, make-up days (on Saturdays, if necessary).

7. Dress: Not only should you follow the rules and/or custom for all teachers, you should dress more professionally than some of the experienced teachers. The more you "look like a teacher," the more likely you will be regarded as one, which enhances classroom management.
8. Professional Conduct: Your job is to soak up, learn, and try to become a TEACHER. Refrain from making snap judgments about other professionals' methodologies, practices, and expertise.

9. Instructional Design: You should be prepared each day to do the best teaching possible. You should discuss lesson plans with your cooperating teacher at least three days before teaching the lessons.

10. General Conduct: Sound judgment should guide your behavior related directly and indirectly to school matters. Ask your Cooperating Teacher or WSU Supervisor if you have any doubts about appropriate relationships and decisions.

Failure to meet these expectations may result in remediation and/or dismissal from student teaching.

Field Experience Dispositions Form
Below are the criteria that the cooperating teacher will be asked to rate in Student Tracking Evaluation Portfolio System (STEPS) at the conclusion of the 5th week of the student teaching experience as feedback on the attitudes the student teacher displays.

Trait	Level of Performance		
	Unacceptable (Rating score = 1)	Acceptable (Rating score = 2)	Target (Rating score = 3)
Attendance	Did not attend regularly and had unexcused absences.	Attended regularly except when excused in advance.	Attended all assigned dates of field experience.
Punctuality	Was late more than once without excused permission.	Arrived on time.	Always arrived on or before times required.
Diversity	Did not demonstrate a respect for cultural/linguistic diversity and individual	Demonstrated respect for cultural/linguistic diversity and individual differences	Advocated and demonstrated respect for cultural/linguistic

	differences		diversity and individual differences
Reliability, Dependability	Did not complete assignments, duties and/or tasks on time	Completed assignments, duties and/or tasks on time	Completed assignments, duties and/or tasks on or before time due or required
Appearance	Dressed inappropriately; was careless about personal appearance	Dressed appropriately; presented a professional appearance	Always dressed appropriately; presented a professional appearance
Interactions with Students	Was uncomfortable interacting with students; did not show concern for students	Was comfortable interacting with students; showed concern for students	Was always comfortable interacting with students; showed concern for all and individual students
Response to Feedback	Was not reflective; unresponsive to feedback; unwilling to revise plans and implement suggestions	Was reflective; responsive to feedback; willing to revise plans and implement suggestions	Was always reflective; responsive to feedback; willing to revise plans and implement suggestions
Commitment to the Profession	Expressed negative comments and feelings about teaching and learning	Exhibited an enthusiasm for teaching and a lifelong commitment to learning	Continually exhibited an enthusiasm for teaching and a lifelong commitment to learning
Collaboration and Teaming	Interacted ineffectively with peers, supervisor, other professionals, parents and/or students	Worked effectively with peers, supervisors, other professionals, parents and/or students	Always worked effectively with peers, supervisors, other professionals, parents and/or students
Attitude Toward Students as Learners	Expressed or demonstrated a negative attitude regarding the ability of all students to learn	Expressed or demonstrated a belief that all students can learn	Always expressed or demonstrated a belief that all students can learn

The **standard of performance** defined by the Professional Education Program Committee for this assessment is all ratings of Acceptable or higher.

Tentative Schedule

To be developed by the administrators of participating schools, cooperating teachers, and university supervisor. In addition, please consult the CI 455J calendar.

College of Education
Course Syllabus
CI 481 Cooperative Education (1), Spring 2016

Instructor:	Jeff M. Freund
Coop Specialist	Karen Pickert
Department:	Career Development Center
Office Location:	Brennen Hall III
Telephone:	Freund: 316.973.6655 office 316.250.9069 cell
Telephone:	Pickert: 316.978.6987
Email:	JFreund@usd259.net Karen.pickert@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Pickert: 8:00-5:00 M-F
Classroom; Days/Time:	Corbin Education Center; Fridays 4:30 – 8:00 pm March 4th & April 29th
Prerequisites:	Successful completion of 24 credit hours and a 2.500 GPA

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Provides the student a work-related placement that integrates theory with a planned and supervised professional experience designed to complement and enhance the student's academic program. Repeatable for credit. Offered cr/N/Cr. Prerequisites: successful completion of 24 credit hours and a 2.500 GPA. Additionally, attendance is required at both seminars and a reflection meeting**:** March 4 and April 29 All requirements must be completed, as outlined in the syllabus, before credit will be awarded.

Definition of a Credit Hour
This one credit cooperative education/internship is designed to provide the candidate with a career-related, work-based placement that integrates theory with a planned, supervised, professional experience designed to complement and enhance the candidate's academic program. Candidates are required to complete **10 to 20** hours of **field/work** experience per week with a school district or partnership agency.

Measurable Student Learning Outcomes

Course Outcomes The student will:	Related Assessment	Guiding Principles from the Unit Conceptual Framework (PR, HDD, CTA, T, CKS, C)	KSDE Program Standards
Reflect on case studies, co-op experiences and university coursework to make sense of the profession.	Class & small group discussion of case studies (1,2,3)	PR, CKS, C	**Standard 1: Learner Development** The teacher understands 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 designs and implements developmentally appropriate, relevant, and rigorous learning experiences. **Standard 2: Learning Differences** The teacher uses understanding of differences in individuals, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards. **Standard 5: Application of Content**. The teacher understands how to engage learners through interdisciplinary lessons that utilize concept-based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking.
Examine a method for creating a positive, proactive behavior management plan that emphasizes positive relationships.	Class & small group discussions (1,2)	PR, HDD, CKS,C	**Standard 2: Learning Differences** The teacher uses understanding of differences in individuals, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards. **Standard 3: Learning Environment** The teacher

			works with others to create environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation.
Practice the skills of posing skillful, rigorous questions.	Small group discussions (1,2,3)	PR, HDD, CTA, CKS, C	**Standard 1: Learner Development** The teacher understands 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 designs and implements developmentally appropriate, relevant, and rigorous learning experiences. **Standard 5: Application of Content**. The teacher understands how to engage learners through interdisciplinary lessons that utilize concept-based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking.
Analyze the functions of behavior, reinforce appropriate behavior and correct inappropriate behavior.	Class discussion (1,2)	PR, HDD, CKS,C	**Standard 3: Learning Environment** The teacher works with others to create environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation. **Standard 7: Planning for Instruction** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Examine how effective	Small group discussion	PR, HDD, T,	**Standard 3: Learning**

educators set, communicate, & implement expectations.	(1)	CKS, C	**Environment** The teacher works with others to create environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation.
Identify ways to increase motivation.	Small group discussion (1)	PR, HDD, CTA, T, CKS, C	**Standard 7: Planning for Instruction** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. **Standard 8: Instructional Strategies** The teacher understands and uses 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 relevant ways.
Examine crisis planning & management and bullying prevention.	Class discussion (2)	PR, HDD, T, C	**Standard 3: Learning Environment** The teacher works with others to create environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation.
Explore key principals of how people learn & how to plan for effective instruction	Small group discussion (2)	PR, HDD, CTA, T, CKS, C	**Standard 1: Learner Development** The teacher understands 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 designs and implements developmentally appropriate, relevant, and rigorous learning experiences. **Standard 2: Learning Differences** The teacher uses understanding of differences

			in individuals, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards. **Standard 7: Planning for Instruction** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Examine a checklist for lesson planning.	Class discussion (2)	PR, HDD, CTA, CKS	**Standard 1: Learner Development** The teacher understands 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 designs and implements developmentally appropriate, relevant, and rigorous learning experiences. **Standard 2: Learning Differences** The teacher uses understanding of differences in individuals, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards. **Standard 5: Application of Content**. The teacher understands how to engage learners through interdisciplinary lessons that utilize concept-based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking.
Examine how data and instruction are used within an MTSS model.	Class & small group discussion (3)	PR, HDD,CTA, T, CKS, C	**Standard 4: Content Knowledge**. The teacher understands the central concepts, tools of inquiry, and

			structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content. **Standard 6: Assessment** The teacher understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions. **Standard 7: Planning for Instruction** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Experience teaching and learning strategies that promote student learning.	Class & small group discussion (1,2,3)	PR, HDD, CTA,C, CKS,C	**Standard 8: Instructional Strategies** The teacher understands and uses 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 relevant ways. **Standard 9: Professional Learning and Ethical Practice** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

<u>Unit Conceptual Framework</u>
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)

Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook
These will be provided and completed during the seminar.

Technology Expectations:
Technology is used in some work-placement positions to support and enhance student learning in the schools**. Please make certain that you are using technology at the worksite only for assignments directed by your supervisor**. Candidates are required to use their wichitM.edu email address to receive communications from the Co-op instructor and staff. Students will use their smart phone, laptop, or netbook to access websites and email to provide feedback to the Co-op instructor.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Other Equipment/Materials
Please bring your smart phone, laptop, netbook, etc.

Class Protocol
The general format of this course is discussion with some small group work. At times, lecture will be used to provide a framework or baseline of information which the class will be manipulating.

- Candidates are required to **attend both Friday seminar sessions: March 4 & April 29.** Plan to attend the entire seminar from 430 - 700. If a problem should arise, please contact Jeff or Karen.
- **Please schedule your required Reflection Conference with Jeff April 18th thru the 22nd, at Coleman Middle School, 1544 Governor Rd. 67206. Contact Mr. Freund at JKent1@usd259.net or 973-6601 to schedule.**
- Candidates are expected to be active participants in class sessions. Use class time for class-related discussions and activities. We learn from each other!
- All currently registered and paid WSU students have been given an email account on the wichitM.edu server. Please be responsible for accessing all information from the Co-op office through your email account on the wichitM.edu server.
- Please keep your mailbox cleaned and current, so that you have space to receive messages from the Co-op office.
- Pagers and cell phones must be **turned off** or set to vibrate. **Please remember to not use cell phones during seminar or while you are working at your worksite. If it is necessary to take a call or send a text, please do so only with permission from your supervisor.**

Teacher Education Candidate Conduct Expectations:
Teacher education candidates (TECs) in a teacher education program participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. TECs should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, teacher education candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and cooperating teachers, may receive a failing grade and/or face possible removal from the field experience. For a more complete description of expectations and procedures for dismissal from field experiences see related documents in the Teacher Education Application

Packet.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

	Letter grade	Grade Points	Interpretation
All Requirements Met	Credit	0.00	*Credit denotes excellent performance.*
All Requirements NOT Met	No Credit	0.00	*No Credit denotes failing performance.*

Assignments

1. **Enrollment:**
   Enroll and pay for Co-op credit before you begin your Co-op position.
2. **Weekly Schedule:**
   Please email your Co-op work schedule to Karen by February 17th at karen.pickert@wichitM.edu. Please indicate the hours you are working and some of the responsibilities you have this semester. This is also a good opportunity to let us know how things are going in your placement. If you have not yet started your Co-op position, you can email Karen when you know what your schedule is and what your responsibilities will be. We will appreciate your responses electronically instead of hard copy.
3. **Learning Objective Agreement (LOA):**
   The LOA is due on **March 23**
   1. You will be emailed an electronic document from the career development center to complete your objectives.
   2. Download, it to your computer> fill out three objectives> email to your seminar instructor to E-sign>email it to your work supervisor to E-sign and email back to you>email the completed LEARNING OBJECTIVE AGREEMENT to Karen.pickert@wichitM.edu , save a copy for your reference.
   3. The **final project** is to **"attend 3 seminar sessions."**
   4. Please let your worksite supervisor know that he/she will be emailed this LOA, so that your supervisor can review your objectives for the semester and know what you want to accomplish.

   Please let Karen know if you need to change anything.
4. **Self-Reflection Checklist:**
   The link with the self-reflection checklist will be emailed to you in March prompting you to fill out your Self-Reflection Checklist electronically. Please complete this form by **rating each competency and commenting** on what you have learned or insights you have gained during your Co-op position. Your Self-Reflection Checklist will be reviewed electronically and **discussed at your site visit/conference**.
5. **Self-Evaluation:**
   The link with the self-evaluation will be emailed to you prompting you to fill out your Self-Evaluation electronically.
6. **Seminar:**
   Attendance is required at all three seminar sessions on Fridays**: March 4 and April 29th.**
7. **Site Visit or Conference:**
   1st Semester Candidates: Karen will schedule the site visits for 1st semester Co-op candidates and their supervisors. **She will contact 1st semester candidates by email to let them know when their conferences are scheduled.** Most of these conferences will be scheduled in late March and April.
   2nd Semester Candidates: Karen Pickert, will meet with you for your mid-term conference in small groups. She will send an email with times for you to sign up for your April conference.
   Please schedule your required Reflection Conference with Jeff April 15th thru April 17th, at Coleman Middle School, 1544 Governor Rd. 67206. Contact Mr. Freund at JKent1@usd259.net or 973-6601 to schedule.

Licensure Assessments:

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One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

No licensure assessments required.

Extra Credit
Extra credit is unavailable.

Late Assignments
Promptness and reliability are expected in the professional setting and now is the time to make this a habit. If circumstances beyond your control arise, communicate with your instructor. This is imperative to maintain a positive working relationship in the workplace.

Missed Assignments and Exams
This written make-up assignment is due when it is not possible to make up a missed seminar class. This assignment is to be used ***only with prior permission*** **from your seminar instructor or Karen Pickert and can be used only *ONE TIME* during the semester. It is due one week following your absence.**

Please follow these directions:

1**. Interview a veteran teacher, administrator or other educator, at your Co-op work site**, on one of the topics that was discussed during the seminar you missed.

2**. Write a two-page, typed paper, in question and answer format**, about the veteran teacher, administrator or other educator's philosophy concerning the topic. Check with your seminar instructor about questions to ask.

3**. Include a section that describes what you have learned from your interview**.

4. Have the teacher, administrator or other educator sign the cover page of the paper.

5. Email, mail, fax or deliver the completed assignment to your seminar instructor and the Co-op office by one week following your absence. If you have questions, please check with Jeff Freund or Karen Pickert.

Important Academic Dates
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The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Other

Professional Responsibilities for Co-op Students:

- Arrive early or be on time at your work site.
- Notify your site supervisor concerning absences and check on trading days.
- Your work schedule is to follow the school schedule, not the WSU schedule. Please check with your supervisor for the school's expectations concerning days when school is not in session.
- Attend any school functions, meetings, and events that will fit into your schedule.
- Check with your supervisor concerning dress code; remember to dress professionally.
- **Be open to advice and constructive feedback from your supervisor.**

- Notify your seminar instructor or Co-op specialist if serious difficulties arise during the semester.
- **Remember to refrain from disclosing confidential or damaging information that affects colleagues or the school, unless disclosure is required by district policy or law.**
- Go the extra mile whenever possible and enjoy your Co-op work experiences!!!

Professional Responsibilities for Kansas Educators:

- **Refrain from disclosing confidential or damaging information that affects colleagues or the school, unless disclosure is required by district policy or law.**
- **Refrain from using professional relationships with students for personal or private advantage.**
- Promote activities which are in the best interest of the student.
- Make reasonable effort to protect students from conditions detrimental to learning, health or safety.
- Conduct school district business through established procedures.
- Accept no gratuities, gifts or favors that influence professional decisions.
- Refrain from willfully making false statements about the operation of the school district.
- Promote personal integrity and honesty in the performance of professional responsibilities.
- Maintain professional effectiveness by respecting and obeying the law.

Tentative Schedule

	Date	Topics, Readings, Assignments, Deadlines
Due	Feb 17	Email Work Schedule to Karen at karen.pickert@wichita.edu
Attend Seminar	March 5	Relationships and Classroom Management
Due	March 23	Email Learning Objective Agreement (LOA) to Jeff
Due	TBD	Complete Self-reflection Checklist (look for email link in March)
1st Semester Students	TBD	Complete Site Visit with Karen and Work Supervisor at your school
1st Semester Students	TBD	Complete Conference with Karen on Campus (look for email from Karen)
Attend Seminar	March 4	KsCCRS Strategies, Accommodate vs Modify, Behavior and Classroom Management
Conf	April 18-22	Schedule with Jeff and attend at Coleman MS
Attend Seminar	April 29	Multi-tiered System of Supports (MTSS), AVID ACRS, WHY
Due	TBD	Complete Self-Evaluation (look for email from Karen)

College of Education
Course Syllabus
CI 505 CRN 23625 Science, Technology and Society
Spring 2016

Instructor:	Daniel Bergman, Ph.D.
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center 117
Telephone:	(316) 978-6387
Email:	daniel.bergman@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Mondays, 2:00-3:00 p.m.; Thursdays, 2:30-3:30 p.m. other times by appointment
Classroom; Days/Time:	Thursdays, 12:30-2:20

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Investigates the relationships between science and technology, and the effects of both on our past and present society/culture.

Definition of a Credit Hour
The expectation of work in order to be successful for this 1-credit course is a weekly average of 50-minutes of direct faculty instruction and 2 hours of out-of-class student work, which includes writing, discussion board participation, research, and assigned readings.

Measurable Student Learning Outcomes

Learner Outcomes	Related Assessment	WSU Program Goals And KSDE Professional Education Standards	Conceptual Framework Connections

1. The educator understands that creativity, imagination, and a broad knowledge base are all required in the work of science and engineering.		CHEM & PHYSICS S5-K1 BIOL S10-K1 EARTH/SPACE S6-K1	CKS
2. The educator knows that scientists in different disciplines ask different questions, use different methods of investigation, and accept different types of evidence to support their explanations.		CHEM & PHYSICS S5-K2 BIOL S10-K2 EARTH/SPACE S6-K2	CKS
3. The educator knows that progress in science and technology can be affected by social issues and challenges.		CHEM& PHYSICS S5-K3 BIOL S10-K3 EARTH/SPACE S6-K3	HDD
4. The educator knows that science and technology are pursued for different purposes.		CHEM & PHYSICS S5-K4 BIOL S10-K4 EARTH/SPACE S6-K4	CKS
5. The educator knows that science advances new technologies. New technologies open new areas for scientific inquiry.		CHEM & PHYSICS S5-K5 BIOL S10-K5 EARTH/SPACE S6-K5	CKS
6. The educator knows that scientific knowledge is made public through presentation at professional meetings and publications in scientific journals, while technological knowledge is often not shared for a variety of reasons.		CHEM & PHYSICS 5-K6 BIOL S10-K6 EARTH/SPACE S6-K6	CKS
7. The educator knows that science and technology are essential components of modern society. Science and technology indicate what can happen, not what should happen. The latter involves human decisions about the use of knowledge.		CHEM & PHYSICS S5-K7 BIOL S10-K7 EARTH/SPACE S6-K7	CKS
8. The educator understands that basic concepts and principles of science and technology should precede active debate about the economics, policies, politics, and ethics of various challenges related to science and technology.		CHEM & PHYSICS S5-K8 BIOL S10-K8 EARTH/SPACE S6-K8	CKS

9. The educator recognizes the universality of basic science concepts and the influence of personal and cultural beliefs that embed science in society.		CHEM & PHYSICS S6-K3 BIOL S11-K3 EARTH/SPACE S7-K3	CKS
10. The educator recognizes that society helps create the ways of thinking (mindsets) required for scientific advances, both toward training scientists and the education of a populace to utilize benefits of science (e.g., standards of hygiene, attitudes toward forces of nature, etc.).		CHEM & PHYSICS S6-K4 BIOL S11-K4 EARTH/SPACE S7-K4	CKS
11, The educator recognizes society's role in supporting topics of research and determining institutions where research is conducted.		CHEM & PHYSICS S6-K5 BIOL S11-K5 EARTH/SPACE S7-K5	C
12. The educator relates science concepts to each other and even to ideas in other academic areas.		CHEM & PHYSICS S7-P1 BIOL S12-P1 EARTH/SPACE S8-P1	CKS
13. The educator is aware of social and political issues in the community that are dependent upon an understanding of biology or chemistry.		CHEM & PHYSICS S10-K1 BIOL S15-K1 EARTH/SPACE S11-K1	CKS
14. The educator understands and relates the application of biology or chemistry concepts to technological, societal, and cultural issues.		CHEM & PHYSICS S10-K3 BIOL S15-K3 EARTH/SPACE S11-K3	HDD

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook
To be provided via instructor and electronic sources.

Technology Expectations:
Sentence or two that explains how you will use technology in your class. In general what types of hardware and/or software students will be expected to use.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Class Protocol

* Papers will be word processed (double spaced, 12-point font), with APA formatted citations and reference list. Refer to this website for APA guidelines: http://owl.english.purdue.edu/owl/resource/560/01/
* ***Naming conventions for files submitted electronically:*** Create a file name for your document that contains, in this order: *your last name(s) and the title of the assignment* as it is named in the course syllabus—or an abbreviation of the title (e.g., BergmanSmith_Lesson for my Lesson with John Smith).
* Please use **professional judgment** regarding use of any electronic devices (laptop, cell phone, music, tablet, etc.) during class.

Teacher Education Candidate Conduct Expectations:

Teacher education candidates (TECs) in a teacher education program participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. TECs should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, teacher education candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and cooperating teachers, may receive a failing grade and/or face possible removal from the field experience. For a more complete description of expectations and procedures for dismissal from field experiences see related documents in the Teacher Education Application Packet.

Grading Scale

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

Percentage Ranges	Letter Grade	Grade Points	Interpretation
94-100%	A	4.00	***The A range denotes excellent performance.***
90-93%	A-	3.67	
87-89%	B+	3.33	
84-86%	B	3.00	***The B range denotes good performance.***
80-83%	B-	2.67	
77-79%	C+	2.33	
74-76%	C	2.00	***The C range denotes mediocre performance.***
70-73%	C-	1.67	
67-69%	D+	1.33	
64-66%	D	1.00	***The D range denotes unsatisfactory performance.***
60-63%	D-	0.67	
Below 60%	F	0.00	***F denotes failing performance.***

The following descriptions are used to evaluate quality of work:

Grade of A-, A (90-100): "A" level work exudes "excellence". Excellence is demonstrated through completeness, reason, reflection, a high level of critical thinking, creativity, original thought and application of knowledge, readings, experiences, class discussions, and theory beyond what would be expected. This is a **WOW** assignment.

Grade of B-, B, B+ (80-89): "B" level work shows a clear understanding of concepts/topics/processes and is well-organized, clear, concise and complete. Originality of thought, reflection, and creativity are evident although not to the extent found in "A" work. Application of prior knowledge, experiences, readings, and theory is evident. This is a **GOOD** assignment.

Grade of C or C+ (74-79): "C or C+" level work shows a completed assignment with minimal critical thinking. Little original thought, reflection or application of knowledge, experience, readings, or theory is evident. Creativity is lacking. This work demonstrates a very basic understanding of the course concepts/topics/processes. This is a **MEDIOCRE** assignment.

Grade of D+, D, D- or C- (60-73): "D or C-" level work demonstrates a lack of understanding of the theories and concepts/topics/processes addressed in class and in the coursework. Minimal or no effort is observable. No original thought or application of knowledge is demonstrated. Oral or written communication skills are poor, and the work may be incomplete. This is an **UNACCEPTABLE** assignment.

Grade of F (below 60): "F" quality work is not expected in this course.

Assignments

1. Class Attendance and Participation (20%)

The course will explore a variety of science, technology, and society (STS) topics. This class is an important experience in your ongoing development as a professional teacher. Your participation in the activities and discussions in the course as well as the online interactions are critical to your success as a learner, colleague, and teacher.

If you miss **three** class meetings and/or weekly discussion board threads, your final course grade will be lowered by **one letter**. If you miss **four** class meetings/threads, your final course grade will be lowered by **two** letters, which, in effect, lowers your grade to a maximum of "C".
If you miss more than four classes/threads, you will fail the course. There is no distinguishing between "excused" and "unexcused" absences, except for extreme situations, so please factor in travel plans, holidays, and other obligations.

Arriving late to class and leaving early will also result in consequences that will affect your grade; if you arrive after roll has been taken or if you depart before class is dismissed, you are tardy. If you miss 30 minutes of class at any point during the class meeting times, you will be counted absent—keep in mind, you can still remain in class to participate and receive credit for work completed after your arrival and/or before your departure. **If you find you have to be absent or tardy, I expect you that you will act in a professional manner and inform me as soon as possible regarding your absence or delay.**

If you are absent, you are still responsible for material covered in class, and for coming to the next class adequately prepared. Get to know your fellow students, exchange phone numbers and e-mails, and create a supportive network so that if you are absent, you can keep up to speed with the course.

You are also expected to respectfully consider alternate opinions and contribute to the class discussion. Take notes, ask questions, think and be an active participant in your learning. Learning is an **active** process. You expect your students to be respectful and participate in your class because this will aid their learning. I expect the same of you ☺!

2. Discussion Board Postings (20%)
You will be required to post reflective comments for each posted topic (forum). Some forums will focus on your thoughts after an assigned reading; others will begin with a prompting question or task by the instructor. Comments should indicate thoughtful deliberation on the topic and its application to you as a science classroom teacher. Your initial reflection and responding comments should typically be approximately 2-3 paragraphs in length.

Please be respectful and considerate in all Discussion Board comments (See Participation and Attendance). **Read specific forum instructions ("Read First") for due dates of initial posts and replies.** Postings after the weekly deadlines are encouraged to further discussion, but will not be counted toward your weekly requirements.

Please note: Students who complete the bare minimum of required discussion board posts may be able to demonstrate "good" or "mediocre" achievement in participation; students who ***"go above and beyond"*** *and provide additional responses and resources beyond minimum requirements are more likely to show "excellent" achievement.*

3. STS-Themed Lesson (30%)
At a scheduled time in class, each student pair will **team teach** an abbreviated lesson (20-30 minutes) with deliberate connection and discussion of an STS topic they have researched. Students will provide a typed lesson plan (using **lesson plan template** to be provided) of the assignment for every member of class. This lesson plan should feature the lesson "trajectory" (what comes before and/or what comes afterwards), specific questions/problems/examples the teacher would use, materials, assessment. Please include explicit attention to the STS topic(s) connected to the content and skills learned and ***use your best pedagogical skills to present your lesson to the class. Please post your lesson plans and all electronic materials/links to the designated STS Lessons Forum on the course Blackboard page and also email these same materials to daniel.bergman@wichita.edu. Lesson plans are due within 24 hours after the day students present their lesson in class.***

4. STS-Themed Research Paper/Lesson Manuscript (30%)
Each student pair will research literature (articles, news, etc.) and co-write a paper (1000-1500 words, double-spaced **with** APA-cited references) that 1) introduces key and current aspects of this issue with respect to science, technology, and/or society, along with its implications for education, then 2) describes an innovative lesson featuring this topic, including teacher strategies, student actions, and other components (see **#3 STS-Themed Lesson** above). In your manuscript, please provide a rationale with research-based support (cited references) as to why this topic is important for students to understand and connect to at least one standard in each of the three dimensions in the *Next Generation Science Standards* (Science/Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas).

The written manuscript will be assessed with respect to the relevance of the selected topic to STS and your students, how well it has been researched (including citations of credible resources), and the organization and mechanics of the composition. Dr. Bergman will review and grade each paper and provide feedback, choosing papers to help draft into a manuscript to **submit to a professional science education journal**.
Papers should be sent electronically to **daniel.bergman@wichita.edu, Due Date TBA.**

GRADUATE CREDIT:
Students taking the course for graduate credit will complete an additional project connected to the others. Graduate students will present their STS-related lesson at a science education conference or submit their finished manuscript BEFORE the end of the semester. Dr. Bergman will assist you with these projects.

Licensure Assessments:
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One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

The STS-Themed Paper/Manuscript is a required assessment for science subject teacher education candidates.

Target: above 90%; Acceptable: 67-90%; Unacceptable: below 67%

Remediation - Students failing to achieve an acceptable performance on this required assessment will be provided with a limit of 1 remediation opportunity/opportunities. The university is not able to recommend individuals for licensure who fail to attain an acceptable rating on required assessments, even though they may receive an acceptable course grade or exceed minimum GPAs. Therefore, students who do not achieve acceptable performance on this assessment after 1 remediation opportunity/opportunities will be subject to dismissal from the program.

Late Assignments

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Other

The true sign of intelligence is not knowledge but imagination.
- ALBERT EINSTEIN

History seldom repeats itself; but it does often rhyme.
- MARK TWAIN

Our scientific power has outrun our spiritual power.
We have guided missiles and misguided men.
- MARTIN LUTHER KING, JR.

Science can amuse and fascinate us all,
but it is engineering that changes the world.
- ISAAC ASIMOV

Our inventions are wont to be pretty toys, which distract our attention from serious things. They are but improved means to an unimproved end.
- HENRY DAVID THOREAU

Technology was developed to prevent exhausting labor.
It is now dedicated to trivial conveniences.
- B.F. SKINNER

Technology shapes society and society shapes technology.
- ROBERT W. WHITE

Any sufficiently advanced technology is indistinguishable from magic.
- ARTHUR C. CLARKE

Technology... is a queer thing. It brings you great gifts with one hand,

and it stabs you in the back with the other.
- C.P. SNOW

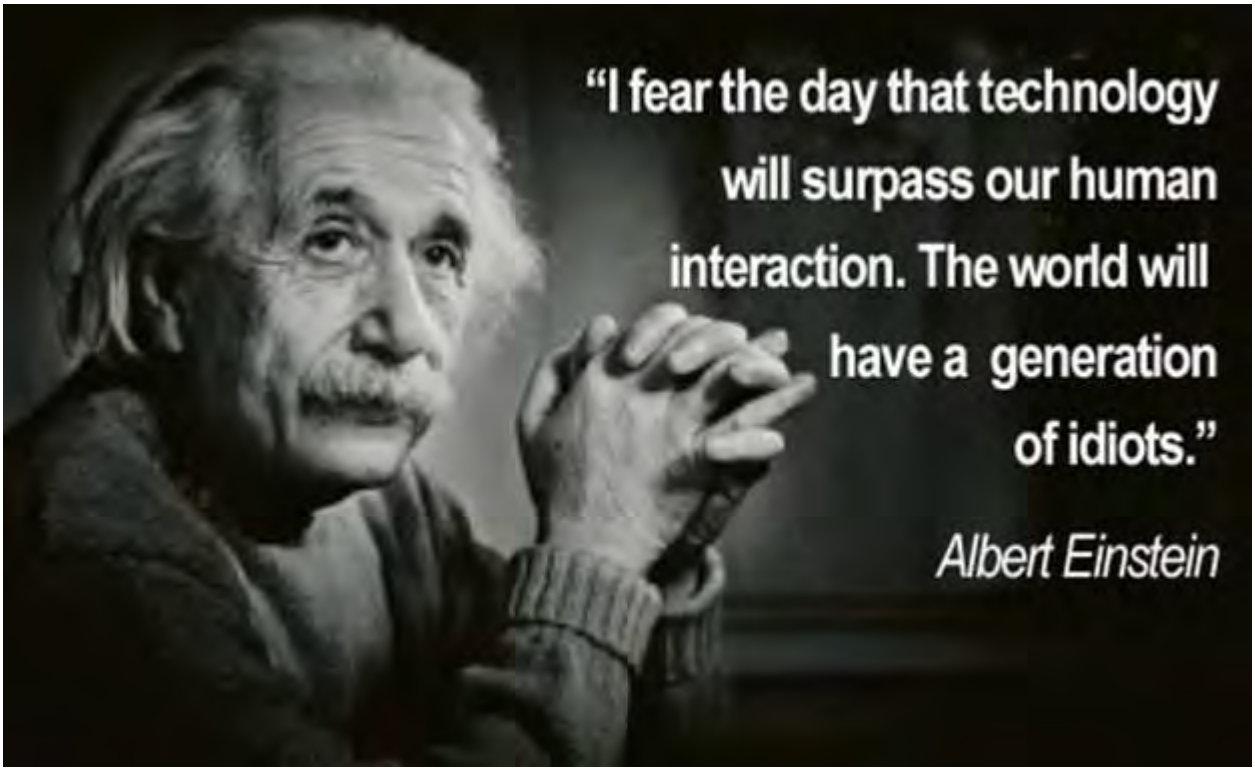
Sociology is the science with the greatest number of methods and the least results.
- JULES HENRI POINCARÉ

The empires of the future are empires of the mind.
- WINSTON CHURCHILL

A preoccupation with the future not only prevents us from seeing the present as it is,
but often prompts us to rearrange the past.
- ERIC HOFFER

The dinosaurs disappeared because they could not adapt to their changing environment. WE shall disappear if we cannot adapt to an environment that now contains spaceships, computers and thermonuclear weapons.
- ARTHUR C. CLARKE

The new hero is the innovator.
- ALVIN TOFFLER



Tentative Schedule

(Subject to change based on our learning!)

Date	Topics/Tasks
1/21	- Course overview and introductions - Defining Science, Technology, and Society - Planning
1/28	- Science quotations - Example STS lesson
2/11	- Myths about Science - The Nature of Science (NOS)
2/25	- Method**s** of Science - Science and Engineering Practices
3/10	- Basic science, Applied science, and Technology - The Nature of Technology (NOT) - Research and Development - **Two lessons**
3/31	- Science and History - **Two lessons**
4/14	- Science and Religion - **Two lessons**
4/28	- Course Evaluations - Writing for Teachers - **Two lessons**
5/12	***Final Exam Scheduled for 10:00 – 11:50 a.m.***

College of Education
Course Syllabus
CI 519 Mathematical Investigations (3), Spring 2016

Instructor:	Dr. Mara Alagic, Associate Professor
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center 205
Telephone:	316-978-6974
Email:	Mara.alagic@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Wednesday afternoons 1:30 – 4:30 or by appointment
Classroom; Days/Time:	Corbin 155; Wednesdays 4:30 pm – 7:20 pm
Prerequisites:	Math 501 with a grade of 2.0 or better, or instructor's consent.

How to use this syllabus

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. I try not to make changes but like having that option to support differentiating my instruction according to your needs. I will expect that you are very familiar with all the details of this syllabus before asking questions. I do appreciate your questions at any time!

Academic Honesty

Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description

Based on the NCTM principles and standards for school mathematics focusing on process standards: problem solving, reasoning and proof, communication, connections, and multiple representations. Students gain an active understanding of problem posing and problem solving in mathematics, as well as a familiarity with heuristics of problem solving. Course integrates appropriate educational technology tools and instructional strategies for students with special needs including English Language Learners (ELL). Prerequisites: MATH 501 with a grade of 2.000 or better, or instructor's consent.

Definition of a Credit Hour

For hybrid class: One credit hour is defined as not less than one hour of classroom or online faculty instruction and a minimum of two hours of out-of-class student work for each week of instructional time for approximately fifteen weeks for one semester.

For online class: One credit hour is defined as three (3) hours of instruction and/or student work per week that leads to equivalent learning outcomes required for an on-campus course.

Measurable Student Learning Outcomes

LEARNER OUTCOMES	Related Assessment	KSDE Elementary Education Standards	National Council of Teachers of Mathematics standards	Conceptual Framework (Guiding Principles)
The student demonstrates the ability to use (a) multiple representations to demonstrate conceptual understanding of mathematical concepts/phenomena, and (b) effective, developmentally appropriate instructional strategies to help all k-6 students learn and use their mathematical skills in many different situations and applications to solve real life problems. Includes attention to SIOP and attention to Tilford Diversity outcomes!	problem sets; content projects; reflections; Digital MathArt project	S2-P3	Teaching Principle; Technology Principle	HDD
The student knows a variety of developmentally appropriate assessment tools that align with curriculum and instruction.	problem sets; content projects; reflections; final presentation	S2-K4	Assessment Principle	HDD CTA
The student uses diverse and developmentally appropriate assessments that align with curriculum and instruction. Includes SIOP!		S2-P4	Equity Principle	HDD CTA
The student knows and understands the mathematical concepts of number sense, number systems and their properties, computation, geometric figures and their properties, transformational geometry, measurement, data analysis, data representations, probability, patterns, functions, and representations of algebraic and geometric situations/solutions.	problem sets; content projects; final presentation MATH 501	S2-K1	Content standards: Number sense and operations, Algebra, Geometry, Measurement, Data analysis and probability	CKS T
The student understands the five process standards (problem solving, reasoning and proof, communication, connections and representations).	group reflections; problem sets; content projects;	S2-K2	5 NCTM Process standards	CKS T

Appropriate to k-6 students' age and development, the student can use and apply, demonstrate, and teach the concepts of number sense, number systems and their properties, computation, geometric figures and their properties, transformational geometry, measurement, data analysis, data representations, probability, patterns, functions, representations of algebraic and geometric situations/solutions.	problem sets; content projects; **MATH 501 + CI 402M**	S2-P3	Curriculum Principle **MATH 501 + CI 402M**	HDD CKS T
The student integrates the five process standards (problem solving, reasoning and proof, communication, connections and representations) through Common Core Mathematical Practices.	problem sets; content projects; final exam	S2-P4	Curriculum Principle	HDD CKS T

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook
Kansas State Department of Education. (2011). *Common Core State Standards for Mathematics With the Kansas Additions*. Available at: http://events.ksde.org/Default.aspx?tabid=554

Other Readings
National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. Reston, VA: Author. (for reference)

Technology Expectations:
Students are able to use common media storage systems; Create hyperlinks and graphics in word processing documents; Use electronic resources ethically; Manipulate data in a spreadsheet program; Use presentation software to design, digitally record and upload presentations to the Blackboard; Use word processing to create instructional materials or newsletters; Use smartboard, video projectors, projection devices, digital cameras, calculators, and other common instructional technologies; Trouble-shoot basic computer problems; Evaluate electronic materials for accuracy, appropriateness, and credibility; Use concept mapping technologies for planning or instruction; Apply technology and content area standards related to technology to planning and management; Research and apply strategies that support digital equity for all students; and Use multimedia to support instruction.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Class Protocol

Expectations for both individual and collaborative class participation are extremely high, workload is according to the university polices - per 1CH average workload is 2- 3 hours (dependent of your prior knowledge and your efficacy); professor's positive intent should always be assumed; civil and respectful behavior expected at all times, in both communication and involvement in class activities.

Teacher Education Candidate Conduct Expectations:

Teacher education candidates (TECs) in a teacher education program participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. TECs should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf

In view of these expectations, teacher education candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and cooperating teachers, may receive a failing grade and/or face possible removal from the field experience. For a more complete description of expectations and procedures for dismissal from field experiences see related documents in the Teacher Education Application Packet.

Grading Scale

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

Points/ percentages	Letter Grade	Grade Points	Interpretation
98-100	A	4.00	*The A range denotes excellent performance.*
92-97	A-	3.67	
87-91	B+	3.33	
83-86	B	3.00	*The B range denotes good performance.*
80-82	B-	2.67	
77-79	C+	2.33	
73-76	C	2.00	*The C range denotes satisfactory performance.*
70-72	C-	1.67	
67-69	D+	1.33	
63-66	D	1.00	*The D range denotes unsatisfactory performance.*
60-62	D-	0.67	
<59	F	0.00	*F denotes failing performance.*

Assignments

Assignments, Assessment Tools and Points			
Pretest/Surveys	Completion	EB Math and Metric survey	100
Reflections– biweekly question	Rubric	Weekly posts according to the calendar (when refl. question is posted, 1st week individual entry; 2nd week – reflecting on group work)	25 per week

Problem sets	rubric	PS1 (Volume) - [group work] PS2 (Exponential Growth)– [individual] PS3 (TBD) – [individual]	100 100 100
Collaborative Content presentations	Checklist/ peer eval.	CP1 & CP2 [ppt/prezi + digital recording + metacognitive reflection after recording; work with a partner]	2x100
Interactive DigitalMathArt project	checklist	A creative artifact with underlying math concept or phenomena in the context of a specific culture	100
Self-Evaluation	checklist	Include Excel sheet with your grades	100
Final Exam: EXIT ESSAY	rubric	Topic to be announced no later than mid-April	200
Final Exam: Post-tests	checklist	EB Math and Metric survey	210

Licensure Assessments:
Both the state of Kansas and national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

No licensure assessments required.

Late Assignments
Late work will NOT be accepted.

Important Academic Dates
For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

Disabilities
If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).
The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing
The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusiveness
Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property
Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System
Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services
WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Other

COURSE PHILOSOPHY

Reconstructing Mathematics Understanding: Quality and depth of our learning depends on our ability to think about our own thinking and learning, to foster our own *metacognitive reflection.*

Are you aware of some strategies that promote metacognition?

As teachers we want to be independent lifelong learners. That involves a collection of skills that are often named as *self-regulated or autonomous learning skills*. What might these skills be?

This class is about learning *mathematics for understanding* in an environment that nurtures development of autonomous learning skills and promotes metacognition.

Questioning: If you ask me "What is ..." I might answer with "Where are you in your thinking about it?" OR say, "Let's think about it together." Whenever appropriate, before rushing to give you a direct answer I give hints or guiding questions, so you can figure out things on your own.

Course Changes: I try to make my courses better every semester which always involves a number of changes. So, please check the things before accepting what you hear from students that took this course in earlier semesters.

During the semester, I usually do not make any changes, unless absolutely necessary, in which case I will definitely inform you about it and probably negotiate that with you in advance.

Input from my current and former students: I appreciate very much any input from my students. Please feel free to ask *constructive* questions both in class and outside of the class.

What is your challenge/concern after reading this? What are possible misconceptions surfacing from this philosophy? Think about it. Talk with your colleagues and me about it. Email me.

Tentative Schedule

Wed.	**Note. Colored in blue are weeks/rows when Hybrid section meets in class.**		DUE DATES
1/20	WEEK 1	Introductions; Reflections; Brainstorming on Interactive Digital Mathart project	Pretest/Surveys; EB Math and Metric survey completion - due
1/27	WEEK 2	Working on Interactive Digital Mathart Project; Geogebra	
2/3	WEEK 3	Reflections; Problem Sets; Content Presentations: Math Practices	MathArt Project Due 2/14
2/10	WEEK 4	Volume: Formula development; Drafting PS1: Volume & Planning CP1	
2/17	WEEK 5	Collaborative group work on PS1:Volume	R1 first entry due 2/21
2/24	WEEK 6	Working with a partner on CP1. Review graphing	R1 second entry due 2/28
3/2	WEEK 7	Finalizing CP1 presentation; Finalizing PS1; Review use of spreadsheets/Excel	PS1 due 3/6
3/9	WEEK 8	CP1 presentation; PS2: Exponents and Exponential Growth	CP1 due 3/13
3/16	WEEK 9	SPRING BREAK	
3/23	WEEK 10	Working with a partner on CP2.	SE due 3/27
3/30	WEEK 11	CP2 presentations; Finalizing PS2	CP2 due 4/3
4/6	WEEK 12	Research your PS3 topic; collect some problems for that topic	PS2 due 4/10
4/13	WEEK 13	Individual work on PS3	R2 1st entry due
4/20	WEEK 14	Finalizing PS3; Thinking about the Final Exam	R2 2nd entry due
4/27	WEEK 15	Preparing for the Final Exam	PS3 due 5/1
5/4	WEEK 16	Working on the Final Exam	Final Exam due 5/8

College of Education
Course Syllabus
CI 614 CRN 21209, ECU Assessment and Methods: Infants, Toddlers and Families
Spring 2016

Instructor:	Terre Graham, PhD, CCC-SLP
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center 151
Telephone:	(316) 680-3582 (Cell Phone recommended)
Email:	teresa.graham@wichita.edu or teresa.graham@usd262.net
Preferred Method of Contact:	Email
Office Hours:	By appointment only
Classroom; Days/Time:	Corbin Education Center Room 162, Wednesdays 5:30pm – 8:00pm
Prerequisites:	CI 603
Corequisite	CI 614I (undergraduates only)

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Provides knowledge, skills and dispositions for candidates regarding developmental principles, evaluation/assessment, and the development of services, supports and accommodations for infants/toddlers (birth through age 2) and their families. Includes competencies within both the early childhood and early childhood special education fields. Prerequisite: CI 603. Corequisite: CI 614I (undergraduates only).

Definition of a Credit Hour
Success in this 3-credit hour course is based on the expectation that students will spend, for each unit of credit, three hours per week with 1 of the hours for lecture and 2 hours for studying/preparations outside of class time for a total of 135 hours. Time spent outside of class might include work assigned on-line through Blackboard, reading, written assignments and other course related activities.

Measurable Student Learning Outcomes

Course Outcomes The candidate will:	Related Assessment	Guiding Principles from the Unit Conceptual Framework (PR, HDD, CTA, T, CKS, C)	KSDE Program Standards [KSDE]
Know foundations, law/regulations, professional standards, and professional guidelines within the field of early childhood at the infant/toddler level.	Quiz #1	PR	ECU: 2
Understand ecological theory/frameworks and cultural diversity, and the impact of each on child, family, community, and society at large.	Quiz #1	PR, HDD, C	ECU: 3
Understand models of collaboration/teaming when working with diverse families, interagency coordinating councils, other professionals, community members, and paraprofessionals. Candidates will know professional and family roles and responsibilities, including family service coordination	Case Quest Project, Quiz 1	HDD, CTA, CKS, C	ECU: 1
Know typical and atypical development (includes baby brain development), including biological and environmental conditions that affect learning and can lead to developmental delays and/or diagnosed disabilities (including abuse and neglect, and attachment issues). Knowledge base includes understanding the characteristics of various disabilities and mental health issues diagnosed within the first three years of life.	Case Quest #1, Quiz #1	HDD	ECU: 3, 6
Know how to develop and evaluate appropriate curriculum and instruction models for children birth through age 2 and their families.	Quiz #1 Case Quest	CTA, CKS	ECU: 6
Know how to identify children, ages 0-3, and their families, for services through screening, evaluation for eligibility, and assessment for individualized program planning.	Quiz #1, Case Quest #1	CTA	ECU: 4

Know how to use assessment to develop appropriate individualized family service plans – IFSP and determine progress.	Quiz #2, Case Quest #2	CTA	ECU: 4
Understand how to meet needs of young children in natural environments, including home visits.	Quiz #2, Case Quest #2 and #3	CTA, CKS	ECU: 5
Know how to support families in meeting the health, nutrition, and safety of their child, and create/maintain safe environments.	Quiz #2, Case Quest #2 and #3	CTA, C	ECU: 5
Know how to meet the unique needs of all children in all developmental domains and through sensory integration, by using best-practice early intervention strategies within family daily routines.	Quiz #3, Case Quest #3	CKS	ECU: 6
Understand family-centered assessment, services, and interventions that meet family-based needs and preferences.	Quiz #3, Case Quest #1 and #3	CKS	ECU: 1, 4, 6
Understand the use of assistive/adaptive/augmentative and medical technology to meet the unique needs of young children and their families.	Quiz #3, Case Quest #3	CKS	ECU: 6
Understand all aspects of transitioning young children and families across/between programs (e.g., hospital to home, home to center-based programs).	Quiz #4, Case Quest #2	CKS, C	ECU: 4
Know how to evaluate programs for effective services and supports.	Quiz #4	CTA, C	ECU: 2
Gain knowledge in emerging trends and issues in the field of early childhood, birth through age 2, including how to access research and translate theory to practice.	Quiz #4	PR, CTA, T, CKS	ECU: 1-6

<u>Unit Conceptual Framework</u>
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook
Weekly readings and powerpoints will be provided by the instructor.

Other Readings
Outside readings will be provided by the instructor when appropriate to the major topic being taught.

Technology Expectations:
The instructor will be using technology in several modes for the course (Blackboard, Powerpoint, Internet etc.) for class communication, group participations and assignments. Students are expected to have basic technology skills in order to complete the course for either campus or online sessions.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Class Protocol
This course is taught/experienced both on campus and on-line. Key dates are set for meeting on campus and meeting on-line to assist the candidate in gaining the knowledge and skills needed to meet all requirements of the course. Therefore, attendance for the on-campus sessions, and participation in all aspects of the course on-line (via Blackboard) are required. See the tentative weekly schedule for when to meet on campus and when to conduct your learning on-line. Points may be deducted for lack of participation or late assignments. Cell phones are to be turned off or put on vibrate and placed out of sight.

Teacher Education Candidate Conduct Expectations:
Teacher education candidates (TECs) in a teacher education program participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. TECs should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, teacher education candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and cooperating teachers, may receive a failing grade and/or face possible removal from the field experience. For a more complete description of expectations and procedures for dismissal from field experiences see related documents in the Teacher Education Application Packet.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

There are 500 (undergraduate) and 600 (graduate) possible accumulated points for the assignments in this course. All assignments are due as noted on course outline (the instructor will determine if any late assignments will be accepted, and 2 points a day will be deducted for day it is late). Accumulated point grade equivalents are as follows:

Points/percentages, as instructor chooses	**Letter grade**	**Grade Points**	**Interpretation**
94-100% of points	A	4.00	*The A range denotes excellent performance.*
90-93% of points	A-	3.67	
87-89% of points	B+	3.33	

84-86% of points	B	3.00	*The B range denotes good performance.*
80-83% of points	B-	2.67	
77-79% of points	C+	2.33	
74-76% of points	C	2.00	*The C range denotes satisfactory performance.*
70-73% of points	C-	1.67	
67-69% of points	D+	1.33	
64-66% of points	D	1.00	*The D range denotes unsatisfactory performance.*
60-63% of points	D-	0.67	
Below 60% of points	F	0.00	*F denotes failing performance.*

Assignments

1. Assignment #1, #2, and #3: You will be assigned to a "Case Quest" team (see separate attachment for full instructions and scoring rubrics). You will prepare projects for each of Projects #1, #2, and #3, but all three are linked to a case study provided to your team by the instructor. Project #1 is a preparation of a Written Evaluation Report, based on assessments of your child/family (case study). Project #2 is preparation of an IFSP that meets the individual service/support needs of your case study family/child. Project #3 is the preparation of a lesson plan that links to at least one outcome for your family and child (from your IFSP). Each assignment is worth a total of 100 points. Total Points: 300.

2. Exams: There will be four quizzes required in the course over covered material. Exam points: 25 for each quiz; 100 points total for exams. (2/17, 3/9, 4/13, 5/11)

3. Outside Assignments: There will be four outside assignments that will take place during the online class times. Each will be worth 25 points; 100 points total for the assignments. (2/10, 2/24, 4/6, 5/4)

4. Graduate Students Only: You will conduct a research-based literature search on a current trend or issue that impacts children ages birth through 2 and their families. Some of your references must be based on research-based journal articles. You will read, interpret, and present the information to the class. The instructor will assist you in narrowing down the topic in which to research and present. Total points: 100 points. (5/4)

Licensure Assessments:

Both the state of Kansas and national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

Case Quest Project (No Rubric Score of Less Than Acceptable – 2 Level for Each Trait)

Remediation - Students failing to achieve an acceptable performance on this required assessment will be provided with a limit of 1 remediation opportunity/opportunities. The university is not able to recommend individuals for licensure who fail to attain an acceptable rating on required assessments, even though they may receive an acceptable course grade or exceed minimum GPAs. Therefore, students who do not achieve acceptable performance on this assessment after 1 remediation opportunity/opportunities will be subject to dismissal from the program.

Late Assignments
All assignments are due as noted on course outline (the instructor will determine if any late assignments will be accepted, and 2 points a day will be deducted for day it is late).

Missed Assignments and Exams
The instructor must be notified before the class if the student is having difficulty completing an assignment or is unable to take an exam on that date. Arrangements will be made in order for the assignment/exam to be completed. Deduction of points will be determined by the instructor.

Important Academic Dates
For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

Disabilities
If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing
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Diversity and Inclusiveness
Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property
Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System
Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

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1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Tentative Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	01/20/2016 - Campus	Syllabus review, introduction, assignments, on-line learning, assignments to Case Quest group
2	01/27/2016 - Campus	Review of Foundations: History, Standards, Regulations/Laws, Guidelines **Reading: Kansas Guidelines**
3	02/03/2016 - Campus	Developmental Milestones: Infants and Toddlers
4	02/10/2016 - Online	Development continued, Baby Brain Research, Bonding **Reading: Baby Brain Research Article * Discussion Board Participation 25 pts.***
5	02/17/2016 - Campus	Child Find: Screening, Referral, Comprehensive Evaluations, Assessment for Program Planning ***Quiz #1 25 pts.***
6	02/24/2016 - Campus	Continued Child Find: Screening, Referral, Comprehensive Evaluations, Assessment for Program Planning ***Assessment Assignment Due 25 pts.***
7	03/02/2016 - Campus	Curriculum and Instructional Models for Infants, Toddlers and Families including Home Visits ***CQ #1 Due***
8	03/09/2016 - Online	Working in Partnership with Families (includes multicultural challenges and celebrations), and Professionals in Natural Environments; Coordinating Services ***Quiz #2 25 pts.***
9	03/16/2016 - Spring Break	**NO CLASS**
10	03/23/2016 - Campus	Promoting Development – Sensory Processing, Behavior Regulation, and Social Skills
11	03/30/2016 - Campus	Promoting Development – Cognitive, Receptive Language and Communication ***CQ #2 Due***
12	04/06/2016 - Campus	Promoting Development – Expressive Language and Early Literacy ***Discussion Board Participation 25 pts.***
13	04/13/2016 - Campus	Promoting Development – Physical/Motor (Gross and Fine) ***Quiz #3 25 pts.***
14	04/20/2016 - Campus	Promoting Development – Self-care/Adaptive Skills
15	04/27/2016 - Campus	Severe/Multiple Disabilities; Use of Assistive and Medical Technology ***CQ #3 Due***
16	05/04/2016 – Campus	Transition **–** What Comes Next? **Graduate Presentations** ***Discussion Board Participation 25 pts.***
Final Exam	05/11/2016 - Campus	**Final Exam – Quiz #4**

College of Education
Course Syllabus
CI 614I, ECU PreStudent Teaching: Infant, Toddlers and Families (2)
Spring 2016

Instructor:	Jennifer Stone, PhD
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center 118
Telephone:	316-978-3876
Email:	Jennifer.stone@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	12:30-3:30 Wednesday and by appointment
Classroom; Days/Time:	N/A
Prerequisites:	CI 603
Corequisite:	CI 614 (undergraduates only)

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Candidates participate in a prestudent teaching opportunities located in natural settings (e.g. within homes and the community) that include young children from birth through age 2 and their families. Candidates work with a cooperating teacher, other professionals and a university supervisor to plan, implement and assess services and supports for young children and their families. Prerequisite: CI 603. Corequisite: CI 614 (undergraduates only).

Definition of a Credit Hour
One (1) credit hour for field placement, internship, practicum or clinical rotation is defined as at least forty-five (45) hours of supervised work each semester. Success in this 2 credit hour field placement is defined as **90 hours** of supervised work in the assigned classroom or field placement.

Measurable Student Learning Outcomes

Course Outcomes The candidate will:	**Related Assessment**	**Guiding Principles from the Unit Conceptual** Framework (PR, HDD, CTA, T, CKS, C)	**KSDE Program Standards**
Demonstrate professional knowledge, skills and dispositions by supporting policies, procedures and regulations (including confidentiality) at all times.	Student, Coop Teacher, Univ Instructor Evaluations; Reflective Journal	PR	Standards #1, 2 and 3
Use effective collaboration and communication skills in all aspects of the practices within infant/toddler placements.	Student, Coop Teacher, Univ Instructor Evaluations; Reflective Journal	PR, HDD, C	Standards #1 and 2
Promote and help develop family-centered services, supports and empowerment	Student, Coop Teacher, Univ Instructor Evaluations; Reflective Journal	PR, HDD, CTA, T, CKS, C	Standard #1
Use knowledge of early childhood development, developmentally appropriate practices, and various program models to determine child and family needs, and to build effective programs for children at infant toddler levels and their families.	Student, Coop Teacher, Univ Instructor Evaluations; Reflective Journal	PR, HDD, CKS	Standard #3
Honor and respect cultural diversity among all children/families and other professionals	Student, Coop Teacher, Univ Instructor Evaluations; Reflective Journal	HDD	Standard #1
Plan, design, and set up developmentally appropriate, healthy/safe, and engaging learner environments	Student, Coop Teacher, Univ Instructor Evaluations; Reflective Journal	HDD, CTA, T, CKS	Standard #5
Conduct screening, evaluation for eligibility, and assessment for program planning collaboratively with families and other team members	Student, Coop Teacher, Univ Instructor Evaluations; Reflective Journal	CTA, CKS	Standards #2 and 4
Design developmentally appropriate and research-based curriculum to meet developmental and early academic knowledge and skills.	Student, Coop Teacher, Univ Instructor Evaluations; Reflective Journal; Lesson Plan	HDD, CTA, T, CKS	Standard #2, P1; Standard #2, P2 Standard #6, P1-9
Deliver instruction/intervention to young children, both with and without exceptionalities or needs for	Student, Coop Teacher, Univ Instructor	HDD, CTA, T, CKS, C	Standards #1 and 6

ELL, during one-to-one, small group and large group interactions.	Evaluations; Reflective Journal; Lesson Plan		
Develop and use IEPs to guide individualized programs	Student, Coop Teacher, Univ Instructor Evaluations; Reflective Journal	PR, HDD, CTA, T, CKS, C	Standards # 1, 4 and 6
Adapt curriculum and instruction to meet the individual needs of all children	Student, Coop Teacher, Univ Instructor Evaluations; Reflective Journal; Lesson Plan	PR, HDD, CTA, T, CKS, C	Standard #6
Demonstrate the ability to procure resources for children, families and other professionals, when needed	Student, Coop Teacher, Univ Instructor Evaluations; Reflective Journal	PR, HDD, CTA, T, CKS, C	Standard s#1 and 3
Assess for, plan, and use technology (including assistive technology), when needed	Student, Coop Teacher, Univ Instructor Evaluations; Reflective Journal	T	Standard #6
Plan and conduct transitions within and between programs (e.g., preschool to kindergarten)	Student, Coop Teacher, Univ Instructor Evaluations; Reflective Journal	HDD, CTA, T, CKS, C	Standard #1

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Technology Expectations:
During enrollment of this course, you will need to use the following technology: (a) Word processing and printing, (b) web searches, (c) on-line literature searches, and (d) enrollment in and use of Blackboard. There are several options for you to acquire these skills: (a) you may already have the skills, (b) the COE Tech Center is open to students and has staff available to help you gain the skills, (c) on-line tutorials are available (see staff in COE Tech Center for specifics), (d) you may enroll in short courses so that you have those experiences documented on your transcript, and (e) librarian assistance.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Class Protocol
Students are expected to act in a professional manner while representing the College of Education and Wichita State University. They are expected to communicate with cooperating teachers and university supervisors frequently, keep their proposed schedules, and arrive on time to field placement assignments. Absences should be reported in advance and made up immediately. No more than one absence will be allowed throughout the course of the semester.

Teacher Education Candidate Conduct Expectations:
Teacher education candidates (TECs) in a teacher education program participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. TECs should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, teacher education candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and cooperating teachers, may receive a failing grade and/or face possible removal from the field experience. For a more complete description of expectations and procedures for dismissal from field experiences see related documents in the Teacher Education Application Packet.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (*Note: the chart on the next page is a sample that may be used*). (Other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.)

Points/percentages, as instructor chooses	**Letter grade**	**Grade Points**	**Interpretation**
95-100%	A	4.00	*The A range denotes excellent performance.*
90-94.9%	A-	3.67	
87.89.9%	B+	3.33	
83-86.9%	B	3.00	*The B range denotes good performance.*
80-82.9%	B-	2.67	
77-79.9%	C+	2.33	
74076.9%	C	2.00	*The C range denotes satisfactory performance.*
70-73.9%	C-	1.67	
67-69.9%	D+	1.33	
64-69.9%	D	1.00	*The D range denotes unsatisfactory performance.*
60-63.9%	D-	0.67	
0-59.9%	F	0.00	*F denotes failing performance.*

Assignments
1. Contact your assigned cooperating teacher and/or placement director/contact and make arrangements for a weekly time/day to do your practicum hours. (Every student has a different schedule, and this schedule must be individualized.) This schedule must be set by the end of the first week in February. You will start (at the latest by the first week of February.)

   For students in a center based placement:

   - You will have 13 weeks to complete your 90 hours. This works out to roughly 7 hours a

week of face to face time in the classroom. Turn in a copy of the proposed schedule to Blackboard. Please use the provided template. **(100 points)**

For students working in a family service provider placement:

- You will have 13 weeks to complete your 90 hours. This works out to roughly 7 hours a week working with your cooperating teacher. **Know that in this placement, things don't always work out the way you intend. Schedules vary from week to week for your cooperating teacher.** (She will not see the same 4 families every Wednesday. She may not see 6 families every Tuesday.) ***Ideally***, at least 45 of these hours will be spent face to face providing services to children and their families. The other 45 will be working with your CT to plan, assess, and reflect on the caseload. Your log must include at least 2 teaming meetings and 2 quarterly meetings. Please make sure that these are planned into your schedule. (**100 points**)
    - I understand that this is just a plan, and it is subject to change due to the nature of this placement. It is important that you keep track of what you do each week. This will be important at the end of the semester.

2. Reflective Journal - Each candidate will write a reflective journal and submit to the instructor on a weekly basis during placement (submitted through blackboard). (**100 points total*)**
3. Lesson Plan –
    - **If you are in a center based placement:**
        - Develop 2 lesson plans (template is provided) and instruct student(s) per the lesson plan. Submit the lesson plan through blackboard prior to observation. (**100 points each**) 200 points total
    - **If you are in a home service provider placement:**
        - You will lead 2 visits (to be decided upon with your CT). You will provide a copy of your pre-planning sheet and your visit log (Student's identifying info removed) for each. Templates for the pre-planning sheet are provided. The visit log is provided by Rainbows. **(the 2 documents will count as your lesson plan and total 100 points for each visit)** 200 points total
4. Student Evaluations (Self, Cooperating Teacher, University Supervisor) –
    a. Student will schedule2 observations with university supervisor. Each observation will have a formal lesson plan or pre-planning sheet depending on your placement. (see assignment #3) (**200 points each)** 400 points total.
    b. Cooperating teacher will complete an observation of performance form for both formal lessons taught. (**100 points each**) 200 points total
    c. Student will complete a self-reflection for both formal lessons taught or visits lead. This should be turned in within one week of observation (**50 points each)** 100 points total.
5. Time log* :
    a. If working in a center based placement : showing 90 hours of time spent in the classroom. (To be scanned and turned in at the end of the semester).
    b. If working in a home service provider based placement: Showing exactly the total number of hours spent in face to face time with families and children, the total number of hours spent working with CT in assessment/planning/etc and including the hours spent in teaming and quarterly meetings. Total hours in field placement = 90 hours. (To be scanned and turned in at the end of the semester).

*Class is will not be complete, and a grade will not be assigned without 90 total hours of field experience.

- Note that the journals will be graded by rubric each week with a total out of 24 given for each journal. The final grade will be an average of all 13 journals and will only be posted when all journals are complete. To see the grade on each journal, read the comment on the individual posting in blackboard.

Total Points: 1100 points total

Licensure Assessments:
Both the state of Kansas and national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

Field Experience Performance Evaluation Rubric—ECU (Score of 2 or higher on each item by final evaluation within the course)

Remediation - Students failing to achieve an acceptable performance on this required assessment will be provided with a limit of one remediation opportunity/opportunities. The university is not able to recommend individuals for licensure who fail to attain an acceptable rating on required assessments, even though they may receive an acceptable course grade or exceed minimum GPAs. Therefore, students who do not achieve acceptable performance on this assessment after one remediation opportunity/opportunities will be subject to dismissal from the program.

Extra Credit
There is no Extra Credit in this Course

Important Academic Dates
For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016. Spring Commencement is scheduled for May 14 with details available at www.wichita.edu/commencement.

Disabilities
If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).
The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

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Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Tentative Schedule
To begin no later than the first week of February and complete by May 7. 13 weeks, Roughly 7 hours a week. Schedule to be determined by student and cooperating teacher.

Proposed schedule due by Feb 5.
Observation 1 is due by Spring Break
Observation 2 is due by May 6
Final journal post is due May 8

College of Education
Course Syllabus
CI 616, Literature for Adolescents (3), Spring 2016

Instructor:	Dr. Kathrine Cramer
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center
Telephone:	316-978-6933
Email:	katie.cramer@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	2:30-4:00 Wed., Thurs., & by appt.
Classroom; Days/Time:	Corbin 156C; Thursdays 4:30 – 7:20
Prerequisites:	Acceptance into teacher education. Currently and previously certified teachers meet prerequisites.

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
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Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Students expand their knowledge of strategies for helping culturally, developmentally, and linguistically diverse students comprehend and construct meaning from texts using appropriate education technology and face-to-face instructional techniques. Includes extensive reading of classic and contemporary young adult literature in all genres. Prerequisites: acceptance into teacher education. Currently and previously certified teachers meet prerequisites.

Definition of a Credit Hour
A "credit hour" is a measure of graduate or undergraduate academic work represented in learning outcomes and verified by evidence of student achievement that reasonably approximates one hour of classroom instruction and a minimum of two hours of out-of-class student work for each week (15 weeks/semester). For this three-credit-hour course, you should plan to engage in three hours of class and six hours of out-of-class work each week.

Measurable Student Learning Outcomes

Course Outcomes	Related Assessment	Guiding Principle from Unit Conceptual Framework	KSDE Content Program Standards: ELA 5-8 ELA 6-12
1. Demonstrate knowledge of a representative body of high quality young adult texts, both print and non-print, that depict diversity in all its forms.	Lesson Plan Reading Log Book Talk Book Reviews YAL Conf. Presentation Reading Responses	HDD, T, CKS	1
2. Explain, apply, and evaluate current philosophies and practices in teaching literature to adolescents.	Lesson Plan Teaching Notes Reading Responses YAL Conf. Presentation	PR, HDD, CTA, CKS	1
3. Compose/create personal responses to literature, developing both as a reader and writer to be better prepared to help students in their pursuits of each.	Reading Autobiography Alternative Book Report Book Reviews	PR, CTA, T	2
4. Evaluate and apply strategies to help students construct meaning from texts and respond both personally and critically.	Lesson Plan Teaching Notes YAL Conf. Presentation	PR, HDD, CKS	3
5. Evaluate and practice a range of assessment strategies for literature learning.	Alternative Book Report Teaching Notes Book Talk Book Reviews Lesson Plan	PR, CTA, T, CKS	3

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook

Hyde, C.R. (2010). *Jumpstart the world.* New York: Alfred A. Knopf.

Kittle, P. (2013). *Book love: Developing depth, stamina, and passion in adolescent readers.* Portsmouth, NH: Heinemann.

Lesesne, T.S. (2010). *Reading ladders: Leading students from where they are to where we'd like them to be.* Portsmouth, NH: Heinemann.

Other Readings

*Seven young adult books of your choice, based on criteria set forth in class
*Access to course Blackboard site where additional readings will be posted

*Access to WSU e-mail address that you *check regularly*
*Access to Goodreads and course Wiki: https://ci616spring2016.wikispaces.com

Technology Expectations:
The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Class Protocol
You are expected to be prepared and to participate appropriately in class. Failure to do so (e.g., off-task talking or working, non-emergency cell phone or other inappropriate electronic gadget use, insulting other class members, persistently arriving unprepared to class, etc.) will be counted as an absence and could eventually result in your removal from this class.

Attendance Policy: During a four-week summer session, every class meeting is the equivalent of one week of class during a regular semester. Because so much of your learning depends on our in-class activities, you must attend class on a regular basis to receive credit for the course. Please note the reading responses/participation grade you will earn under "Course Requirements and Evaluation." I expect you to engage fully in this class and to conduct yourself as a professional.

If you miss three class meetings, your final course grade will be lowered by one letter. If you miss four class meetings, your final course grade will be lowered by two letters. If you miss more than four classes, you will fail the course. There is no distinguishing between "excused" and "unexcused" absences, except for extreme situations, so please factor in travel plans, holidays, and other obligations. **Let me be absolutely clear here: you cannot pass this course if you miss more than four (4) class meetings, regardless of the reason for your absence.**

Arriving late to class and leaving early will also result in consequences that will affect your grade; if you arrive after roll has been taken or if you depart before class is dismissed, you are tardy. Three tardies equal one absence. Also, if you miss 20 minutes of class at any point during the class meeting times, you will be counted absent—keep in mind, you can still remain in class to participate and receive credit for work completed after your arrival and/or before your departure. **If you find you have to be absent or tardy, I expect you that you will act in a professional manner and inform me as soon as possible regarding your absence or delay.**

You are responsible for all work missed during your absence, and you are responsible for coming to the next class meeting adequately prepared. In addition to checking Blackboard for class meeting agendas and materials, please get to know your fellow classmates: exchange phone numbers and email addresses, and create a supportive network so that if you are absent, you can keep up to speed with the course.

Teacher Education Candidate Conduct Expectations:
Teacher education candidates (TECs) in a teacher education program participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. TECs should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, teacher education candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and cooperating teachers, may receive a failing grade and/or face possible removal from the field experience. For a more complete description of expectations and procedures for dismissal from field experiences see related documents in the Teacher Education Application Packet.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (*Note: the chart on the next page is a sample that may be used*). (Other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.)

Points/percentages, as instructor chooses	Letter grade	Grade Points	Interpretation
92.0-100%	A	4.00	*The A range denotes excellent performance.*
90.0-91.9%	A-	3.70	
88.0-89.9%	B+	3.30	
82.0-87.9%	B	3.00	*The B range denotes good performance.*
80.0-81.9%	B-	2.70	
78.0-79.9%	C+	2.30	
72.0-77.9%	C	2.00	*The C range denotes satisfactory performance.*
70.0-71.9%	C-	1.70	
68.0-69.9%	D+	1.30	
62.0-67.9%	D	1.00	*The D range denotes unsatisfactory performance.*
60.0-61.9%	D-	0.70	
0-59.9%	F	0.00	*F denotes failing performance.*

Assignments
Below are *brief explanations* of the major writing assignments and projects for this course, along with their course weights for undergraduate and graduate students. **More detailed explanations and expectations will be provided throughout the semester.**

Assignment	**Undergraduate**	**Graduate**
Reading Responses & Participation	25%	25%
Reading Autobiography	10%	10%
Independent Reading Responses	35%	35%
Alternative Book Report (7%)		
Book Talk (4%)		
2 Teaching Notes (10%)		
3 Book Reviews (12%)		
Reading Log (2%)		
Undergraduate YAL Lesson Plan & Materials	30%	n/a
Graduate YAL Conference Presentation	n/a	30%

Reading Responses & Participation
During every class meeting (and online), you will have the opportunity to interact with me and your classmates—in small groups and as whole class—about the readings and in-class experiences. Preparing effectively for these interactions means that you have completed the assigned readings (including any assigned reading responses), and you are ready to discuss your reactions to the texts and your experiences as a student and teacher. In addition, most of your writing assignments will include opportunities for you to engage in (and earn credit for) your writing process. In-class writing workshops will count toward your grade for that particular piece of writing and will require that you arrive to class with a suitable draft for review and that you

participate in the workshop by offering constructive feedback for your colleague(s).

Please demonstrate your professionalism by being ready to discuss and critique the assigned reading. This means that you've brought the appropriate text(s) to class and jotted down some notes or highlighted parts of the text—acknowledging ideas that strike you as useful to your future teaching, asking critical questions, etc. Sometimes you will be assigned a specific response to complete before the class meeting for which the texts have been assigned (e.g., Literature Circles). Other times, you will simply respond during class time in discussions and in writing (e.g., quiz or ticket out the door). Your preparation and attendance in both cases are vital. These tasks allow me to assess your learning and progress, and the points cannot be made up if you are absent, tardy, or unprepared. Below are the criteria by which I will assess your participation in reading workshops/discussion groups:

- Demonstrates obvious reading completion – texts accessible, marked, referenced during discussion
- Responds to prompts and peer/teacher questions with appropriate information
- Volunteers contributions and offers opinion confidently without domineering
- Provides reasons in support of opinions expressed
- Asks relevant questions
- During presentations by classmates/guest speakers, remains attentive/responsive and provides constructive feedback as appropriate

Reading Autobiography (RA): You will compose a reading autobiography that tells the story of your life as a reader. Plan to share your reading experiences in class and post your autobiography online (and reply to others' writing), so that we might develop as a community of readers, writers, and teachers.

Independent Reading Responses for 7 Young Adult Texts: You will read at least seven young adult texts of your own choosing (not including *Jumpstart the World*), and prepare a variety of responses as described below, sharing your responses with your classmates both face-to-face and online. Your YA text selections must demonstrate quality in the field of young adult literature as discussed in class. Please choose novels you have NOT read before. In other words, do not use a novel you are reading for another class or read previously as an adolescent. I trust your integrity here! *Please review the Independent Reading Log assignment for requirements regarding your text selections.*

Independent Reading Responses

Alternative Book Report: For one of your independent YA readings, complete an alternative book report. Your report must be a dramatic, artistic, written, and/or digital response. We'll discuss various ideas/options during class.

Book Talk: For another independent YA text, prepare and share a book talk with the class on a pre-assigned date. Your book talk will include a visual (e.g., book cover, summary from book jacket) and a brief read aloud of an engaging passage. I will provide models.

Teaching Notes: For two of your independent YA texts write up the information you would use to teach each text. Include the following:

- brief summary of plot and characters
- historical placement
- annotated bibliography of at least four quality and credible online resources that could be helpful to someone teaching the book.

Book Reviews: For the each of the remaining three books, write a 250-300 word book review, and post it on our Goodreads discussion forum on the "English Teachers of Wichita State University" group page. I recommend that you compose your post in a Word processing program first and then copy/paste it into the text box online. Please follow these guidelines when composing your post:

1. Maintain a professional and courteous tone in your comments.

2. Discuss the text's plot, characters, quality of writing, etc. and your overall evaluation of it. Spoilers are permitted, though you might want to provide a spoiler alert for your colleagues. ☺
3. Consider how/why you might (or might not) incorporate it into your curriculum as well as any challenges you can anticipate in teaching the text.

In addition to posting your review, **respond *thoughtfully*** to at least one colleague's posting for each round of reviews.

YAL Lesson Plan & Materials (Undergraduate Requirement): You will design and present a detailed lesson plan (and supplementary materials) that demonstrates your ability to teach young adult literature, aligns with Kansas College and Career Readiness Standards (KCCRS), and meets the needs of all learners, including those who are culturally, linguistically, and developmentally diverse. Assessed during a presentation to the class, your lesson plan will demonstrate your …

- knowledge of **current methods for teaching processes of reading, writing, speaking, listening, thinking, and viewing** and their interrelationships,
- knowledge of a **variety of print and non-print texts** and of **how learners create and discover meaning** in a text, and
- ability to **communicate effectively and responsibly** for a variety of audiences and for different purposes

YAL Conference Presentation (Graduate Requirement): Working independently or in groups of 2-3, and using YAL journals' current calls for manuscripts as inspiration, graduate students will prepare a 10-30 minute conference presentation (depending on the size of the group) on some aspect of young adult literature. The presentation will include a handout and visual. This in-class presentation could/should serve as a starting point for an actual conference presentation (the KATE Conference is in Wichita in October) or the submission of a manuscript in response to the journal's call. I will be happy to assist you in this process.

Licensure Assessments:
Both the state of Kansas and national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

Teacher Education Professionalism/Dispositions Rubric with all criteria marked at "acceptable" or higher. The rubric is located at the end of this syllabus.

Remediation - Students failing to achieve an acceptable performance on this required assessment will be provided with a limit of one remediation opportunity/opportunities. The university is not able to recommend individuals for licensure who fail to attain an acceptable rating on required assessments, even though they may receive an acceptable course grade or exceed minimum GPAs. Therefore, students who do not achieve acceptable performance on this assessment after one remediation opportunity/opportunities will be subject to dismissal from the program.

Late Assignments
A key component of professionalism is punctuality with regards not only to attendance but to assignment due dates. All final drafts of *major* assignments (i.e., specific assignments listed in this syllabus) will be penalized one letter grade for every day they are late. Work is considered late if it is not submitted by the date *and time* specified on the assignment sheet. Permission to turn in an assignment late and without penalty will be given rarely and only as a result of a conference with me (and never on the day the assignment is due). **You must turn in all assignments in order to pass this course, so plan to submit ALL assignments even if they are late and will earn reduced credit.**

Drafts, in-class work, and smaller tasks will not be accepted for late credit. You may, however, submit these late assignments at my discretion for feedback as you work toward your final draft.

Important Academic Dates
For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

Disabilities
If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing
The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusiveness
Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property
Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System
Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services
WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your

body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Other

Format of Written Work
The faculty of the College of Education has chosen the style guide of the American Psychological Association as the manual to be followed when submitting written work (www.apastyle.org). It is the responsibility of the student to follow the guidelines set forth in this manual. If questions arise, please refer to the manual first, and then to the COE website; the instructor should be consulted after consulting these resources.

Online Requirement: Throughout this course, you will use our Blackboard course site to retrieve course assignments, documents, and readings. In addition, since you will most likely not have access to Blackboard in your future classroom, you will explore and post to a variety of sites that you might use in your future teaching, including but not limited to Goodreads and Wikispaces. You will use Blackboard, Goodreads, and our course wiki to submit work and provide/receive feedback. Any work posted/submitted after the deadline (date and time) will be considered "late" and penalized accordingly (see Policy on Late Work above).

Naming conventions for files submitted electronically: Create a file name for your document that contains, in this order: *your last name and the title of the assignment* as it is named in the course syllabus—or an abbreviation of the title (e.g., Cramer_RA for my Reading Autobiography).

If you have difficulty submitting your work via Blackboard, Goodreads, or the Wiki, please e-mail it to me as an attachment to prove that you completed it on time. Then, continue to attempt to post after the deadline.
When submitting work to me via WSU email, you should do the following:

1. Create an email addressed to me: katie.cramer@wichita.edu
2. In the subject line of your e-mail, include the title of the assignment as it is named in the course syllabus.
3. Write a brief, professional message explaining the reason for your e-mail submission.
4. Attach a Word file (.doc or .docx) or a rich text file (.rtf).
5. Sign your name to the email, and hit send.

I will send you an email confirming receipt of your assignment within 24 hours Mon.-Fri. If I am having trouble accessing it, I will also let you know so that we can work together to resolve the issue (please note: I rarely check e-mail on the weekends).

Working and responding in an online environment poses unique challenges. Please remember that this is a professional environment. As a current or future English teacher, everything you put out onto the web is subject to scrutiny. Even secure and restricted sites can be accessed by those outside of our learning community. Take this into consideration: everything you post or send by e-mail is potentially available for public consumption and criticism, so you should present yourself professionally – for many of you, as a teacher-in-training who will one day apply for a job where any online material may be searched and judged.

Important: *When posting material online compose your submissions in a word processing program first and keep a saved copy, which you can paste into the text box or attach to the message.*

Revision Policy: Because learning is a process that involves growth and continued exploration of ideas and created products, you may revise major assignments submitted prior to the final week of classes based on my feedback *and with my permission*. Your revision is due one week from the time I return your evaluated piece. If your work was originally submitted electronically, you should submit your revised draft electronically as well, with my comments and feedback intact. If your work was originally submitted and evaluated in hard copy, I expect you to hand in your revision directly to me during class time, along with the draft I evaluated and my comments to you. Regardless of how you submit your revision, if I do not receive your original submission with my comments, I will not evaluate your revision.

The grade for your revised draft will be averaged with your grade for your original draft. Your process grade will remain the same for both drafts; and if your original paper was turned in late, those points will also be deducted from your revised paper.

A Note about Writing Conventions and WSU's Writing Center

Fairly or unfairly, your public use of language as an English teacher opens you to scrutiny and possible criticism from students, other teachers, administrators, parents, and the general public. It is vital that you develop and employ a rigorous screening process for any prose that will (or *could*) go public. This self-editing skill begins with correct grammar and spelling and extends to appropriate content, tone, style, and format. To this end, I will evaluate all of your writing for this class in part by how well it conforms to the conventions of professional public writing.

With that in mind please note that the WSU Writing Center is free and open to all WSU students. You may schedule or drop in for a 30 minute session with a tutor (an undergraduate or graduate teaching assistant). While tutors do not proofread or edit (i.e., they won't "fix" your paper for you), they offer assistance with all aspects of writing, including brainstorming, organization, style, and revision, as well as specific writing concerns that you articulate. In addition, the center is equipped with five computers with Windows, Microsoft Word, and Internet access. You may also do online writing exercises to help improve basic grammar skills. No appointment is necessary, but you can schedule one by phone: 316-978-3173. The Writing Center is located in 601 Lindquist Hall and is open during the summer on Tuesdays, Wednesdays, and Thursdays, from 1:00 to 5:00 p.m.

As a current or future English teacher, you may find it valuable to experience what the Writing Center as has to offer. Writing is a social process, and it is almost always beneficial to have another set of eyes review and offer constructive feedback for your writing. Take advantage of this opportunity, not just to improve your writing but to get a sense of how other teachers approach writing instruction.

Please note: If you are having particular trouble with some aspect of the course—such as completing an assignment, keeping regular attendance, or otherwise meeting expectations—please speak to me right away. Make an appointment with me, talk to me before or after class, or e-mail me.

Tentative Schedule

The pace and amount of work in this course is intense. While I am sensitive to the demands placed on you beyond this class (sometimes by forces beyond your control), my primary responsibility is to ensure that you leave this class with a sound knowledge of young adult literature, its theories and practical applications, so that you are prepared to enter the classroom during student teaching and beyond. To that end, this course is designed to offer you a variety of reading, writing, viewing, visually representing, speaking, listening, thinking, and responding activities. The meaning and knowledge that you derive from this class is, in large measure, up to you and is heavily dependent on your enthusiasm and energy in fulfilling the work and learning of this course. *If you are not an organized person,* ***get organized*** *for this course and all professional activity from here onward.* Meet the demands of this class head-on with a proactive, determined attitude.

The following calendar of class events and activities represents a tentative schedule that will likely be altered based on our needs and on group dynamics; that is, as the members of this class establish an interactive pattern and a pace for learning, the following assignments may need to be moved to other dates or otherwise modified. You will receive adequate notice of any such changes.

The schedule is not intended to be all-inclusive. Instead, it contains a brief outline of the due dates and activities that will occur during the semester. Do not rely solely on this calendar when determining what material you missed in the event of an absence.

Assignments and readings are due on the date next to which they're posted. Please come to class having read and thought about the material assigned for that particular day, and **bring your texts to class on days when readings are due**. Specific homework exercises, discussion circle responsibilities, and online postings will be discussed in class or posted online as appropriate.

For all assignments, please note the submission requirements on the assignment sheet. The submission requirements are summarized in the below calendar but are incomplete. Refer to the assignment sheet for detailed submission requirements. Failure to submit your assignment correctly may result in a lowered grade.

Please note that the benchmarks are intended to help you keep up with the assignments. They should not be your only source of guidance for keeping up with the pace of the course. Use your best judgment, and consult me as needed.

Date	Reading Due	Assignments Due	In Class Experiences
Benchmarks for Week 1: • Closely review the CI 616 syllabus and course Blackboard site. If you have questions/concerns, contact me at Katie.Cramer@wichita.edu. • Begin exploring YAL and curating a list of titles you'd like to read this semester.			
1-21	• n/a	• n/a	• Introductions, policies, texts • What is YAL? • What does a book talk look like? • Book Pass • Graduate requirement (if needed)
Benchmarks for Week 2: • Begin selecting and *reading* your Independent Reading YA texts. You are welcome to browse my bookshelves (you may borrow up to two books at a time from me), check out books from WSU and Wichita Public Libraries, and purchase books for your own classroom collection (check out Book-A-Holic and Watermark Books in town).			

1-28	• Hipple: "It's the THAT, Teacher" (posted on Blackboard) *Reading Ladders* (Lesesne): • Foreword by Jim Blasingame • Ch. 1 "Meeting Students Where They Are: Why Use YA Literature in the First Place?" • Ch. 2 "Lincoln Logs: How We Begin to Build Lifelong Readers"	Meet at 4:45 in AL 217 of Ablah Library. If you want to walk over together, I will be in our classroom (Corbin 156C) and depart at precisely 4:30. We will spend about an hour at the library learning about the Children's Literature Comprehensive Database and touring the YAL collection—woohoo! Then, we will return to Corbin 156C where we will do the following: • Discuss Reading Autobiography (RA) • Discuss Independent Reading Responses • Discuss electronic requirements (e.g., Goodreads, Wikispaces)	
Benchmarks for Week 3: • Read at least your 1st YA book, and document in your reading log. • As you read, think about which reading response you want to use for this book. If you signed up for an early Book Talk, pick that. ☺			
2-4	*Reading Ladders* (Lesesne): • Ch. 3 "Motivating Readers" • Ch. 4 "Creating Lifelong Readers"	• **Book Talks** #1 and 2 • Draft of Reading Autobiography	• Building a classroom library • Writing workshop: RA
Benchmarks for Week 4: • Read at least your 2nd YA book, and document in your reading log. • Plan ahead for/begin working on your first book review, your book talk, and/or your ABR.			
2-11	*Reading Ladders* (Lesesne): • Ch. 5 "Building Reading Ladders" • Ch. 6 "Upping the Ante with Reading Ladders" • Ch. 7 "Climbing the Ladder to Assessment"	• **Book Talks** #3 and 4	• What's a reading ladder? • Generating ideas for your ABR
Benchmarks for Week 5: • Read at least your 3rd YA book, and document in your reading log. • On the horizon: book talk, ABR, book review #1, and teaching notes #1. Continue to think about and plan for which response you will choose for each text.			
2-18	• Short reading – *to be determined*	• **Book Talks** #5 and 6 **Reading Autobiography Due** • Submit via BB Assignments by 4 pm • Post on appropriate BB Discussion Board forum by 4 pm • Respond to assigned classmates' autobiographies on BB Disc Board by this Sunday	• What's a Feather Circle? • Feather Circle: RA • Writing a book review
Benchmarks for Week 6: • Develop/draft/complete your reading responses – ABR, Book Review #1, Teaching Notes #1.			

2-25	• Readings on teaching strategies – *to be determined*	• **Book Talks** #7 and 8 • **Book Review #1**: Post on Goodreads group page. Post a response to assigned classmate by Sunday.	• Generating ideas for Teaching Notes #1 • Discuss YAL Lesson Plan assignment.
Benchmarks for Week 7: • Read at least your 4th YA book, and document in your reading log. • Complete your ABR if you are presenting this week. Begin drafting Teaching Notes #1. • Undergraduate students: Consider possible texts, reading strategies for Lesson Plan. Review the lesson plan template. What questions do you have? • Graduate Students: Engage in initial research, and select a topic for your YAL Conference Presentation.			
3-3	*Book Love* (Kittle) • Poem: "Where Dreams Come From" by Marge Piercy • Introduction (pp. xiii-xvi) • Ch. 1 "Teenagers Want to Read—If We Let Them" • Ch. 2 "Understanding Readers and Reading"	• **Book Talks** #9 and 10 • **Alternative Book Report (ABR) Due**: If today is your assigned date, post materials on appropriate Wiki page by 4 pm, and present in class.	• ABR Presentations • Assigned reading and non-readers • Drafting for Teaching Notes #1 • Discuss literature circles
Benchmarks for Week 8: • Read at least your 5th YA book, and document in your reading log. • Complete your ABR if you are presenting this week. Complete Teaching Notes #1.			
3-10	*Book Love* (Kittle) • Ch. 3 "Building Stamina and Fluency" • Ch. 4 "Opening Doors into Reading"	• **Book Talks** #11 and 12 • **Alternative Book Report (ABR) Due**: If today is your assigned date, post materials on appropriate Wiki page by 4 pm, and present in class. • **Teaching Notes #1 Due by Sunday, March 13**: Post on appropriate Wiki page by 11:59 p.m.	• ABR Presentations • Managing the reading workshop • Assessment and grading • Pre-Reading activity: *Jumpstart the World*
3-17	• Spring Break – no class meeting. • Look for feedback/grade on your Teaching Notes #1 this week.		
Benchmarks for Week 9: • Read at least your 6th YA book, and document in your reading log. • Complete Book Review #2. • Undergraduate Students: Narrow text selection and reading strategies for Lesson Plan. Begin generating ideas for supplementary materials that would enhance your lesson. • Graduate Students: Continue researching and synthesizing your findings for your YAL Conference Presentation.			
3-24	• No scheduled class meeting. I will be at the CAEP Conference learning about accreditation. **Please note: you still have work to complete**: • **Book Review #2**: Post on Goodreads group page. Post a response to assigned classmate by Sunday. • Read/work ahead -- preview the upcoming weeks, and get going!		

Benchmarks for Week 10: • If you have read at least 5-6 YA books for your Independent Reading assignment, you can turn your attention to *Jumpstart the World* and required literature circle preparation. • If you need to get caught up on Independent Reading Responses, do so now.			
3-31	*Book Love* (Kittle) • Ch. 5 "The Power of the Book Talk" • Ch. 6 "Conferences" *Jumpstart the World* (Hyde) • Ch. 1-5: pp. 1-63	• **Book Talks** #13 and 14 • **LC #1** Preparation	• Making the most of your book talks • Conferring with student readers • LC #1: *Jumpstart* • Share Teaching Notes #1 with peers • Review WSU Middle/Secondary lesson plan template
Benchmarks for Week 11: • If you have read at least 5-6 YA books for your Independent Reading assignment, you can turn your attention to *Jumpstart the World* and required literature circle preparation. • If you need to get caught up on Independent Reading Responses, do so now.			
4-7	• Readings on teaching literary theory – *to be determined* *Jumpstart the World* (Hyde) • Ch. 6-11: pp. 64-134	• **Book Talks** #15 and 16 • **LC #2** Preparation	• Teaching literary theory in middle and high school ELA • LC #2: *Jumpstart*
Benchmarks for Week 12: • If you have read at least 5-6 YA books for your Independent Reading assignment, you can turn your attention to *Jumpstart the World* and required literature circle preparation. • If you need to get caught up on Independent Reading Responses, do so now. • Draft Teaching Notes #2.			
4-14	*Book Love* (Kittle) • Ch. 7 "Responding to Reading" • Ch. 8 "Nurturing Interdependent Readers in a Classroom Community" *Jumpstart the World* (Hyde) • Ch. 12-16: pp. 135-186	• **Book Talks** #17 and 18 • **LC #3** Preparation	• Responding to text • Classroom community • LC #3: *Jumpstart*
Benchmarks for Week 13: • Read at least your 7th YA book, and document in your reading log. • Complete Teaching Notes #2.			
4-21	*Book Love* (Kittle) • Ch. 9 "Creating a School Community of Readers"	• **Book Talks** #19 and 20 • **Teaching Notes #2 Due**: Post on appropriate Wiki page by 11:59 p.m.	• Promoting reading school-wide • Your reading life! • Writing Workshop: YAL Lesson Plan OR Conference Presentation

Benchmarks for Weeks 14-16: • Undergraduate Students: Finalize ideas for Lesson Plan; draft supplementary materials; cite all sources • Graduate Students: Synthesize your research, and organize your presentation, including a handout and a visual. • Collect and organize teaching ideas and texts shared by your colleagues. • Complete Book Review #3. Polish your Reading Log.	
4-28	**YAL Lesson Plan Presentations** (in class) • If you are scheduled to present today, your materials should be submitted via BB Assignments by 5 p.m. the day before. No exceptions. • Be prepared to provide both written and verbal feedback to peers that demonstrates your understanding of YAL and how to teach it.
5-5	**YAL Lesson Plan Presentations** (in class) • If you are scheduled to present today, your materials should be submitted via BB Assignments by 5 p.m. the day before. No exceptions. • Be prepared to provide both written and verbal feedback to peers that demonstrates your understanding of YAL and how to teach it.
5-12 Final	*Class meets during scheduled final exam: 5:40-7:30 pm* **YAL Lesson Plan and Graduate YAL Conference Presentations** (in class) • If you are scheduled to present today, your materials should be submitted via BB Assignments by 5 p.m. the day before. No exceptions. • Be prepared to provide both written and verbal feedback to peers that demonstrates your understanding of YAL and how to teach it. • **Book Review #3**: Post on Goodreads group page. Post a response to assigned classmate by Sunday. • **Complete and Submit your Reading Log**. • **Post your YAL Lesson Plan & Materials** OR **YAL Conference Presentation** materials to the wiki

College of Education
Course Syllabus
CRN 24508 CI 617 ECU Assessment and Methods: Preschool (3)
Spring 2016

Instructor:	Dr. Janice K. Ewing
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center Room 124
Telephone:	(316) 978-5355
Email:	janice.ewing@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Tuesday 3:30PM-4:30PM, Wednesday 1:30PM-2:30PM or by appointment
Classroom; Days/Time:	Corbin Education Center Room158 Monday 5:30PM-8:20PM
Prerequisites:	CI 603
Corequisites:	CI 417P (undergraduates)

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Provides knowledge, skills and dispositions for teacher candidates regarding development and learning at the preschool level (ages 3–5). Candidates learn to link theory and evidence-based practices to the preparation of the learning environment, the curriculum and instructional methods that are appropriate for all children. Includes methods of screening and evaluation, adaptations and accommodations, and interventions to meet individual child needs, including those with exceptionalities. Prerequisite: CI 603. Corequisite: CI 417P (undergraduates)

Definition of a Credit Hour
The expectation of work in order to be successful in this 3 credit course is **three hours** of out of class work for each hour spent in class. This includes work assigned on-line through Blackboard, readings, written assignments and other course related activities.

Measurable Student Learning Outcomes

Learner Outcomes The candidate will	**Related Assessment**	**Guiding Principles from the Unit Conceptual Framework (PR, HDD, CTA, T, CKS, C)**	**KSDE Program Standards**
Understand the historical, theoretical, legal (including parents' rights, due process, and protecting confidentiality), and professional foundations of early childhood programs and services, ages 3-5	FISP	PR	Standards #1 and #2
Become aware of early childhood preschool program models, including inclusion and services for children with exceptionalities and for children who are learning the English language.	DAP Reflection Position Statement	PR	Standard #1 and #2
Know the importance of and types of collaborative models in preschool programs (working with parents/family members, other professionals, teaching assistants and community members).	FISP	C	Standard #1
Understand current early childhood development theory and factors such as biological and environmental conditions that affect children's development and learning (Includes characteristics of disabilities)	Case Quest	HDD, CTA, CKS	Standard #3
Know how to design the daily schedule and learning environments at the preschool level.	DAP Reflection Position Statement	HDD, CTA	Standard #5
Understand and develop developmentally appropriate curriculum and instructional practices for children from ages 3-5 in all developmental domains (cognitive, communication, social-emotional, motor and self-help), and early learning areas (early literacy, discovery through science and mathematics, social studies appropriate to young children, creativity through the arts, health, nutrition and physical activity).	Case Quest	HDD, CTA, CKS	Standard #2, #3, #5 and #6
Understand procedures (both formal and informal strategies) for screening, evaluation for eligibility for special education (determining present levels of performance in	Case Quest	PR, CTA	Standard #4

all developmental domains), and assessment for program planning procedures (whole group and individual).			
Know how to select and administer assessment instruments and procedures based on the purpose of the assessment being conducted and in compliance with established criteria and standards (includes test development, administration and interpretation of results)	Case Quest	CTA, CKS	Standard #4
Planning for and development of IEPs, including making appropriate placement recommendations	Case Quest FISP	CTA, CKS, C	Standard #4
Understand how to adapt/ modify activities/curriculum in order to meet individual needs of children.	Case Quest	CTA, CKS, T	Standard #3, and #6
Know the importance of and procedures for meeting the individual learning needs for children challenged with cognitive, communicative, social-emotional (includes challenging behaviors), adaptive, or motor delays and/or disabilities. This includes individualizing for mild delays through severe/multiple disabilities.	Case Quest	CTA, CKS, C	Standard #3, and #6
Evaluate and select curriculum and instructional strategies to bring diverse cultures into programs, and to meet individual learner strengths and needs when there are language differences.	Case Quest	HDD, CTA, CKS	Standard #6
Know how to assess, plan for and use technology, including assistive technology	Case Quest	CTA, T, CKS	Standard #6
Develop transition plans and know how to conduct transitions from preschool to kindergarten	FISP	CKS	Standard #4
Understand process for evaluating self and programs for effectiveness	DAP Reflection Position Statement	PR, CTA	Standard #2
Seek to understand emerging trends and issues pertinent to young children at preschool levels.	Position Statement	PR, HDD, CTA, T, CKS, C	Standard #1

Unit Conceptual Framework

Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)

Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook
Allen, K. E., & Cowdery, G. E. (2015). *The exceptional child: Inclusion in early childhood education* (8th ed.) Belmont, CA: Wadsworth/Cengage.

Copple, C., & Bredekamp, S. (Eds.) (2009). *Developmentally appropriate practice: In early childhood programs (3rd ed.).* Washington, DC: National Association for the Education of Young Children.

Van de Walle, J. A., Lovin, L. H., Karp, K. S., & Bay-Williams, J. M. (2014). *Teaching student-centered mathematics: Developmentally appropriate instruction for grades prek-k-2.* Upper Saddle River, NJ: Pearson Publishing.

Tomkins, G. E. (2013). *Literacy in the early grades: A successful start for preK-4 readers and writers* (*3rd ed.*). Upper Saddle River, NJ: Pearson Publishing.

Other Readings
Additional reading materials will be distributed in class or posted to Blackboard.

Technology Expectations:
The use of Microsoft Word, Excel, PowerPoint/Prezi, Blackboard and WSU online library are required of all students in the class. Students may also consider using Online Reference Tools such as Endnote, and Google docs, or Dropbox while working on written assignments. Students will be expected to check their Wichita State University e-mail account regularly and if necessary forward e-mails from this account to one that is regularly checked.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Class Protocol
Specific information will be discussed in class and is provided throughout the syllabus.

Teacher Education Candidate Conduct Expectations:
Teacher education candidates (TECs) in a teacher education program participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. TECs should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, teacher education candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and cooperating teachers, may receive a failing grade and/or face possible removal from the field experience. For a more complete description of expectations and procedures for dismissal from field experiences see related documents in the Teacher Education Application Packet.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

Percentages	Letter Grade	Grade Points	Interpretation
100-95%	A	4.00	The A range denotes excellent performance.
94-90%	A-	3.70	
89-87%	B+	3.30	
86-84%	B	3.00	The B range denotes good performance.
83-80%	B-	2.70	
79-77%	C+	2.30	
76-74%	C	2.00	The C range denotes satisfactory performance.
73-70%	C-	1.70	
69-67%	D+	1.30	
66-64%	D	1.00	The D range denotes unsatisfactory performance.
63-60%	D-	0.70	
60% &below	F	0.00	F denotes failing performance.

The following descriptive and numerical criteria are used for all graded assignments in this course. All assignments unless otherwise indicated will conform to APA guidelines.

Grade of A-, A (90-100)
"A" level work exudes "excellence". Excellence is demonstrated through completeness, reason, reflection, a high level of critical thinking, creativity, original thought and application of knowledge, readings, experiences, class discussions, and theory beyond what would be expected. This is a **WOW** assignment.

Grade of B-, B, B+ (80-89)
"B" level work shows a clear understanding of concepts/topics/processes and is well-organized, clear, concise and complete. Originality of thought, reflection, and creativity are evident although not to the extent found in "A" work. Application of prior knowledge, experiences, readings, and theory is evident. This is a **GOOD** assignment.

Grade of C or C+ (74-79)
"C or C+" level work shows a completed assignment with minimal critical thinking. Little original thought, reflection or application of knowledge, experience, readings, or theory is evident. Creativity is lacking. This work demonstrates a very basic understanding of the course concepts/topics/processes. This is a **FAIR** assignment.

"Grades lower than C (generating less than 2.000 grade points), cannot be used to meet degree requirements but…may be repeated" (Graduate Catalog, p. 20).

Assignments

Participation	10%
Case Quest	25%
Family Interview Service Project (FISP)	25%
Position Statement	20%
DAP Reflection Paper	20%

Licensure Assessments:
Both the state of Kansas and national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

Case Quest
Family Interview/Service Project (FISP)

Passing Criteria: Minimum competency for passing the assessment is the Acceptable (2) level on each trait.
Rubrics: Rubrics for the two required assessments will be distributed in class

Remediation - Students failing to achieve an acceptable performance on this required assessment will be provided with a limit of 1 remediation opportunity/opportunities. The university is not able to recommend individuals for licensure who fail to attain an acceptable rating on required assessments, even though they may receive an acceptable course grade or exceed minimum GPAs. Therefore, students who do not achieve acceptable performance on this assessment after 1 remediation opportunity/opportunities will be subject to dismissal from the program.

Undergraduate vs. Graduate Credit (for 700 level courses)
Undergraduate students enrolled in 700 level courses will receive undergraduate credit (not graduate credit) unless they have a previously approved senior rule application or dual/accelerated enrollment form on file in the Graduate School. Undergraduate credit earned in 700 level courses cannot later be counted toward a graduate degree.

Extra Credit
Extra credit is not available in this course

Late Assignments
Late assignments will be accepted with no grade penalty; however **no** late assignments will be accepted during the final week of classes or finals week.

Important Academic Dates
For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

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If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).
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Diversity and Inclusiveness
Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property
Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System
Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

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WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Tentative Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1-25-16	Review Syllabus Review Rubrics for Case Quest and Family Interview Service Project (FISP)
2	2-1-16	Class cancelled
3	2-8-16	Discussion of Due Dates Preschool Development Discussion of Position Statement Topics
4	2-15-16	Discussion of Early Childhood Preschool Environment Determine Pairing for Case Quest
5	2-22-16	Readings for Class – Literacy Text – Chapter 2 Math Text – Chapter 8
6	2-29-16	Exceptional Child Textbook – Chapter 2 Piagetian Task - Number
7	3-7-16	
8	3-14-16	Spring Break
9	3-21-16	Position Statement
10	3-28-16	
11	4-4-16	Component # 1 of the Family Interview Service Project
12	4-11-16	
13	4-18-16	Case Quest
14	4-25-16	
15	5-2-16	
16	5-9-16	Component #2 and #3 of the Family Interview Service Project

College of Education
Course Syllabus
CI 647A, Student Teaching ECI: K-3 (8)
Spring 2016

Instructors:	Michelle Adler, Kathy Busch, Cathy Durano, Jim Granada, Fuchang Liu, Gayla Lohfink, Elizabeth Roberts, Mary Robillard
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center Room 151
Telephone:	316-978-3322
Email:	michelle.adler@wichita.edu; kathy.busch@wichita.edu; cathy.durano@wichita.edu; jim.granada@wichita.edu; fuchang.liu@wichita.edu; gayla.lohfink@wichita.edu; elizabeth.roberts@wichita.edu; mary.robillard@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	8:00 a.m. - 5:00 p.m. or contact University Supervisors via e-mail, or individual office for appointments
Classroom; Days/Time:	N/A
Prerequisites:	CI 402I, 402J, 402M, 402S, 411B, 614, 617, 617P, 703, successful completion

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Candidates spend a semester in professional settings (K-3 level) working with a cooperating teacher and university supervisor. The candidate and cooperating teacher, with the approval of the university supervisor, devise a plan for the student teacher to assume full responsibility for the program/classroom for a designated period of time during the semester. Prerequisites: Grade of B- or better in the following courses: CI 402I, 402J, 402M, 402S, 411B, 614, 617, 617P, 703, successful completion of all Core I and II courses and assessments and acceptance into clinical practice.

Definition of a Credit Hour

From University Policy 2.18 - One (1) credit hour for field placement, internship, practicum or clinical rotation is defined as at least forty-five (45) hours of supervised work each semester.

Measurable Student Learning Outcomes

Outcome	**Related Assessment**	**KSDE Professional Education Standards *(Updated 2015)***	**KSDE Early – Late Childhood Standards (corresponding to ECU standards 8-13)**
1. The intern demonstrates a high level of competence in use of the English language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help all students successfully apply their developing literacy skills to many different situations.	Lesson plans KPTP Student teaching evaluation/ addendum	Standard 1 Standard 2 Standard 2 Standard 4 Standard 5 Standard 6 Standard 7 Standard 8 Standard 9 Standard 10	Standard 1
2. The intern knows, understands, and uses the major concepts, procedures, and reasoning processes of mathematics that define numbers and operations, geometry, measurement, data analysis and probability, and algebra so that all students understand relationships that can represent phenomena, solve problems, and manage data.	Lesson plans KPTP Student teaching evaluation/ addendum	Standard 1 Standard 2 Standard 2 Standard 4 Standard 5 Standard 6 Standard 7 Standard 8 Standard 9 Standard 10	Standard 2
3. The intern knows, understands, and uses fundamental concepts in the subject matter of science—including physical life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy for all students.	Lesson plans/ Classroom formal observations; KPTP; Student teaching evaluation/ addendum	Standard 1 Standard 2 Standard 2 Standard 4 Standard 5 Standard 6 Standard 7 Standard 8 Standard 9 Standard 10	Standard 3
4. The intern knows, understands, and uses the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related	Lesson plans/ Classroom formal observations; KPTP;	Standard 1 Standard 2 Standard 2 Standard 4 Standard 5	Standard 4

areas—to promote all students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.	Student teaching evaluation/ addendum	Standard 6 Standard 7 Standard 8 Standard 9 Standard 10	
5. The intern can design, implement, and evaluate arts experiences that are developmentally appropriate, meaningful and challenging for all students that lead to positive learning outcomes, and that develop positive dispositions toward artistic explorations and expression.	Lesson plans/ Classroom formal observations; KPTP; Student teaching evaluation/ addendum	Standard 1 Standard 2 Standard 2 Standard 4 Standard 5 Standard 6 Standard 7 Standard 8 Standard 9 Standard 10	Standard 5
6. The intern knows, understands, and uses the major concepts of health education and human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for all students.	Lesson plans/ Classroom formal observations; KPTP; Student teaching evaluation/ Addendum	Standard 1 Standard 2 Standard 2 Standard 4 Standard 5 Standard 6 Standard 7 Standard 8 Standard 9 Standard 10	Standard 6
7. The intern uses his/her understanding of children's characteristics and needs and of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive and challenging for all students.	Lesson plans/ Classroom formal observations; KPTP; Student teaching evaluation/ addendum	Standard 1 Standard 2 Standard 2 Standard 4 Standard 5 Standard 6 Standard 7 Standard 8 Standard 9 Standard 10	Standard 7

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook
Spring 2016 Teacher Intern Handbook
(http://webs.wichita.edu/depttools/depttoolsmemberfiles/COEdESS/Student_Teaching_Handbook_Spring_2016.pdf)

Kansas Performance Teaching Portfolio (KPTP) templates and guidelines

Points/percentages,	Letter Grade	Grade Points	Interpretation

Technology Expectations:
The use of technology will be a critical requirement for this course. At a minimum, students will have to be fluent in word processing, have access to a word processing program capable of inserting pictures and hyperlinks, a color printer, and have Internet connectivity and access to e-mail.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Class Protocol
Attendance:

- Being punctual and regular in attendance is important. If for any reason, an intern must be absent, he/she should notify the university supervisor, the cooperating teacher, the building principal, and the school contact person (vice principal) prior to the absence.
- Absences should be limited to emergency situations only (e.g., illness or family emergencies).
- An intern who is ill for an extended time should provide documentation, such as confirmation from his/her doctor. Similarly, the intern should provide documentation reflecting the non-illness related absences, if documentation is available (e.g., obituaries)
- The field experience internship requirement can be extended when absences occur.
- The intern must provide a set of detailed lesson plans for the teacher who will assume the classroom responsibilities (if absent).

Teacher Education Candidate Conduct Expectations:
Teacher education candidates (TECs) in a teacher education program participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. TECs should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, teacher education candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and cooperating teachers, may receive a failing grade and/or face possible removal from the field experience. For a more complete description of expectations and procedures for dismissal from field experiences see related documents in the Teacher Education Application Packet.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

as instructor chooses			
95-100 %	A	4.0	*The A range denotes excellent performance*
90-94%	A-	3.67	
87-89%	B+	3.33	
84-86%	B	3.0	*The B range denotes good performance.*
80-83%	B-	2.67	*A grade of B- must be demonstrated to complete this course satisfactorily.*
77-79%	C+	2.33	
74-76%	C	2.0	*The C range denotes satisfactory performance.*
70-73%	C-	1.67	
67-69%	D+	1.33	
64-66%	D	1.00	
60-63%	D-	.67	
Below 59%	F	0	F denotes failing performance

Grade Requirements for Elementary Education Licensure Eligibility:

- Score of at least a 20 on KPTP
  - **KPTP:** During this semester, you will be required to complete the KPTP. You were assessed a fee of $60 in order to have this performance assessment scored by the state. The due date for KPTP is November 1 and must be submitted via BlackBoard no later than 11:59 p.m.
- Rating of 3 or higher on Final Student Teaching Evaluation/Addendum evaluations
- 2.5 or Better Overall GPA
- 2.5 or Better WSU GPA
- Successful Completion of All Degree Requirements
  - Note: Candidates must submit a request for degree audit to Education Support Services two semesters prior to graduation.

This course is letter-graded. Your grade will be determined based on performance ratings compiled from both your university Supervisor and Cooperating Teacher. The average of each rater will be calculated to determine a final grade for the student teaching internship. The following rating scale is being used:

4.5+	A
4.2 to 4.4	A-
3.8 to 4.1	B+
3.4 to 3 7	B
3.0 to 3.3	B-

A grade of B- is required for successful completion of the student teaching internship. The Plus/Minus system is operational for all WSU courses for which letter grades are assigned. The percentages that accompany the point system is not university-wide, but is being used in the Elementary Education Core Methods Courses at WSU. **NOTE:** The University Supervisor takes responsibility for issuing the letter grade. Evaluative information supplied by the cooperating teacher is most important and is given full consideration.

Guidelines for ECU Student Intern Observations:

- 9 weeks Elementary Education ECU Teacher Intern (CI 647a- 8 credit hours)
  - 5 formal observations (with WSU lesson plan template) by Cooperating Teacher
  - 2 formal observation (with WSU lesson plan template) by University Supervisor
- 7 weeks Elementary Education ECU Intern (CI647b – 4 credit hours)

- 2 formal observations (with WSU lesson plan template) by Cooperating Teacher
- 2 formal observations (with WSU lesson plan template) by University Supervisor

Assignments

- The intern is responsible for communicating with the cooperating teacher and university supervisor on a routine and timely basis.
- The intern will adhere to all placement school policies and procedures.
- The intern will demonstrate academic and professional integrity as outlined by the WSU Code of Conduct (see below)
- The intern will dress professionally, including:
- The intern will complete all assignments, projects, teaching block unit assignments, etc. as agreed upon by the university supervisor, cooperating teacher and Teacher Education Program (lesson plans, reflections, etc.)
- The intern will demonstrate sensitivity to students' needs.
- The intern will show responsiveness to constructive feedback.
- The intern will transport him/herself to and from the placement school.
- The intern will maintain confidentiality of student information in accordance with the Family Educational Rights and Privacy Act (FERPA).
- The intern will not act or be hired as a substitute during the student teaching internship.
- The intern will not transport children.

Licensure Assessments:

Both the state of Kansas and national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

KPTP; Student Teaching Evaluation/Addendum: See the student learning outcomes table in this syllabus for a list of those common assessments and the criteria required of students for passing those assessments.

Remediation - Students failing to achieve an acceptable performance on this required assessment will be provided with a limit of one remediation opportunity/opportunities. The university is not able to recommend individuals for licensure who fail to attain an acceptable rating on required assessments, even though they may receive an acceptable course grade or exceed minimum GPAs. Therefore, students who do not achieve acceptable performance on this assessment after one remediation opportunity/opportunities will be subject to dismissal from the program.

Extra Credit

There is no extra credit for this course.

Important Academic Dates

For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

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Other

Grounds for Dismissal from Field Experience:

Interns in a teacher education program participating in a clinical experience as part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. Interns in a teacher education program should likewise not engage in unprofessional conduct or unlawful behaviors. In view of these expectations, interns in a teacher education program participating in a clinical experience who are unable to meet these academic standards, as judged by faculty and cooperating teachers, may receive a failing grade and/or face possible removal from their particular clinical/field experience:

- Interns may not engage in any inappropriate interactions with pupils, guardians of pupils enrolled in the school, or school or university personnel during the clinical experience. If you feel you are under any pressure to engage in inappropriate social activity, contact your university supervisor.
- Interns' social interactions and communications, including use of cellular phones, e-mail, and the Internet with school pupils, or guardians of pupils enrolled in the school, or school or university personnel should be limited to those occurring in an official capacity at officially-sponsored school events or sites.
- Interns may not be in the possession of or under the influence of alcoholic beverages, illegal drugs or dangerous weapons or substances on school property, nor with or in the presence of any school pupil(s).
- Interns may not use sexually explicit, obscene, profane, abusive, or derogatory language on school premises or at school-sponsored events; nor may they suggest access to inappropriate materials (e.g., the Internet).
- Interns may not escort or transport pupils off school property unless accompanied by the cooperating teacher or another full-time employee assigned by the principal.
- Interns may not leave the school early, be late to school or seminars, or have absences on a consistent basis.
- Interns may not falsity, forge, or alter any documents pertaining to academic records, including evaluation reports.

In addition, if at any time, an intern's conduct causes the cooperating teacher, the principal, or the university supervisor to determine that his/her presence in the classroom has become detrimental to the educational program of the pupils in the class, the intern's actions will be reviewed by a field experience review team comprised of the school and university official, and the intern may be asked to leave the school, and the placement may be terminated by the University. Should the intern to asked to leave the school based upon behavior or failure to perform at a satisfactory level, WSU is not obligated to reassign the intern to another school. Failure to abide by these regulations may result in any of the following consequences; (1) removal from field experience; (2) judicial action by Wichita State University; and/or (3) failure of course work.

Intern must read and sign: "I am aware of WSU's guidelines for Professional Conduct during Field Experience and Grounds for Dismissal from field experiences."

Printed Name: _____

Signature: _____Date: _____

Tentative Schedule

Teacher Intern Calendar for All Placements (Spring 2016)

Elementary, Middle Level, Secondary Week Placement….. (January 19-May 5)
PK-12 Week Split Placement….. (January 19-March 11 & March 21-May 5) ECU Week Split Placement….. (January 19-March 11& March 21-May 5)

DATE & TIME (if	FORM / EVENT
January 19, 2016 (Tuesday)	First Day of Attendance at assigned school
February 10, 2016 (Wednesday)	**Whole Group Seminar 1:** Licensure, STEPS & Required Performance Assessment (**ATTENDANCE REQUIRED)** (4:30 pm – 6:15 pm)
February 12, 2016 (Friday)	Mid-point of first school placement for PK-12— Mid-Term Student Teaching Evaluation due (CT & US)
February 19, 2016 (Friday)	Field Experience Disposition Rubric due for all interns (Completed by the
February 17, 2016 (Wednesday)	Mid-point of ECU/ELE school assignment—Mid-Term Evaluation due
March 11, 2016 (Friday)	Final day at first PK-12 school assignment
March Last day of school at	Final day of ECU/ELE school assignment
March 11, 2016 (Friday)	Mid-point of Elementary and Middle/Secondary placements– Mid-Term Intern Evaluation due (CT & US)
March 14-18, 2016 (Mon-Fri)	Spring Break
March 21, 2016 (Monday)	Report day at second PK-12 school assignment
March 21, 2016 (Monday)	Report day at ECU/Pre-K school assignment
March 25, 2016 (Friday)	Final Evaluation due from ECU/ELE assignment (CT & US)
April 3, 2016 (Sunday)	**Kansas Performance Teaching Portfolio (KPTP) due submit on-line.**
April 12, 2016 (Tuesday)	K.T.O.Y Hughes Metroplex (Sudermann Room) 3:00 pm - 4:30 pm (**ATTENDANCE REQUIRED)**
April 15, Mid-point of second	Mid-point of second PreK-12 placement– Mid-Term Evaluation due (CT,
April 15, 2016 (Friday)	Mid-point of ECU/Pre-K placement– Mid-Term Evaluation due (CT, US
May 5 2016 (Thursday)	Last day of attendance at assigned school for all placements
May 5, 2016 (Friday) –Elem, Secondary, ECU	• Final Student Evaluation Due for all placements (CT, US & ST) • Submit all Completed Supervision Report Forms (University Supervisor)

This calendar's focus is on the requirements teacher education candidates for WSU. Candidates should obtain school district calendars from the schools/districts websites for information regarding in-service days, parent conference days, etc.
Abbreviations: CT is Cooperating Teacher, US is University Supervisor and ECU/ ELE is the elementary field placement for Early Childhood Unified students. ECU/Pre-K is the pre-k field placement for Early Childhood Unified students.

College of Education
Course Syllabus
CI 647B, Student Teaching ECI: Birth-Pre-K (4)
Spring 2016

Instructor:	Jennifer Stone, Ph.D.
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center Room 118
Telephone:	316-978-3876
Email:	Jennifer.stone@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Thursdays 12:30-3:30 or by appointment
Classroom; Days/Time:	N/A
Prerequisites:	CI 614, 617, 617P, 703, successful completion of all Core I and II courses and assessments, and acceptance into clinical practice.

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Candidates spend a semester in educational settings (infant/toddler level or preschool level) working with a cooperating teacher and university supervisor. The candidate and cooperating teacher, with the approval of the university supervisor, devise a plan for the student teacher to assume full responsibility for the program/classroom for a designated period of time during the semester. Prerequisites: CI 614, 617, 617P, 703, successful completion of all Core I and II courses and assessments, and acceptance into clinical practice.

Definition of a Credit Hour
From University Policy 2.18 - One (1) credit hour for field placement, internship, practicum or clinical rotation is defined as at least forty-five (45) hours of supervised work each semester.

Measurable Student Learning Outcomes

Course Outcomes **The candidate will:**	**Related Assessment**	**Guiding Principles from the Unit Conceptual Framework (PR, HDD, CTA, T, CKS, C)**	**KSDE Program Standards For ECU**
Use Reflective Practices	Self Reflection Journals	PR	Standard #2
Demonstrate Professionalism at all times	Evaluation Form, Reviews	PR	Standards #2, #4
Collaborate with other professionals, family members, and paraprofessionals	Evaluation Form, Reviews	C	Standards #1, #2
Honor and respect Cultural Diversity	Evaluation Form, Reviews	HDD	Standards #1, #3
Use family-centered services, supports and empowerment	Evaluation Form, Reviews	HDD, CTA, CKS, C	Standard #1
Use knowledge of early childhood development, developmentally appropriate practices, and various program models to determine child and family needs, and to build effective programs for children from ages birth to age 5.	Evaluation Form, Reviews	PR, HDD, CKS	Standards #3, #6, #8, #9, #10, #11, #12, #13
Screen, evaluate, and assess children for developmental and special education needs	Evaluation Form, Reviews	CTA	Standard #4
Establish a research-based curriculum plan that meets developmental and early academic needs	Evaluation Form, Reviews	CKS	Standards #3, #6, #8, #9, #10, #11, #12, #13
Use instructional planning, implementation, and assessment effectively for each child to meet developmental and early academic needs	Evaluation Form, Reviews	HDD, CTA, T, CKS	Standards #3, #6, #8, #9, #10, #11, #12, #13
Plan for and design safe and engaging learning environments	Evaluation Form, Reviews	HDD, CTA, T, CKS	Standard #5
Follow procedures and report signs of abuse and/or neglect	Evaluation Form, Reviews	PR	Standard #3
Promote effective classroom management	Evaluation Form, Reviews	CKS	Standard #6
Adapt general education curriculum and instruction to meet individual needs	Evaluation Form, Reviews	HDD, CTA, T, CKS	Standard #6
Use special education instructional strategies to meet individual child needs	Evaluation Form, Reviews	HDD, CTA, T, CKS	Standard #3
Develop and use IFSPs/IEPs	Evaluation Form, Reviews	PR, HDD, CTA, T, CKS, C	Standard #6
Develop and use an assessment plan to determine progress for child, self and programs	Evaluation Form, Reviews	HDD, CTA	Standards #4, #6

Assess for, plan, and use technology (including assistive technology), when needed to meet the learning needs of all/individual children	Evaluation Form, Reviews	CTA, T, CKS	Standard #6
Design and carry out transitions between and/or among programs	Evaluation Form, Reviews	HDD, CTA, T, CKS, C	Standard #4
Be able to instruct other care- givers and professionals in the delivery of instruction and/or intervention to young children	Evaluation Form, Reviews	PR, CKS, C	Standard #1
Procure needed resources to meet child, family, or program needs	Evaluation Form, Reviews	PR, CTA, CKS, C	Standard #2
Advocate for children's and family's rights and responsibilities within developmental and educational systems	Evaluation Form, Reviews	PR, HDD, CTA, T, CKS, C	Standard #1

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook
Spring 2016 Teacher Intern Handbook
(http://webs.wichita.edu/depttools/depttoolsmemberfiles/COEdESS/Student_Teaching_Handbook_Spring_2016.pdf)

McEntee, G, Appleby, J., Dowd, J., Grant, J. Hole, S., & Silva, P. (2003) At the Heart of Teaching: A guide to Reflective Practice; Teachers College Press: New York.

PRE-K placement is scheduled from March 30, 2015 – May 7 (2015).

Technology Expectations:
Students will demonstrate use of technology through Blackboard interactions, electronic submission of assignments, and communication through e-mail and other on-line tools. Students will be expected to check their Wichita State University e-mail account regularly and if necessary forward e-mails from this account to one that you regularly check.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Class Protocol

- Being punctual and regular in attendance is important. If for any reason, an intern must be absent, he/she should notify the university supervisor, the cooperating teacher, the building principal, and the school contact person (vice principal) prior to the absence.
- Absences should be limited to emergency situations only (e.g., illness or family emergencies).
- An intern who is ill for an extended time should provide documentation, such as confirmation from his/her doctor. Similarly, the intern should provide documentation reflecting the non-illness related absences, if documentation is available (e.g., obituaries)
- The field experience internship requirement can be extended when absences occur.
- The intern must provide a set of detailed lesson plans for the teacher who will assume the classroom responsibilities (if absent).

Teacher Education Candidate Conduct Expectations:

Teacher education candidates (TECs) in a teacher education program participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. TECs should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf

In view of these expectations, teacher education candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and cooperating teachers, may receive a failing grade and/or face possible removal from the field experience. For a more complete description of expectations and procedures for dismissal from field experiences see related documents in the Teacher Education Application Packet.

Grading Scale

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (*Note: the chart on the next page is a sample that may be used*). (Other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.)

Letter Grade	Percentage	Grade Point Equivalent	Interpretation
A	95-100 %	4.0	*The A range denotes excellent performance*
A-	90-94%	3.67	
B+	87-89%	3.33	
B	84-86%	3.0	*The B range denotes good performance.*
B-	80-83%	2.67	*A grade of B- must be demonstrated to complete this course satisfactorily.*
C+	77-79%	2.33	
C	74-76%	2.0	*The C range denotes satisfactory performance.*
C-	70-73%	1.67	
D+	67-69%	1.33	
D	64-66%	1.00	
D-	60-63%	.67	
F	Below 59%	0	F denotes failing performance

A grade of B- is required for successful completion of the student teaching internship. The Plus/Minus system is operational for all WSU courses for which letter grades are assigned. The percentages that accompany the point system is not university-wide, but is being used in the Elementary Education Core Methods Courses at WSU. **NOTE:** The University Supervisor takes responsibility for issuing the letter grade. Evaluative information supplied by the cooperating teacher is most important and is given full consideration.

This course is letter-graded. Your grade will be determined based on performance ratings compiled from both your university Supervisor and Cooperating Teacher. The average of each rater will be calculated to determine a final grade for the student teaching internship. The following rating scale is being used:

4.5+	A
4.2 to 4.4	A-
3.8 to 4.1	B+
3.4 to 3 7	B
3.0 to 3.3	B-

A grade of B- is required for successful completion of the student teaching internship. The Plus/Minus system is operational for all WSU courses for which letter grades are assigned. The percentages that accompany the point system is not university-wide, but is being used in the Elementary Education Core Methods Courses at WSU. **NOTE:** The University Supervisor takes responsibility for issuing the letter grade. Evaluative information supplied by the cooperating teacher is most important and is given full consideration.

Guidelines for ECU Student Intern Observations:

- 9 weeks Elementary Education ECU Teacher Intern (CI 647a- 8 credit hours)
  - 5 formal observations (with WSU lesson plan template) by Cooperating Teacher
  - 2 formal observation (with WSU lesson plan template) by University Supervisor
- 7 weeks Elementary Education ECU Intern (CI647b – 4 credit hours)
  - 2 formal observations (with WSU lesson plan template) by Cooperating Teacher
  - 2 formal observations (with WSU lesson plan template) by University Supervisor

Assignments

1. **Reflective Journal** - Each student will develop a reflective journal and submit it on a weekly basis to the instructor during the assigned field experience. They are to be turned in the Saturday following each week of field experience in the pre-k setting. Reflective journals are to not only include your key experiences, but also provide a critique that looks into thought processes, problem solving, analyzing what went well, and providing insights into how to improve the experience for the future. This will be done through blackboard. A scoring rubric is provided. **Journals are worth 20 points each/ 5 total.**

Final Reflection – a final reflection will be due at the end of the semester. This reflection is to be no more than 6 pages double spaced. It will cover your thoughts and key experiences from the entire field placement. You are to analyze and compare both placement experiences as well as discuss how this experience has affected your dispositions and perceptions of teaching in general with particular regard to your perceptions of teaching children with exceptionalities. **100 points**. Due May 9.

2. **Lesson Plans** – Submit 2 lesson plans for a child/family (templates are provided) that link to an FSP/IEP goal, or other need identified by the cooperating/mentor teacher. Link to Kansas Early Learning Standards. Lesson **Plans are worth 100 points each.**
3. **Student Evaluations** (Cooperating/Mentor Teacher, University Supervisor) –
   a. During the student teaching experience, the cooperating teacher will complete the disposition rubric through STEPS. A hard copy will also be provided in case the STEPS program is inaccessible. 100 points
   b. During the student teaching experience, the cooperating teacher and the university supervisor will each complete a mid-term observation/evaluation form. **(This observation should be scheduled April 13-17)** 300 points total.
   c. During the student teaching experience, the cooperating teacher and the university supervisor will each complete a final observation/evaluation form. **(This observation should happen April 27-May 7)** Total: 600 points

- Rating of 3 or higher on Final Student Teaching Evaluation/Addendum evaluations
- 2.5 or Better Overall GPA

- 2.5 or Better WSU GPA
- Successful Completion of All Degree Requirements
  - Note: Candidates must submit a request for degree audit to Education Support Services two semesters prior to graduation.

Other Assignments/Expectations:

- The intern is responsible for communicating with the cooperating teacher and university supervisor on a routine and timely basis.
- The intern will adhere to all placement school polices and procedures.
- The intern will demonstrate academic and professional integrity as outlined by the WSU Code of Conduct (see below)
- The intern will dress professionally, including:
- The intern will complete all assignments, projects, teaching block unit assignments, etc. as agreed upon by the university supervisor, cooperating teacher and Teacher Education Program (lesson plans, reflections, etc.)
- The intern will demonstrate sensitivity to students' needs.
- The intern will show responsiveness to constructive feedback.
- The intern will transport him/herself to and from the placement school.
- The intern will maintain confidentiality of student information in accordance with the Family Educational Rights and Privacy Act (FERPA).
- The intern will not act or be hired as a substitute during the student teaching internship.
- The intern will not transport children.

Licensure Assessments:

Both the state of Kansas and national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

Final Evaluation Performance Assessment: You must score a 3 or higher on each of the items on the rating scale.

Remediation - Students failing to achieve an acceptable performance on this required assessment will be provided with a limit of one remediation opportunity/opportunities. The university is not able to recommend individuals for licensure who fail to attain an acceptable rating on required assessments, even though they may receive an acceptable course grade or exceed minimum GPAs. Therefore, students who do not achieve acceptable performance on this assessment after one remediation opportunity/opportunities will be subject to dismissal from the program.

Extra Credit

There is no extra credit for this course.

Important Academic Dates

For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).

The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing
The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusiveness
Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property
Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System
Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services
WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Other

Technology Integration Plan Requirements
CORE 3 (CI 647A and CI 647B) students will be able to:
* Use appropriate technologies for evaluation and assessment. (Examples: grade book software, spreadsheets, online forms, databases)
* Trouble-shoot a variety of hardware and software problems encountered with instructional technologies.
* Create media-rich instructional materials.
* Find and evaluate appropriate technologies to meet curricular goals.
* Assess effectiveness of instructional technologies

Grounds for Dismissal from Field Experience:
Interns in a teacher education program participating in a clinical experience as part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. Interns in a teacher education program should likewise not engage in unprofessional conduct or unlawful behaviors. In view of these expectations, interns in a teacher education program participating in a clinical experience who are unable to meet these academic standards, as judged by faculty and cooperating teachers, may receive a failing grade and/or face possible removal from their particular clinical/field experience:

- Interns may not engage in any inappropriate interactions with pupils, guardians of pupils enrolled in the school, or school or university personnel during the clinical experience. If you feel you are under any pressure to engage in inappropriate social activity, contact your university supervisor.
- Interns' social interactions and communications, including use of cellular phones, e-mail, and the Internet with school pupils, or guardians of pupils enrolled in the school, or school or university personnel should be limited to those occurring in an official capacity at officially-sponsored school events or sites.
- Interns may not be in the possession of or under the influence of alcoholic beverages, illegal drugs or dangerous weapons or substances on school property, nor with or in the presence of any school pupil(s).
- Interns may not use sexually explicit, obscene, profane, abusive, or derogatory language on school premises or at school-sponsored events; nor may they suggest access to inappropriate materials (e.g., the Internet).
- Interns may not escort or transport pupils off school property unless accompanied by the cooperating teacher or another full-time employee assigned by the principal.
- Interns may not leave the school early, be late to school or seminars, or have absences on a consistent basis.
- Interns may not falsity, forge, or alter any documents pertaining to academic records, including evaluation reports.

In addition, if at any time, an intern's conduct causes the cooperating teacher, the principal, or the university supervisor to determine that his/her presence in the classroom has become detrimental to the educational program of the pupils in the class, the intern's actions will be reviewed by a field experience review team comprised of the school and university official, and the intern may be asked to leave the school, and the placement may be terminated by the University. Should the intern to asked to leave the school based upon behavior or failure to perform at a satisfactory level, WSU is not obligated to reassign the intern to another school. Failure to abide by these regulations may result in any of the following consequences; (1) removal from field experience; (2) judicial action by Wichita State University; and/or (3) failure of course work.

Intern must read and sign: "I am aware of WSU's guidelines for Professional Conduct during Field Experience and Grounds for Dismissal from field experiences."

Printed Name: _____

Signature: _____Date: _____

Tentative Schedule

Teacher Intern Calendar for All Placements (Spring 2016)

Elementary, Middle Level, Secondary Week Placement….. (January 19-May 5)
PK-12 Week Split Placement….. (January 19-March 11 & March 21-May 5) ECU Week Split Placement….. (January 19-March 11& March 21-May 5)

DATE & TIME (if applicable)	FORM / EVENT
January 19, 2016 (Tuesday)	First Day of Attendance at assigned school
February 10, 2016 (Wednesday)	**Whole Group Seminar 1:** Licensure, STEPS & Required Performance Assessment (**ATTENDANCE REQUIRED)** (4:30 pm – 6:15 pm)
February 12, 2016 (Friday)	Mid-point of first school placement for PK-12— Mid-Term Student Teaching Evaluation due (CT & US)
February 19, 2016 (Friday)	Field Experience Disposition Rubric due for all interns (Completed by the CT)
February 17, 2016 (Wednesday)	Mid-point of ECU/ELE school assignment—Mid-Term Evaluation due (CT & US)
March 11, 2016 (Friday)	Final day at first PK-12 school assignment
March 11, 2016 (Friday)	Final day of ECU/ELE school assignment
March 11, 2016 (Friday)	Mid-point of Elementary and Middle/Secondary placements– Mid-Term Intern Evaluation due (CT & US)
March 14-18, 2016 (Mon-Fri)	Spring Break
March 21, 2016 (Monday)	Report day at second PK-12 school assignment
March 21, 2016 (Monday)	Report day at ECU/Pre-K school assignment
March 25, 2016 (Friday)	Final Evaluation due from ECU/ELE assignment (CT & US)
April 3, 2016 (Sunday)	**Kansas Performance Teaching Portfolio (KPTP) due submit on-line. Due by 11:59 pm.**
April 12, 2016 (Tuesday)	K.T.O.Y Hughes Metroplex (Sudermann Room) 3:00 pm - 4:30 pm (**ATTENDANCE REQUIRED)**
April 15, 2016 (Friday)	Mid-point of second PreK-12 placement– Mid-Term Evaluation due (CT, US & ST)
April 15, 2016 (Friday)	Mid-point of ECU/Pre-K placement– Mid-Term Evaluation due (CT, US & ST)
May 5 2016 (Thursday)	Last day of attendance at assigned school for all placements
May 5, 2016 (Friday) –Elem, Secondary, ECU	• Final Student Evaluation Due for all placements (CT, US & ST) • Submit all Completed Supervision Report Forms (University Supervisor)

College of Education
Course Syllabus
CI 703, Assessment and Methods: K-3 (3)
Spring 2016

Instructor:	Jennifer Stone**,** Ph.D.
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center Room 118
Telephone:	316-978-3876
Email:	Jennifer.stone@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	2:30 – 4:30 Wednesdays or by appointment
Classroom; Days/Time:	Corbin Education Center Room 157, 5:30 – 8:20 Mondays
Prerequisites:	CI 603, and at least one of the following: CI 402J, 402S, or 402M; or hold an elementary teaching license.

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Provides knowledge, skills, and dispositions for candidates working with families and young children from kindergarten through grade three. Covers theory, methodology, screening, evaluation, assessment, and instructional practices including adaptations/ modifications/assistive technology of general education curriculum/instruction for young children both with and without delays/diagnosed disabilities. Prerequisites: CI 603, and at least one of the following: CI 402J, 402S, 402L, or 402M; or hold an elementary teaching license.

Definition of a Credit Hour
Success in this 3-credit hour course is based on the expectation that students will spend, for each unit of credit, three hours per week with 1 of the hours for lecture and 2 hours for studying/preparations outside of class time for a total of 135 hours. Time spent outside of class might include work assigned on-line through Blackboard, reading, written assignments and other course related activities.

Measurable Student Learning Outcomes

Course Outcomes **The candidate will:**	**Related Assessment**	**Guiding Principles from the Unit Conceptual Framework (PR, HDD, CTA, T, CKS, C)**	**KSDE Program Standards for ECU**
Understand the historical, theoretical, legal, and professional foundations of early childhood programs and services, levels Kindergarten through Grade 3	Class participation	PR	Standard #2
Understand teaming processes as they relate to children from Kindergarten through Grade 3 levels.	Class participation Online module 1	PR	Standard #1
Gain knowledge of issues and strategies for transition children from preschool to kindergarten experiences.	Class participation Discussion board Online module 2	HDD, CKS	Standard #6
Know universal design and response to intervention as it applies to ALL students.	Integrated & Adapted Lesson Plan Project Online module 2 Learning center		Standard #6
Know the 13 special education classifications and student characteristics of each; Cultural implications; and students at risk	Integrated & Adapted Lesson Plan Project Class participation	PR, HDD, CTA	Standard #2, #3
Understand policies and procedures for preassessment, evaluation for eligibility/classification for special education, and informal and formal assessment strategies for program planning procedures	Integrated & Adapted Lesson Plan Project Online module 3 Class participation	PR, CTA, CKS, C	Standard #4
Know how to select and administer assessment instruments and procedures based on the purpose of the assessment being conducted and in compliance with established criteria and standards	Integrated & Adapted Lesson Plan Project Class participation Learning center	CTA, CKS	Standard #4
Understand test development, administration, and interpretation of results, including reliability, validity, appropriate scoring, and culturally unbiased assessment instruments	Integrated & Adapted Lesson Plan Project Class participation	CTA, CKS	Standard #4-K7
Know the purposes and procedures for collaborative assessment (multidisciplinary, interdisciplinary, transdisciplinary).	Integrated & Adapted Lesson Plan Project Class participation Discussion board	CTA, CKS, C	Standard #4
Know how to develop IEPs, including writing measurable goals, linked to services, and making appropriate placement recommendations	Integrated & Adapted Lesson Plan Project Class participation	CTA, CKS, T, C	Standard #4

Know how to plan, develop and maintain developmentally appropriate learning environment(s), curriculum (gen ed. and functional) and instructional strategies for students with exceptionalities (self-contained, resource room and/or general education inclusion)	Integrated & Adapted Lesson Plan Project Online module 1 Learning center	CTA, T, CKS	Standards #2, #5, #6
Develop adaptations and accommodations for individual learners within the general education curriculum that includes content matter in the areas of emergent language and literacy, health, safety, nutrition, art, music, drama, movement, social skills, reading/language arts, math, science, social studies, health, safety education, physical education, and technology in order to create learning experiences for children from Kindergarten through Grade 3	Integrated & Adapted Lesson Plan Project Learning center Class participation	T, CKS	Standard #6
Develop knowledge and skills of instructional strategies for learners with adaptive learning needs (including Asperger syndrome from the Autism Spectrum)	Integrated & Adapted Lesson Plan Project Learning center Social story	CTA, T, CKS	Standard #6
Develop knowledge and skills of instructional strategies for learners with functional learning needs (including Autism when accompanied with intellectual disabilities or high levels of sensory dysfunction)	Integrated & Adapted Lesson Plan Project Learning center Social story	CTA, T, CKS	Standard #6
Develop knowledge and skills of instructional strategies for learners with sensory learning needs - vision and hearing (including deaf-blind)	Integrated & Adapted Lesson Plan Project Module 2 Learning center	CTA, T, CKS	Standard #6
Develop knowledge and skills of instructional strategies for learners with gifted learning needs	Integrated & Adapted Lesson Plan Project Module 2 Learning center	CTA, CKS	Standard #6
Develop knowledge and skills of functional behavioral assessment and strategies to address challenging behaviors and social/emotional needs	Integrated & Adapted Lesson Plan Project Social story	CTA, CKS	Standard #6
Develop knowledge and skills of strategies to address needs of English Language Learners	Integrated & Adapted Lesson Plan Project	CTA, CKS	Standard #6
Know how to assess, plan for and use technology, including assistive	Integrated & Adapted Lesson	CTA, CKS	Standard #6

technology for individual needs	Plan Project Online module 3		
Seek to understand emerging trends and issues pertinent to young children at preschool levels.	Class participation,, and Grad paper/ Presentation Learning center Week of the Young Child booth	PR, HDD, CTA, T, CKS, C	Standards #1

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook
LaRocque, M. & Darling, S. (2008), Blended Curriculum in the Inclusive K-3 Classroom; Teaching ALL Young Children. Boston, MA: Pearson/Allyn Bacon.

Other Readings
Other readings as assigned will be available on Blackboard starting the week before they are due.

Technology Expectations:
During enrollment of this course, you will be expected to use various types of technology, such as: (a) Word processing and printing, (b) web searches, (c) on-line literature searches, and (d) enrollment in and use of Blackboard. There are several options for you to acquire these skills: (a) you may already have the skills, (b) the COE Tech Center is open to students and has staff available to help you gain the skills, (c) on-line tutorials are available (see staff in COE Tech Center for specifics), (d) you may enroll in short courses so that you have those experiences documented on your transcript, and (e) librarian assistance (Ablah Library).

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Class Protocol
Attendance: Students are expected to arrive to class on time and stay for the entire class period. While understanding that emergencies occur in all of our lives, grades will be assigned based on your actual performance. If you do miss class, you are expected to let me know in advance. A reduction of one full letter grade will be assigned for each day missed after the first absence. This absences are to include professional development work days, parent-teacher conferences, and other work-related occurrences.

Diversity Expectations: This instructor is committed to providing an atmosphere of learning that is representative of a variety of multicultural perspectives. In this class, you will have the opportunity to express and experience cultural diversity as we focus on issues such as: sexual orientation, gender, race, and abilities. In order to learn, we must be open to the views of people different than ourselves. Each and every voice in

the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students' opinions and refrain from personal attacks or demeaning comments of any kind.

Cell Phones: Cell phones should be put away. Should you need to take a call, please let the instructor know in advance, and step outside the class.

Finally, remember to keep confidential all issues of a personal or professional nature that are discussed in class. Remember that e-mail is NOT secure nor is it private. In keeping with F.E.R.P.A. regulations, do not use the real names of students or co-workers in any e-mail post, reflections, case study, or in-class/online discussion.
***We will **use person-first language** in our class discussions and written assignments and it is recommended in your professional practices. We will also strive to replace the term "Mental Retardation" with "**Intellectual Disabilities**" in our oral and written communication in accordance with terminology choices in the disability community and in keeping with KSDE regulations

Teacher Education Candidate Conduct Expectations:
Teacher education candidates (TECs) in a teacher education program participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. TECs should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, teacher education candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and cooperating teachers, may receive a failing grade and/or face possible removal from the field experience. For a more complete description of expectations and procedures for dismissal from field experiences see related documents in the Teacher Education Application Packet.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

Points/percentages, as instructor chooses	**Letter grade**	**Grade Points**	**Interpretation**
95-100%	A	4.00	*The A range denotes excellent performance.*
90-94.9%	A-	3.67	
87.89.9%	B+	3.33	
83-86.9%	B	3.00	*The B range denotes good performance.*
80-82.9%	B-	2.67	
77-79.9%	C+	2.33	
74076.9%	C	2.00	*The C range denotes satisfactory performance.*
70-73.9%	C-	1.67	
67-69.9%	D+	1.33	
64-69.9%	D	1.00	*The D range denotes unsatisfactory performance.*
60-63.9%	D-	0.67	

0-59.9%	F	0.00	*F denotes failing performance.*

Grading:

1. Participation	150 points
2. Online Modules	120 points
3. Schedule Activity	100 points
4. Social Story Activity	100 points
5. Families Together Conference and reflection	100 points
5. Integrated/Adapted Lesson Plan	330 points
6. Learning Center	300 points
Undergraduate Total	**1200 points**
7a. Graduate presentations	300 points
7b. Graduate Research	200 points
Graduate Total	**1700 points**

Assignments

1. **Participation**: This course will be taught in a face to face format, but we will use the blackboard system for online discussions, posts, and assignments as needed. Attendance for the on-campus sessions, and participation in all aspects of the course on-line (via Blackboard) are required. Smaller assignments given in class will part of your participation grade. These may include blackboard discussions, reflections, or small research assignments. A reduction of one full letter grade will be assigned if there are two (2) unexcused absences with a full letter grade reduction for each subsequent absence. [Meeting dates/times and whether in person or online are noted on the tentative schedule.] **Total points: 150**

2. **Online modules**: There are 3 online modules assigned throughout the course and 2 other small assignments. These are noted in the tentative schedule. The links to the modules will be located in that week's folder along with a place to turn in the final assessment for each one. Directions for the two additional assignments will be given in class, and due the following class. You will be expected to share those assignments with the group. Each module/assignment is 20 points. **Total points: 120**

3. **Developing Schedules Assignment**: After learning about schedules, you will consider one student with whom you are currently working or with whom you have worked in the past (K-3). You will develop 3 schedules for this student. 1 picture schedule, 1 object schedule, and one written schedule/checklist. You will present your schedules and explain the choices you made to your peers. Directions for this assignment will be given in class, **Total Points 100**.

4. **Social Story Assignment**: After learning the rules for social story creation, you will work to create a social story for a child you know (K-3). You will make your social story using non-traditional media (i.e. it will not be a book.). You will present your social story to the class. **Total points 100**.

5. **Familes Together Inc. State Conference Assignment**: You will help at the Families Together State Conference, April 9th. More details on individual assignments at the conference to follow. This is not optional! You will write a 2 page reflection on the experience. **Total points 100.**

6. **Integrated/Adapted Lesson Plan Project**
    a. **Assignment #1 (Integrating)**: You will be assigned to participate collaboratively in this project (see separate assignment for full explanation). Your group (assigned in class to a group) is to develop a lesson/activity appropriate for children from age 5-9 (K-3), based on general education benchmarks, for one (i.e., language arts, social studies, mathematics, or science). You will adapt the lesson/activity for inclusion of a student with exceptionalities in order to integrate instruction for the student's needs into the lesson as well (you will be given a case study for a child with varying disabilities). **Total Points: 100**

b. **Assignment #2 (Individualized Instruction)**: Your group will be given an IEP (linked from the student case study in assignment #1). Your group is to describe how you will meet/teach the skills from one of the goals/objectives on the IEP during the following scheduled times within the school day: (a) one-to-one planned teaching times, (b) small group times, and (c) large group times. **Total Points: 100**
c. **Assignment #3 (Ongoing Assessment for Progress and Revision)**: Finally, your group is to use the same case study, linked from assignment #1 and #2, and design an assessment plan that documents progress on the student's general education requirements and special education goals/objectives. This should include specific formal and informal documentation that informs you about revisions to the child's program. **Total Points: 100**

Integrated/Adapted Lesson Plan Projects (1-3) are worth 100 points each, **for a total of 330 points** (includes 30 points assigned from your group mates regarding your collaborative contributions to this project)/ 10 points per assignment).

7. **Learning Center**: You will create a learning center revolving around a theme and connected to the Kansas College and Career Ready Standards. This learning center will teach students about a particular theme, while integrating lessons and goals from across the curriculum. This center is designed to be mobile, and the work is designed for learners to do independently with little to no teacher intervention needed. You will write up a "learning center" plan, and present the complete center and plan to your peers at the end of the semester. This is an original project. The format for this project and the grading criteria are available on blackboard. **The total project will be worth 300 points.**

8. **Graduate Student Differentiation:**
   a. **Additional Readings and class discussion/activities**: Graduate students will be assigned additional readings on designated weeks (weeks 3,5, and 7 in the tentative schedule). Graduates will be expected to lead class discussions and create activities on these weeks covering the material in the graduate readings. In-class activities should take approximately 40 minutes. A collaborative discussion board will be available on blackboard for graduates to communicate with each other about how readings will be presented should you elect to communicate that way. Grade will be determined by contributions to class and preparation for topic. **Total points: 300 (100 per presentation)**
   b. **Graduate Student Research Project**: Graduate students locate, via library on-line searches, four research-based practices used at the K-3 level within the fields of special education and ESOL. Students must then locate research either supporting or refuting each practices' effectiveness. This will result in a 10-12 page APA formatted paper and a final presentation to the class. Knowledge gained will be shared within the course as the content links to specific learning modules and in a summative presentation. **Total points: 200 total**

Licensure Assessments:
Both the state of Kansas and national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

Integrated/Adapted Lesson Plan (Rubric Score of 2 or higher on each trait)

Remediation **-** Students failing to achieve an acceptable performance on this required assessment will be provided with a limit of one remediation opportunity/opportunities. The university is not able to recommend individuals for licensure who fail to attain an acceptable rating on required assessments, even though they may receive an acceptable course grade or exceed minimum GPAs. Therefore, students who do not achieve acceptable performance on this assessment after one remediation opportunity/opportunities will

be subject to dismissal from the program.

Undergraduate vs. Graduate Credit (for 700 level courses)
Undergraduate students enrolled in 700 level courses will receive undergraduate credit (not graduate credit) unless they have a previously approved senior rule application or dual/accelerated enrollment form on file in the Graduate School. Undergraduate credit earned in 700 level courses cannot later be counted toward a graduate degree.

Extra Credit
Extra credit will be offered in this class at certain points during the course. It will be clearly noted in class and on Blackboard.

Late Assignments
For full credit, an assignment must be submitted at the time of class on the due date. An assignment will be accepted one day late with a penalty of 10% of the points forfeited, or two days late with a penalty of 50% of the points forfeited. No assignment will be accepted beyond two days past the due date.

Important Academic Dates
For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

Disabilities
If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing
The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusiveness
Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property
Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System
Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services
WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Tentative Schedule
Schedule is subject to change

Wk/Date	Major Topic	Readings due for class	Assignments Due
1/25 Campus	614i Practicum explanation Syllabus Review, Introduction, Assignments, Expectations for Participation, Theory, Development and Philosophy of Early Childhood **Discuss Graduate Assignments**	See Week 1 folder on BB	
2/1	Review of Historical/Theoretical Perspectives and Legal Foundations of ECU; Parents' Rights; Professional Standards and Guidelines. Cultural Responsiveness	LaRoque: Ch 1 Readings week 2 folder in BB Graduate Readings: See Folder on BB	Graduates: Pick Topic/Structure of paper.
2/8	Collaboration/Teaming – Working with Families, Other Professionals,; Developmental domains in early elementary school Graduate led discussion/activity: Working with Paraprofessionals	LaRoque: ch 6 Readings in Week 3 Folder in BB Graduate Readings: See folder on BB	**Online module due** Graduates: Have your Evidence based Practices Selected begin writing introduction.
2/16	Basic Learning Standards K-3, Learning Characteristics of Children 5 to 9 years old; Assessing Learning Environments Daily Schedules	LaRoque ch 2-4 Readings in Week 4 Folder in BB	**Online module due** Graduates: Have articles for one of your practices selected and read.
2/22	Disability Categories for students in Special Education. Characteristics of Children with Disabilities in K-3 **Presentation of Schedules Assignment** Graduate led discussion/activity: Critiquing curriculum in light of	LaRoque ch 2 Graduate Readings: See folder on BB	**Schedules Assignment Due** Start Case Quest #1 with group Graduates: Write up what you

	classroom needs and abilities and DAP		found in your first articles.
2/29	Screening, Evaluation for eligibility for special education, and assessment for program planning and child progress (team-based approach)	Readings in Week 6 Folder in BB	**Online Module due** Graduates: have Articles for your second Practice selected and read.
3/7	Behavior Strategies Task Analysis; Systematic and Direct Instruction; Discrete Skills Graduate Led Discussion/activity: Positive Behavior Intervention and Supports Discuss Learning Center Directions	Readings in Week 7 Folder in BB	**Case Quest #1 is Due** Start Case Quest #2 Graduate Paper Midpoint Check-in (Should have half the paper done!)
3/14	Spring Break		
3/21	Planning and Preparing IEPs; IEP Meetings Planning and Preparing Individualized Education; LRE Discuss Week of the Young Child booths	Review LaRoque Ch 2 Readings in Week 9 Folder in BB	 Graduates: Have articles for your 3rd practice selected
3/28	Teaching Early Literacy to Children in K-3, Strategies for teaching Literacy and Language Arts to Children with Disabilities	LaRoque Ch 7-8;12 Readings in Week 10 Folder in BB	**Case Quest #2 Due** *Start Case Quest #3* Graduates: Write up your 3rd section.
4/4	Teaching Math to K-3, Strategies for teaching Math to Children with Disabilities	LaRoque Ch 9;12 Readings in Week 11 Folder in BB	 Graduates: Have articles/support for your 4th practice.
4/9	Families Together State Conference at WSU		Duties as assigned
4/11	Teaching Science and Social Studies to K-3, Strategies for teaching Science and Social Studies to Children with Disabilities	LaRoque ch 10-11;12 Readings in Week 12 Folder in BB	**Reflection on Conference due 4/15** Graduates:

			Write up your 4th section
4/18	Individual Interventions for Young Children. Adapting Lessons Learning Needs: Communication and Use of Augmentative and Alternative Communication Systems; Social stories	LaRoque ch 5 Readings in Week 13 Folder in BB	**Case Quest #3 due** Graduates: Write Conclusions/clean up introduction.
4/25	Individual Interventions for Young Children With: Sensory Dysfunction and Physical Needs. Working with Students with Hearing and/or Vision Loss. **Social Story Presentations**	LaRoque ch 5 Readings in Week 14 Folder in BB	**Social Story Assignment Due** Graduates: Final Edits
5/2	Review and presentation of Graduate Papers **Presentation of Learning Centers**		**Grad papers and presentations due/ Learning Centers presentations**

College of Education
Course Syllabus
CI 714 Reading Instruction and Assessment (3)
Spring 2016

Instructor:	Dr. Nicole L. Niessen, PhD, CCC-SLP
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center
Telephone:	316-978-3322
Email:	Nicole.neissen@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	By appointment
Classroom; Days/Time:	On-line Course
Prerequisites:	CI 705 or department consent

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Helps students create instructional environments; teaches phonemic awareness, word identification (including phonics), vocabulary-building skills, strategies for comprehension and the construction of meaning, reading and writing fluency, and study strategies; and assesses student performance and progress. Prerequisite: CI 705 or departmental consent.

Definition of a Credit Hour
The expectation of work in order to be successful in this 3 credit course is three hours of out of class work for each hour that you would spend in class. This includes work assigned on-line through Blackboard, reading, written assignments, projects and other course related activities.

Measurable Student Learning Outcomes

Course Outcomes **The candidate demonstrates:**	**Related Assessment**	**Guiding Principles from the Unit Conceptual Framework (PR, HDD, CTA, T, CKS, C)**	**KSDE Program Standards**
The reading specialist demonstrates knowledge of the foundations of reading and writing processes and instruction.	Reading Assignment Response Rubric	HDD and CKS	1
The reading specialist demonstrates the use of a wide range of instructional practices, approaches, methods and curriculum materials to support reading and writing instruction.	Reading Assignment Response Rubric	CKS	2
The reading specialist demonstrates the use of a variety of assessment tools and practices to plan and evaluate effective literacy instruction.	Reading Assignment Response Rubric and Case Study Rubric	CTA, HDD	3
The reading specialist demonstrates the use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments to create a literate environment that fosters effective reading and writing instruction.	Reading Assignment Response Rubric and Case Study Rubric	CTA, CKS	4
The reading specialist demonstrates the importance and responsibility of continuing professional development in increasing the knowledge and skills required for teaching all students to read and write effectively.	Reading Assignment Response Rubric	PR, C	5

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook
Samuels, S.J., & Farstrup, A.E. (2011). *What research has to say about reading instruction.* Newark, DE: International Reading Association.

* Additional class readings also will need to be downloaded (i.e., online readings)

Other Readings
Resources, web-based, and other types of help:
Conceptual Framework:
http://webs.wichita.edu/depttools/DeptToolsMemberFiles/coedean/revisedCF_2_24_03.pdf
International Reading Association: www.reading.org

National Educational Association: www.nea.org
NCATE: www.ncate.org

Technology Expectations:
Computer technology, including word processing, internet use, and Blackboard software is required for this course. All papers must be word processed in Word and submitted as a Word document. **Students must have access to the internet.**

You must use your WSU email account for correspondences. Class notifications & updates will be sent to the class as a group via Blackboard to the e-mail address that you have listed in Blackboard. This is most likely your WSU email! You may set it up so that emails sent to your WSU account can be automatically forwarded to your personal email account.

Assignments will be submitted under "Content" Blackboard. More details on where/how to turn in assignments will be provided. Assignments may be modified to better meet your individual classroom needs; however, prior approval must be obtained. Please use the following guide when naming the files you will submit: assignmentname_lastname. For example, case study_niessen.

The course is divided into five modules. You are given approximately three weeks to complete each module. *** This course is not "self-paced." Points will be deducted for late work**. If outstanding circumstances arise, please contact the Instructor as soon as possible.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Education Candidate Conduct Expectations:
Education candidates participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. Candidates should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and site supervisors, may receive a failing grade and/or face possible removal from the field experience.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

Percentages	**Letter grade**	**Grade Points**	**Interpretation**
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90.0-92.9	A-	3.67	
87.0-89.9	B+	3.33	
83.9-86.9	B	3.00	*The B range denotes good performance.*
80.0-82.9	B-	2.67	
77.0-79.9	C+	2.33	

73.0-76.9	C	2.00	*The C range denotes satisfactory performance.*
70.0-72.9	C-	1.67	
67.0-69.9	D+	1.33	
63.0-66.9	D	1.00	*The D range denotes unsatisfactory performance.*
60.0-62.9	D-	0.67	
0-59.9	F	0.00	*F denotes failing performance.*

Assignments

ASSIGNMENTS/RESPONSIBILITIES POINTS POSSIBLE:

Discussion Board topics: [5 @ 20 pts each]	100 points total
Case Study (Reader Profile)	200 points
Lesson Plans: [2 @ 35 pts each]	70 points total
Assessment tool comparison:	40 points
Evidence-based strategies spreadsheet	90 points
	500 Total points

ASSIGNMENTS/RESPONSIBILITIES DESCRIPTIONS:

Participation in **Discussion Board** topics: You must contribute/post at least one idea to the five primary discussion boards during the course. You also will respond to at least one of your colleagues' ideas posted to each thread on the discussion boards.

1. **Case Study**: You will be given the opportunity to conduct an in-depth case study on an individual student that you believe will benefit from additional literacy assessment and intervention. You will examine and record information related to: (1) the child's background (e.g., reading ability, academic performance, contextual factors), (2) pre-assessments administered and relevant data, (3) strengths and areas of need for the child, (4) a description of the instructional program you implemented, (5) post-assessment data and information, and (6) gains made by the student. Additional information will be made available to you. (See example and rubric within the appropriate folder under Content). This is very similar to the Reader Profile that you completed in 705. You may continue to work with the same student or you may select a new struggling reader to work with.

2. **Lesson Plans**: You will create and reflect on reading-related lessons. Contents of LP will include: (1) standards, (2) objectives, (3) materials needed, (4) lesson initiation plan, (5) procedures, and (6) assessment. (See instructions/rubric within the appropriate folder under Content).

3. **Assessment tool comparison**: You will review 2 literacy assessment tools and compare them for content assessed, validity, & usefulness in planning classroom instruction. (See appropriate Content folder for instructions & checklist).

4. **Evidence-based strategies spreadsheet**: You will be given the opportunity to create a spreadsheet (or table) illustrating different evidenced-based instructional strategies that can be used to target reading/writing skills or attitudes (See example and rubric in the appropriate folder under Content).

Undergraduate vs. Graduate Credit

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Important Academic Dates
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Intellectual Property
Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System
Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

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The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University

students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Tentative Schedule

DUE DATE	MODULE	READINGS	ASSIGNMENTS DUE:
Sun., Feb. 7 midnight	1	✓ Materials in Mod. 1 folder ✓ Introduction & Ch. 1 Samuels & Farstrup text (S&F) *** These materials & chapter(s) might be review!*	1. Find, print, & read syllabus, course overview, and materials for Case Study. 2. Discussion Board *3.* Collect relevant information & conduct assessment(s) for Case Study (see Assignment folder under "Content" for details). *Nothing will be submitted, but do complete 1st sections.*
Sun., Feb. 28 midnight	2	✓ Materials in Mod. 2 folder ✓ Ch 15 S&F	1. Discussion Board 2. Lesson plan #1 (You select literacy skill to target) 3. Assessment Tool Comparison
March 14-20	**WICHITA**	**STATE UNIVERSITY'S**	**SPRING BREAK**
Sun., March 27 midnight	3	✓ Materials in Mod. 3 folder ✓ Ch 11 S&F	1. Discussion Board 2. Lesson plan #2 (You select literacy skill to target)
Sun., April 17 midnight	4	✓ Materials in Mod. 4 folder ✓ Ch 14 S&F	1. Discussion Board 2. Evidence based strategies spreadsheet
Sun., May 8 midnight	5	✓ Materials in Mod. 5 folder ✓ Ch 2 S&F	1. Discussion Board 2. Case Study

College of Education
Course Syllabus
CI 724 CRN 21213 Introduction to Teaching Strategies for Students with Mild/Moderate Disabilities (3)
Spring 2016

Instructor:	Donna M. Sayman**,** Ph.D.
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center, Room 115
Telephone:	(316) (978-6877)
Email:	donna.sayman@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Wednesday & Thursday – 3:00 P.M. – 5:00 P.M. and by appointment **Virtual Office hours by appointment
Classroom; Days/Time:	Online Course
Prerequisites:	CI 719, 720 or instructor's consent.

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Examines introductory assessments, curriculum and instruction related to students with mild and moderate learning needs. Includes competencies for (a) developing individual educational plans, (b) assessment for culturally responsive models of instructional planning, (c) planning and delivering research-validated individualized instruction, (d) monitoring and basing instructional decisions on performance data, (e) managing safe and conductive learning environments, and (f) strategies for working with students with adaptive learning needs in general and special education environments.
Prerequisite: CI 719, 720 or instructor's consent.

Definition of a Credit Hour
Course Definition and Assignment of Credit Hours: According to the U.S. Department of Education a "credit hour" is a measure of graduate academic work represented in intended learning outcomes and verified by evidence of student achievement. The expectation of work in order to be successful for this 3-credit course is that you will spend approximately 9 clock hours per week during the semester working through your online modules, participating in synchronous and asynchronous activities, and other out-of-class work.

Measurable Student Learning Outcomes

Course Outcomes The candidate will:	Related Assessment	Guiding Principles Unit Conceptual Framework (PR, HDD, CTA, T, CKS, C)	Guiding Principles from Guiding Program Document	Professional Standards (KSDE, ASHA, NASP)
Plan and implement instruction based on an understanding of cognitive development and account for its impact and the influences of family, cultural factors, and individual characteristics on student learning.	Lesson Plan	HDD	Goal 2	KSDE Adap. 2, 4
Implement at least one cognitive strategy designed to increase the likelihood of student learning in general and special education environments.	Lesson Plan	CTA, CKS, C	Goals 4, 5, and 7	KSDE Adap. 4, 7
Develop an Individualized Education Plan that will demonstrate an understanding of learning environments, student's strengths and needs and academic/social goals for effective learning.	Book Character analysis	CKS	Goals 5 and 6	KSDE Adap 5.
Implement instructional practices that promote generalization of student learning.	Book Character analysis, Lesson Plan	CKS	Goals 5 and 6	KSDE Adap. 4, 5
Assess learning of cognitive strategies and maintain records of student learning.	Lesson Plan	CTA	Goal 3	KSDE Adap. 3
Demonstrate commitment to the highest educational and quality of life potential of individuals with exceptionalities.	Journal Critique Lesson plan Discussion group	PR	Goals 1 and 9	KSDE Adap. 8

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook

- Vaughn & Bos (2015). Strategies for Teaching Students with Learning and Behavior Problems, 9th edition. ISBN-13: 978-013357073

- Bateman, B.D., Linden, M.A., Donovan, J. & Kinney, T. (Eds.). (2012). *Better IEPs how to develop legally correct and educationally useful programs.* (5th ed.). Verona, WI: Attainment Company. ISBN: 978-1-57861-568-2.

- Gorski, P. C. (2013). *Reaching and teaching students in poverty: Strategies for erasing the opportunity gap.* New York, NY: Teacher's College Press. ISBN: 978-0807754573

Technology Expectations:
Students will be expected to (1) access Blackboard for course information; (2) use e-mail, including their WSU email account for communication with the instructor; (3) access course readings online and conduct searches for course-related information; and (4) use word processing programs for all assignments. Assignments must be submitted electronically.\
PLEASE assure that your correct e-mail is listed in Blackboard.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Class Protocol
Attendance: Because this is an online class, active participation is essential. An active participant:

- Logs into Blackboard a minimum of 3 out of 7 days every week that the class is held. If the student does not, then an absence will be recorded for that week's class.
- Reads, posts and replies to peers' discussions at least once a week
- Participates in group activities, finishing all assignments
- It is important to complete ALL aspects of the online module. If a student doesn't complete all components of the module, an absence will be recorded for that week.
- Keeps up with each week's scheduled readings.

***Please note that attendance is part of the disposition grade. There will be a reduction of one full letter grade if seven (7) days pass without a student logging in and participating in the class activities.

Education Candidate Conduct Expectations:
Education candidates participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. Candidates should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and site supervisors, may receive a failing grade and/or face possible removal from the field experience.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

Grade Point Range – (Please note that the WSU grading system does not recognize an A+)

A	**960 – 1000**
A-	**919 - 959**
B+	**878 - 918**
B	**837 - 877**
B-	**796 – 836**
C+	**755 - 795**
C	**714 - 754**
C-	**673 - 713**
D+	**632 - 672**

D	**591 - 631**
D-	**550 - 590**
F	**0 - 549**

Grading System: Wichita State grades include A (excellent), B (good), C (satisfactory), D (unsatisfactory), F (failure), Cr (credit), NCr (no credit), S (satisfactory), U (unsatisfactory), and I (incomplete). An Incomplete is a temporary grade when a student is granted an extension of time to complete the coursework. A plus/minus grading system allows a finer differentiation of effort within grades A, B, C, and D; as reflected in the credit points below.

Credit Points: For each hour of work the student takes, credit points are assigned, as follows, to permit averaging of grades: A=4.000, A-=3.700, B+=3.300, B=3.000, B-=2.700, C+=2.300, C=2.000, C-+1.700, D+=1.300, D= 1.000, D-+ 0.700, F=0

Assignments
Students are expected to meet all assignment deadlines. Professional educators are required to plan and develop Individualized Education Plans, student testing, re-evaluations, plan parent meetings, and perform a host of sundry administrative duties. All of these activities are expected and in some instances, even required by law, to be conducted on time. As part of the correlation between collegiate theory and in your real world practice, please make every effort to turn in your assignments on time. That being said, the instructor realizes that emergencies do happen.
Therefore, all late assignments will be deducted 10 points for every day they are late up to one week. After seven (7) days late, the assignment will no longer be accepted. All assignments will be given on the first day of class, and pleases plan your time accordingly.

*****All assignments will be graded by Dr. Sayman. You will be expected to schedule an appointment with Dr. Sayman to discuss revisions/questions/comments and receive a copy of the graded assignments. You must also bring a copy of your APA manual to this meeting. You will not receive a copy of the graded paper unless you make an appointment to meet with the professor.**

[1] Participation (400 points): This course will be taught on-line via Blackboard. Active participation is required. Attendance counts for participation in the online activities and discussions are critical for gaining the knowledge and skills necessary to meet the requirements of the class. It is also imperative that you are able to access your WSU e-mail regularly as this will be the only communication for announcements from the professor. Participation points are earned by knowledge of reading assignments by being prepared for the discussion through reading the assigned chapters and sharing your ideas.

[2] Journal Article Summary (300 points)
In preparation for the development of a review of literature and to increase your knowledge as a professional educator, you will read two journal articles from peer-reviewed journals that address effective instruction for students with mild/moderate disabilities. A **3-5 page** papers will be prepared to summarize the journal article's salient ideas and the anticipated application of those ideas to your current or future professional practice. **The following headings/subsections are to be included in your article summary:**

- Overall summary of article
- Synopsis of the article's salient (relevant ideas)
- Anticipation to your current or future professional practice
- Personal Reflection

The evaluation rubric for the journal articles is as follows:

Journal Article Summary Evaluation:

Summary of article and synopsis of salient ideas =	75 pts
Methodology of the research	75 pts
Application to current or future professional practice and personal reflection	75 pts APA
6th edition reference, grammar and organization	75 pts
Total Points Possible	300 pts

[3] Book Character Analysis (300 points)
You will choose a children's book and identify a character within the story that exhibits the characteristics of a Mild/Moderate Disability discussed in class. Based on the story, you are to address disability characteristics (cite the current IDEA definition of the suspected disability), cognitive and perceptual abilities and academic functioning associated with the disability, social- emotional factors, familial factors, and self-determination characteristics. You will then develop an appropriate course of instruction for that character as if he/she were a student in your classroom. You will also give a short presentation about the character you have chosen on the last day of class.
Note: The book you choose must not be one that is written specifically about an individual with a disability. A worksheet and rubric will be provided to aid in the completion of the assignment.
The paper will be between 6-10 pages in length and you must use a minimum of 5 current references (no more than 10 years old) which may include books or peer-reviewed journals.

EVALUATION OF STUDENT ACHIEVEMENT AND LEARNING OUTCOMES:

Participation	**400 points**
Journal Article Critique	**300 points**
Book Character Analysis	**300 points**
TOTAL POSSIBLE POINTS =	**1,000 points**

Licensure Assessments:
Both the state of Kansas and the national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

1. Dispositions—Self-evaluation, faculty evaluation.
   (Note: Completion of faculty disposition assessment with no indicator below 2.)
2. Grade of "C" or better. Please note that the graduate school will not accept a grade of C- on a Plan of Study.

Remediation - Students failing to achieve an acceptable performance on this required assessment will be provided with unlimited remediation opportunity/opportunities. The university is not able to recommend individuals for licensure/endorsement who fail to attain an acceptable rating on required assessments, even though they may receive an acceptable course grade or exceed minimum GPAs. Therefore, students who do not achieve acceptable performance on this assessment after remediation opportunity/opportunities will be subject to dismissal from the program.

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Other
ERROR LIMITATION FOR WRITTEN PAPERS: All papers are to be written with correct grammar, mechanics, and punctuation, and formatted in APA 6th Edition format. Papers that do not meet basic APA 6th Edition format requirements will not be read and no points will be earned for the assignment. **Papers that exceed error limitations in grammar, mechanics, and punctuation, or in direct quotations or in-text citations will be returned without being graded.** Note: Reference page errors count separately from errors in the text of the paper. For example, a student could have less than ten errors in grammar, mechanics, punctuation, quotations and citations within the body of the paper, but have ten or more errors on the reference page. **The paper will still be returned without being graded and no points will be earned for the assignment, unless it is the first paper for the class. See the following table for additional details.**

Type of Error	Number of errors	Penalty
APA 6th Edition Format – basic format of paper: ❑ 12 point Times New Roman font, ❑ double-spaced, 1" margins ❑ running head and page numbers ❑ required level of headings and subheadings ❑ meets page limitations	Zero tolerance	-Papers that do not meet the font, spacing, and margin requirements will not be read and no points will be earned for the assignment. -Papers that do not meet the required level of headings will not be read and no points will be earned for the assignment. -Papers that exceed page limitations will not be read and no points will be earned for the assignment.
Grammar, mechanics, punctuation: ❑ person first language ❑ written in the 3rd person ❑ spelling, ❑ agreement with subject and verb and past and present tenses; appropriate use of punctuation and spacing, such as commas, semicolons, periods, quotation marks, parentheses, etc. ❑ correct sentence structure ❑ appropriate paragraph structure APA 6th Edition Format – direct quotations and in-text citations: ❑ exact quotations correctly referenced ❑ in-text citations correctly referenced	10 or more	Errors will be marked but not corrected. Once ten errors are marked, the paper will be returned without being read further or graded and no points will be earned for the assignment.
APA 6th Edition Format – references page: ❑ 12 point font, double-spaced, 1" margins, hanging indents ❑ Correct format for articles, books, websites, etc. **NOTE: Errors on the Reference page count separately from errors within the text of the paper:	10 or more	Errors will be marked but not corrected. Once ten errors are marked, the paper will be returned without being graded and no points will be earned for the assignment.

Tentative Schedule

Date	Topic	Reading	Assignments Due
Class One **Module #1** **Jan 19, 2016**	Introductory Panopto	Read the syllabus	
Class Two **Module #2** **Jan 26, 2016**	Planning and teaching for understanding	Vaughn & Bos- Chapter 1 Gorski Chapter 1	From Module#1- Where I am from = 13 pts Student Bio= 10 points **Total points= 23**
Class Three **Module #3** **Feb 2, 2016**	Approaches to Learning and Teaching Imagining Equitable Classrooms	Vaughn & Bos- Chapter 2 Gorski – Chapter 2	From Module #2 – **Total points=23**
Class Four **Module #4** **Feb. 9, 2016**	Response to Intervention The IEP in Perspective The IEP Team	Vaughn & Bos- Chapter 3 Bateman – Chapters 1 & 2	From Module #3 – **Total points = 23**
Class Five **Module #5** **Feb. 16, 2016**	Promoting Social Acceptance and Managing Behavior Inequality Mess	Vaughn & Bos- Chapter 4 Gorski – Chapter 3	From Module #4 – **Total points = 23**
Class Six **Module #6** **Feb. 23, 2016**	Co-Teaching and Collaborating: The legally Correct IEP	Vaughn & Bos- Chapter 5 Bateman Chapter 3	From Module #5 – **Total points = 23** **Article critique due**
Class Seven **Module #7** **March 1, 2016**	Assessing and Teaching Oral Language Culture of Poverty	Vaughn & Bos- Chapter 6 Gorski -4	From Module #6 – **Total points = 23**
Class Eight **Module #8** **March 8, 2016**	Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition NOT the wrong way IEP	Vaughn & Bos- Chapter 7 Bateman Chapter 4	From Module #7 – **Total points = 23**
Class Nine No **Module!** **March 15, 2016**	SPRING BREAK!!!!	No readings	

Class Ten **Module #10** **March 22, 2016**	Assessing and Teaching Reading: Fluency and Comprehension Class inequalities	Vaughn & Bos- Chapter 8 Gorski Chapter 5	From Module #8 – **Total points = 23**
Class Eleven **Module #11** **March 29, 2016**	Assessing and Teaching Writing and Spelling Educationally useful IEP's	Vaughn & Bos- Chapter 9 Bateman Chapter 5	From Module #10 – **Total points = 23**
Class Twelve **Module #12** **April 5, 2016**	Assessing and Teaching Content Area Learning and Vocabulary Instruction Opportunity Gap	Vaughn & Bos- Chapter 10 Gorski Chapter 6	From Module #11 – **Total points = 23**
Class Thirteen **Module #13** **April 12, 2016**	INDEPENDENT WORK WEEK!!!!	This is time to complete your Character analysis paper	No assignments or modules are due this week
Class Fourteen **Module #14** **April 19, 2016**	Assessing and Teaching Mathematics Ineffective strategies	Vaughn & Bos- Chapter 11 Gorski – Chapter 7	Character analysis paper due!
Class Fifteen **Module #15** **April 26, 2016**	Standards Based IEP's	Bateman Chapter 6 & 7	From Module #14 – Total points = 23
Class Sixteen **Module #16**	What works, the Mother of all strategies, Expanding our spheres.	Gorski – 8-10	From Module #15 Total points = 23
Final assignment **due by** **May 10, 2016**	All assignments from Module #16 are due by May 10, 2016.		From Module #16 Total points = 24

College of Education
Course Syllabus
CI 733: Assessment and Methods 2-3 (4)
Spring 2016

Instructor:	Jeri A. Carroll
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center 112
Telephone:	316-393-1008
Email:	jeri.carroll@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Tuesdays before and after class, and by appointment
Classroom; Days/Time:	West Campus: Room 123
Prerequisites:	CI 603, 704
Corequisites:	CI 749

How to use this syllabus
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Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Provides knowledge, skills and dispositions for candidates working with families and young children in second and third grade. Covers theory, methodology, screening, evaluation, assessment and instructional practices, including adaptations and modifications for all young children, including English language learners and those with and without delays/diagnosed disabilities. Prerequisites: CI 603, 704. Corequisite: CI 749.

Definition of a Credit Hour
"A "credit hour" is a measure of graduate or undergraduate academic work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than one hour of classroom or direct faculty instruction[1] and a minimum of two hours of out-of-class student work for each week of instructional time for approximately fifteen weeks for one semester, or an equivalent amount of work over a different amount of time." (http://webs.wichita.edu/inaudit/ch2_18.htm). **Based on this policy, this four-hour class is required to have, at a minimum, eight hours of outside work each week.**

Measurable Student Learning Outcomes

Course Outcomes The student will:	Related Assessment	Guiding Principles from the Unit Conceptual Framework (PR, HDD, CTA, T, CKS, C)	KSDE Program Standards
Understand the historical, theoretical, legal, and professional foundations of early childhood programs and services, levels Grade 2 through Grade 3 http://www.questia.com/PM.qst?a=o&d=27585786	Class-created Timeline	PR	Standard 2
Understand teaming processes as they relate to children from Grade 2 through Grade 3 levels. (http://www.uen.org/k-2educator/early_childhood.shtml)	Summary	PR	Standard 1-3
Gain knowledge of issues and strategies for including children in settings, increasing time in settings, recommending additional services. http://www.educationworld.com/a_curr/curr320.shtml	Summary	PR	Standard 1-2
Know universal design and response to intervention as it applies to ALL students. http://www.cast.org/teachingeverystudent/ideas/tes/chapter4.cfm http://en.wikipedia.org/wiki/Universal_Design_for_Learning	Parent Newsletter		Standard 6
Understand policies and procedures for preassessment, evaluation for eligibility/classification for special education, and informal and formal assessment strategies for program planning procedures. http://www.osepideasthatwork.org/toolkit/accommodations_manual.asp	CaseQuests with IALP	PR, CTA, CKS, C	Standard 4
Know how to select and administer assessment instruments and procedures based on the purpose of the assessment being conducted and in compliance with established criteria and standards http://www2.ed.gov/inits/commissionsboards/whspecialeducation/reports/two.html http://specialed.about.com/od/assessment/a/Formalstandardized.htm	CaseQuests with IALP	CTA, CKS	Standard 4
Understand test development, administration, and interpretation of results, including reliability, validity, appropriate scoring, and culturally unbiased assessment instruments	CaseQuests with IALP	CTA, CKS	Standard 4
Know the purposes and procedures for collaborative assessment (multidisciplinary, interdisciplinary, transdisciplinary).	CaseQuests with IALP	CTA, CKS, C	Standard 4
Know how to develop IEPs, including making appropriate placement recommendations. http://www.ldonline.org/article/6398/	CaseQuests with IALP	CTA, CKS, T, C	Standard 4

Course Outcomes The student will:	Related Assessment	Guiding Principles from the Unit Conceptual Framework (PR, HDD, CTA, T, CKS, C)	KSDE Program Standards
Know how to plan, develop and maintain developmentally appropriate learning environment(s), curriculum (general education and functional) and instructional strategies for students with exceptionalities http://www.naeyc.org/files/naeyc/file/positions/position%20statement%20Web.pdf	CaseQuests with IALP	CTA, T, CKS	Standard 2
Adapt general education curriculum that includes content matter in the areas of emergent language and literacy, health, safety, nutrition, art, music, drama, movement, social skills, reading/language arts, math, science, social studies, health, safety education, physical education, and technology in order to create learning experiences for children from Kindergarten through Grade 3. http://www.pbs.org/teachers/earlychildhood/articles/adapting.html http://aim.cast.org/learn/historyarchive/backgroundpapers/curriculum_modification	CaseQuests with IALP	T, CKS	Standards 3, 4, 6, 8-13
Understand instructional strategies for learners with adaptive learning needs http://www.saskschools.ca/~ischool/adapthandbook/instr/strategies/subject/subjst.html	CaseQuests with IALP	CTA, T, CKS	Standard 6
Understand instructional strategies for learners with functional learning needs	CaseQuests with IALP	CTA, T, CKS	Standard 6
Understand instructional strategies for learners with gifted learning needs http://www.prufrock.com/client/client_pages/Modfying_Curriculum.cfm	CaseQuests with IALP	CTA, T, CKS	Standard 6
Instructional strategies to address challenging behaviors and social/emotional needs http://csefel.vanderbilt.edu/modules/facilitators-guide/facilitators-guide.html	CaseQuests with IALP	CTA, T, CKS	Standard 6
Instructional strategies to address needs of English Language Learners http://www.first5la.org/files/AssessmentConsiderationsEnglishLearners.pdf http://www.netc.org/focus/challenges/ell.php	CaseQuests with IALP	HDD, CTA, CKS	Standard 6
Know how to assess, plan for and use technology, including assistive technology http://www.edutopia.org/assistive-technology-young-children-special-education http://www.nectac.org/topics/atech/atech.asp	CaseQuests with IALP Tech Tool Presentation	CTA, T, CKS	Standard 6
Knows, understands and uses effective instructional strategies, assessment, and adaptation across the content areas of the following: reading, writing, math, science,	CaseQuests with IALP	CTA, CKS	Standards 8-13

Course Outcomes The student will:	Related Assessment	Guiding Principles from the Unit Conceptual Framework (PR, HDD, CTA, T, CKS, C)	KSDE Program Standards
social studies, music, art, PE/Health			

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook

- Allen, K. E., & Cowdery, G. E. (2014). *The exceptional child: Inclusion in early childhood education* (7th ed.) Belmont, CA: Wadsworth/Cengage. (Completed in CI 704, used as a reference in CI 733).

- National Association for the Education of Young Children. (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8* (3rd ed.). Washington, DC: Authors. (Used in earlier courses; to be used in this course as well with focus on children 6-8 years of age.)

- National Association for the Education of Young Children and the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College. (2012). *Technology and interactive media as tools in early childhood programs serving children from birth through age 8*. Retrieved from http://www.naeyc.org/files/naeyc/PS_technology_WEB.pdf

- Paasche, C. L., Gorrill, L., Strom, B. (2004). *Children with special needs in early childhood settings: Identification, intervention, inclusion.* Belmont, CA: Delmar Publishing. Used in earlier courses; to be used in this course as well.

- Van de Walle, J. A., Lovin, L. H., Karp, K. S., & Bay-Williams, J. M. (2014). *Teaching student-centered mathematics: Developmentally appropriate instruction for grades prek-k-2*. Upper Saddle River, NJ: Pearson Publishing. (Chapters 11 [review]-16)

- Tomkins, G. E. (2011). *Literacy in the early grades: A successful start for preK-4 readers and writers.* Upper Saddle River, NJ: Pearson Publishing. (Chapters 8 [review]-12) Used in earlier courses; to be used in this course as well.

- MedMerits (In-depth medical articles and news on conditions of the nervous system—brain, spinal cord, nerves, muscles). Retrieved from http://www.medmerits.com/index.php

Technology Expectations:
During enrollment of this course, you will need to use the following technology: (a) Word processing and printing, (b) web searches, (c) on-line literature searches, and (d) enrollment in and use of Blackboard. There are several options for you to acquire these skills: (a) you may already have the skills, (b) the COE Tech Center is open to students and has staff available to help you gain the skills, (c) on-line tutorials are available (see staff in COE Tech Center for specifics), (d) you may enroll in short courses so that you have those experiences

documented on your transcript, and (e) librarian assistance.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Technology Integration (possibilities)

1. Create hyperlinks and graphics in word processing documents. (identify links for IALPs)
2. Use electronic resources ethically (citing sources, plagiarism).
3. Manipulate data in a spreadsheet program (graphing data)
4. Use presentation software to make class presentations. (PowerPoint or GDocs PPT, Prezi)
5. Use technology to create instructional materials or newsletters (Sheets for IALPs, newsletters)
6. Use video projectors, VCR, projection devices, digital cameras, CD/DVD, calculators, and other common instructional technologies. (week-long technology diary)
7. Evaluate electronic materials for accuracy, appropriateness, and credibility (for use in IALPs)
8. Use concept mapping technologies for planning or instruction. (Kidspiration/Inspiration, Bubbl.Us, Creately (http://creately.com/Free-K12-Education-Templates), Holt Interactive Graphic Organizers (http://my.hrw.com/nsmedia/intgos/html/igo.htm)
9. Develop and use web lessons for students (web-linked resources)
10. Apply technology and content area standards related to technology to planning and management. (KSDE Student Standards, ISTE Standards for Students)
11. Research and apply strategies that support digital equity for all students. (Including assistive technologies). (Cindy Jones; Assigned Device—Review)
12. Whole Brain Teaching for Second and Third grades (YouTube).

Education Candidate Conduct Expectations:
Education candidates participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. Candidates should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and site supervisors, may receive a failing grade and/or face possible removal from the field experience.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (*Note: the chart on the next page is a sample that may be used*). (Other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.)

Points/percentages, as instructor chooses	**Letter grade**	**Grade Points**	**Interpretation**
	A	4.00	*The A range denotes excellent performance.*
	A-	3.70	
	B+	3.30	
	B	3.00	*The B range denotes good performance.*
	B-	2.70	
	C+	2.30	

	C	2.00	*The C range denotes satisfactory performance.*
	C-	1.70	
	D+	1.30	
	D	1.00	*The D range denotes unsatisfactory performance.*
	D-	0.70	
	F	0.00	*F denotes failing performance.*

Assignments

1. **Homework.** Besides keeping up with the readings required in this class, homework activities will include the creation of documents showing understanding of the concepts, presented in a way that they are useful to you as a teacher, and to parents of the children with whom you work and/or will work. (**Scoring most often 10-25 points**)

2. **In-Class Activities.** Each week, one to three activities will be completed in class that will become a part of the grade. Typically these activities will be worth 5-10 points each. They will be done individually and/or in groups. When the work is completed in groups, individual grades for participants may either be the same or different depending on the task and responsibilities associated with the activity. **(Scoring is most often 5-10 points each). Points not to be made up. Weekly as Assigned**

3. **Legal Issues**. Students read and respond to a legal issue related to a court cases. Using the Legal Brief Written Paper Template write your analysis of the legal issue (20 points). Each student will give an in-class, oral presentation of the brief that s/he analyzed. Create a 3-5 slide PowerPoint to support your in-class presentation (20 points). (Upload Legal Brief Paper into the Assignments section of Bb before class. The faculty member will evaluate the PowerPoint and presentation as the presentation is being given to the class.)

    a. See http://www.wrightslaw.com/news/05/schaffer.weast.htm
    b. Click on "topics." Example Autism http://www.wrightslaw.com/info/autism.index.htm

Performance Assessments:

College policy requires that all College of Education programs be performance-based. In particular, this requires that program candidates meet criteria established at each (of at least four) Transition Points in academic programs. Transition Point requirements may include passing various specific courses and obtaining certain GPAs as well as receiving acceptable ratings on certain required assessments, some of which are embedded within program coursework.

One required assessment occurs this course for the MAT ECU Program: CaseQuests 1, 2, and 3. The assessment is conducted over four methods courses: CI 614 Assessments and Methods: Infants, Toddlers, and Families (3), CI 617 Assessment and Methods: Preschool (3); CI 704 Assessment and Methods: Kindergarten through Grade 1; and CI 733 Assessment and Methods: Grades 2 and 3.

The Case Quests in CI 617, CI 704, and CI 733 have often been done as a simulation where candidates create/design a child, who is in their care over the three semesters in which the assessment is conducted. In CI 617, (the first methods course candidates take), candidates focus on the big topics found on the rubric and reflect on what they know and have learned about each topic, design a child, and practice the parts of the Case Quest in small groups. In CI 704, candidates focus on completing an assessment of the child, analyzing testing data, and prepare an individualized plan, taking into account the assessment data. In CI 733, candidates complete all of the steps (assessment, analysis, development of an individualized plan, designing appropriate and research-based curriculum and instruction for children with and without exceptionalities). In CI 733, candidates design lesson

plans/activities that meet both the general education standards/outcomes and individual goals/outcomes from the IFSP/IEP for children with special needs.
Proficiency. Minimum competency for passing the assessment is the acceptable level (2) on each trait of the rubric(s) before they finish their final coursework and internship (Transition Point III).
Remediation: Those not passing any single criteria will have an opportunity for remediation that includes a clear explanation of the expectations, followed by a retake or revision and resubmission, and re-grading of the assessment. The original grade remains in the grade book; however, if remediation activities are successfully passed, the candidate is allowed to progress in the program.

Remediation Candidates unable to successfully meet Transition Point criteria will ordinarily be assigned remediation, which may affect progress in the program (e.g., not proceeding to next semester's coursework). Meeting Transition Point criteria ultimately is necessary for graduation even though general GPA requirements may be met. Students who do not achieve acceptable performance on this/these assessment(s) after *(1)* remediation opportunity will be subject to dismissal from the program.

Undergraduate vs. Graduate Credit
Undergraduate students enrolled in 700 level courses will receive undergraduate credit (not graduate credit) unless they have a previously approved senior rule application or dual/accelerated enrollment form on file in the Graduate School. Undergraduate credit earned in 700 level courses cannot later be counted toward a graduate degree.

Important Academic Dates
For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

Disabilities
If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).
The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing
The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusiveness
Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property
Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding

these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System
Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services
WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Tentative Schedule

Date	Text(s) Readings	Homework: +/- Eight Hours a Week Work required night before class each week.
1-19-16	Allen, K. E., & Cowdery, G. E. (2014). The exceptional child: Inclusion in early childhood education (7th ed.) Belmont, CA: Wadsworth/Cengage. (Completed in CI 704, used as a reference in CI 733). NAEYC. (2009). Developmentally appropriate practice in early childhood programs serving children from birth through age 8 (3rd ed.). Washington, DC: Authors. (Used in earlier courses; to be used in this course as well with focus on children 6-8 years of age.) NAEYC and the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College. (2012). Technology and interactive media as tools in early childhood programs serving children from birth through age 8. Retrieved from http://www.naeyc.org/files/naeyc/PS_technology_WEB.pdf Paasche, C. L., Gorrill, L., Strom, B. (2004). Children with special needs in early childhood settings: Identification, intervention, inclusion. Belmont, CA: Delmar Publishing. Van de Walle, J. A., Lovin, L. H., Karp, K. S., & Bay-Williams, J. M. (2014). Teaching student-centered mathematics: Developmentally appropriate instruction for grades prek-k-2. Upper Saddle River, NJ: Pearson Publishing. (Chapters 11 [review]-16) Tomkins, G. E. (2011). Literacy in the early grades: A successful start for preK-4 readers and writers. Upper Saddle River, NJ: Pearson Publishing. (Chapters 8 [review]-12) Used in earlier courses; to be used in this course as well. MedMerits (In-depth medical articles and news on conditions of the nervous system—brain, spinal cord, nerves, muscles). Retrieved from http://www.medmerits.com/index.php	
1-26-16	KSDE Standards for Students Grades 2 and 3 NAEYC Developmentally Appropriate Practice, Ages 2 and 3.	Download the KSDE Grade 2 Standards Download the KSDE Grade 3 Standards • Read DAP with a focus on this age group. • Create an outline or list of key points (assignment in Bb).

	Children's Book
	
	Kansas Performance Teaching Portfolio (KPTP)
		An Integrated Curriculum for Teaching Science and the Social Studies
		• Read http://www.naeyc.org/dap/primary
		  ○ Describe similar activity that you might do with children.
		
		• Children's Literature (focus on social studies)
		  • Read the book.
		  • Written Assignment
		  • Write a brief summary of the book.
		  • Where possible provide questions that connect the book to the different content areas (ELA, math, science, social studies, the arts, health/pe)
		  • Develop a list of questions that connect the book to the lives of the children at school, at home.
		• Be prepared to do a presentation in class the next time we meet.
		
		Kansas Performance Teaching Portfolio (KPTP) Content Guidelines
		http://www.ksde.org/Portals/0/TLA/Accreditation/KPTP_Content_Guidlines.pdf
		
		KPTP Implementation Guidelines
		http://www.ksde.org/Portals/0/TLA/Accreditation/KPTP_implemention_guidelines.pdf
		
		KSDE Training PPT for the KPTP
		http://www.ksde.org/Portals/0/

		TLA/Accreditation/KPTP_overview.pdf
2-2-16	Legal Brief (summary and presentation) Allen & Cowdery, 2009, Chapter 14: Facilitating Self-Care, Adaptive, and Independence Skills (no need to reread) Van de Walle, Lovin, Karp, & Bay Williams (2014). Chapter 11 Developing Whole-Number Place-Value Concepts (review)	**Legal Brief Summary and Presentation Preparation (est. time, 90 minutes)** Use the following websites to identify a Legal Brief: Ship the title and URL to Dr. C. for approval BEFORE you begin the assignment, so there will be no duplicates. Top 10 Special Education Supreme Court Cases Wrightslaw Autism, ASD, PDD & AS See Bb for the template for the written summary presentation and the PPT for your oral presentation to the class. Legal Brief Template Legal Brief PPT Template Legal Brief Presentation Rubirc Enlarge your key points from A&C CH 14 to a 16 pt font, and bold them. Print a copy. Cut your points into strips. Bring them to class. Thinking about the manipulatives we had access to last year, construct **a task card** related to this chapter for us to use in class. Send to Dr. C. 24 hours before hand for final approval to print.
2-9-16	Allen & Cowdery (2014) Chapter 15 Facilitating Social Development (no need to reread)) Van de Walle, Lovin, Karp, & Bay Williams (2014). Chapter 12 Building Strategies for Whole Number Computation. (refer to a figure where two methods of recording students' thought process….are used."	Enlarge your key points from A&C CH 15 to a 16 pt font, and bold them. Print a copy. Cut your points into strips. Bring them to class. Write a script for demonstrating to children a way to solve the following problem: **Problem**: We have six classrooms in our wing. In total, these classrooms contain 120 children. One classroom has only 16 children. One classroom seats

		only 20. How many might be in the other classrooms, if the classrooms are similar in size? There is no right or wrong script; however, we must get to the right answer. It is my hope you together come up with multiple ways to approach this. We will use these scripts in class to see how they work. **Bring a printed copy to class.**
2-16-16	Allen & Cowdery (2014) Chapter 16 Facilitating Speech, Language, and Communication Skills (review) Van de Walle, Lovin, Karp, & Bay Williams (2014). Chapter 13: Promoting Algebraic Reasoning	Enlarge your key points from A&C CH 16 to a 16 pt. font, and bold them. Print a copy. Cut your points into strips. Bring them to class. Summarize the chapter in what might be an interview question, "How would you promote algebraic reasoning in second or third-grade children?" Be sure you pull information form each section of the chapter, 300 words or less. Create a list of key points from Chapter 13, providing quotes, and associated page numbers. Be prepared to discuss these in class in terms of meaning and application. **Prepare to Answer this Interview Question.** "How would you help our second grade children learn about fraction concepts?"
2-23-16	Allen & Cowdery (2014) Chapter 17 Facilitating Pre-Academic and Cognitive Learning Van de Walle, Lovin, Karp, & Bay Williams (2014). Chapter 14: Exploring Early Fraction Concepts	Enlarge your key points from A&C CH 17 to a 16 pt font but **remove the page number.** After you **removed the page number,** bold the remaining statement to size 72 font. .Print a copy. Cut your points into strips, one statement per strip. Bring them to class. Summarize the chapter in what

		might be an interview question, "How would you help young children explore early fraction concepts?" Be sure you pull information form each section of the chapter, 300 words or less. **Prepare to Answer this Interview Question. .** "How would you help our second grade children learn about fraction concepts?"
3-1-16	Van de Walle, Lovin, Karp, & Bay Williams (2014). Chapter 15: Building Measurement Concepts.	Summarize the chapter in what might be an interview question, "How would you build measurement concepts in second or third-grade students?" Be sure you pull information form each section of the chapter, 300 words or less. **Interview Question.** How would you build measurement concepts in our second grade children?
3-8-16	Van de Walle, Lovin, Karp, & Bay Williams (2014). Chapter 16: Developing Geometric Thinking and Geometric Concepts.	**Purchase Requisition** If you were asked to supply the needed manipulative, posters, and supplies for our second grade and third grade children, what would your purchase order look like? Search online for a purchase order template in order to provide this list. You are allowed $10,000 to spend for just your class of 20 students. **Interview Question.** If you were to be able to order math materials for a brand new classroom of second or third graders, what would your priority purchases be and why?
3 12-16	SPRING BREAK	ENJOY
3-22-16	Focus on Assessment Read 10 Tips for Teaching Second Language Learners Children's Book Studies, Grades 2-3 Generating Readability Indices	Children's Literature: Book Study 1 Monitor your own work related to 10 Tips for Teaching Second Language Learners Explore a readability index. Email the one you choose to the

		instructor for approval in order to avoid duplications. (Name, linlk, short description).
3-29-16	Children's Book Studies, Grades 2-3	On the Lookout: Classroom Informal, Formal, and Informative Assessment Monitor your own work related to 10 Tips for Teaching Second Language Learners Children's Literature Book Study 2 Continued On the Lookout….ways children are assessed.
4-5-16	Children's Book Studies, Grades 2-3	Monitoring Children's Work and Progress (CT? You?) Collecting Data…How is it accomplished and maintained? What are you learning from your own students, teachers, and faculty about working with second language learners? What do YOU find to be the most effective ways to work with second language learners? Balanced Reading Second Language Learners
4-12-16	Working with Gifted Learners (Kay Gibson)	Read Gifted But Still Learning English KSDE Endorsements for Gifted Education
4-19-16	Locate information about substituting online, at each district website. What is required? By when?	Endorsements Job Applications Graduation Deadlines Plans for Graduation Day Substitutes…Chat with your mentor teacher (preparing for a substitute, when and how h/he will need one, emergency substitute plans, para sub plans.) Search online for Standard Substitute License. Substitutes: How does your teacher plan? What if there are no substitute plans what would you do? Must apply to each district separately

		Attend a district orientation, as required. Some schools can requests specific substitutes.

College of Education
Course Syllabus
CI 742 Introduction to Teaching Strategies for Students with Severe/Multiple Disabilities (3)
Spring 2016

Instructor:	Mandy E. Lusk**,** Ph.D.
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center 151
Telephone:	316-978-3322
Email:	Mandy.lusk@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Online course
Classroom; Days/Time:	Online course
Prerequisites:	CI 719, 720

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Examines introductory assessments, curriculum and instruction related to students with severe and multiple disabilities. Includes competencies for (a) developing individual educational plans, (b) assessment for culturally responsive models of instructional planning, (c) planning and delivering research-validated individualized instruction, (d) monitoring and basing instructional decisions on performance data, (e) managing safe and conductive learning environments, and (f) strategies for working with students with moderate to severe needs in general and special education environments. Prerequisites: CI 719, 720.

Definition of a Credit Hour
For a three credit hour course, the expectation of work in order to be successful is a minimum of 45 hours over the length of the course for instruction and preparation/studying or course related activities for a total of 135 hours.

Measurable Student Learning Outcomes

Course Outcomes The student will:	**Related Assessment**	**Guiding Principles from the Unit Conceptual** Framework (PR, HDD, CTA, T, CKS, C)	**Guiding Principles from Guiding Program Document**	**KSDE Program Standards**
Understand and can articulate special education lawn (IDEA, Part B); professionalism and ethics;	Teacher Work sample, Lesson plan	PR	1	1
Understand collaborative teaming methods; including working with diverse families, other professionals, community members, & paraprofessionals;	TWS, online discussion	C	8	7
Be able to link assessment to the development of appropriate individualized education programs (IEP's);	Lesson plan, TWS	CTA	3	3
Determine appropriate services, supports, accommodations, assistive technology, and placements across service delivery options;	Lesson plan, TWS	CTA, T	3, 4	3, 4
Arrange the learning environments;	TWS, lesson plan	CKS	5	5
Demonstrate curriculum and instructional methods for meeting student needs in the area of social relationships, emotional well- being, and positive behavior supports;	TWS, Lesson plan	CKS	6	5, 6
Demonstrate curriculum and instructional methods for meeting student needs in the area of cognitive skills;	TWS, Lesson plan	CKS, T	7	7

Demonstrate curriculum and instructional methods for meeting student needs in the area of sensory deficits, including deaf- blind;	TWS,	CKS, T	6, 7, 8, 10	4, 5, 7
Demonstrate curriculum and instructional methods for meeting student needs in the area of movement (fine/gross motor), including Functional equipment and assistive technology;	TWS,	CKS, T	6, 7, 10	4, 5, 7
Demonstrate curriculum and instructional methods for meeting self care and health care needs, including understanding medical	TWS,	CKS, T	7, 10	4

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook

Snell, M. E., & Brown, F. (2006). *Instruction of students with severe disabilities* (7th ed.). Upper Saddle River, NJ: Pearson - Merrill/Prentice Hall

American Psychological Association (APA). (2009). *Publication manual of the American Psychological Association.* (6th Ed.). Washington, D.C.

Technology Expectations:

Students will be expected to (1) access WSU Blackboard for course information; (2) use email, including their **WSU email account** for communication with the instructor; (3) access course readings online and conduct searches for course-related information; and (4) use word processing programs for all assignments. Assignments may be submitted electronically through Blackboard.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Class Protocol:
Students, please understand that your participation and disposition in this class symbolizes your professionalism. As one of the Council for Exceptional Children (CEC) and State of Kansas teaching standards, you are expected to conduct yourself in a professional manner at all times during your program at WSU. Students are expected to construct professionally written emails to all persons at WSU.

During online class discussions, students are expected to be respectful to their peers and the instructor. Please understand that WSU faculty reserve the right to fail a student in their classes based on unprofessionalism, lack of participation, and/or poor dispositions, regardless of the grade average of the course assignments. In short, treat others as you would want to be treated.

Education Candidate Conduct Expectations:
Education candidates participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. Candidates should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and site supervisors, may receive a failing grade and/or face possible removal from the field experience.

Grading Scale (Please note that the WSU grading system does not recognize an A+)
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

Grade Point Range

A	**960 – 1000**
A-	**919 - 959**
B+	**878 - 918**
B	**837 - 877**
B-	**796 - 836**
C+	**755 - 795**
C	**714 - 754**
C-	**673 - 713**
D+	**632 - 672**
D	**591 - 631**
D-	**550 - 590**
F	**0 - 549**

GRADING SYSTEM: Wichita State grades include *A* (excellent), *B* (good), *C* (satisfactory), *D* (unsatisfactory), *F* (failure), *Cr* (credit), *NCr* (no credit), *S* (satisfactory), *U* (unsatisfactory), and *I* (incomplete). An Incomplete is a temporary grade when a student is granted an extension of time to complete the coursework. A plus/minus grading system allows a finer differentiation of effort within grades A, B, C, and D; as reflected in the credit points below.

CREDIT POINTS: For each hour of work the student takes, credit points are assigned, as follows, to permit averaging of grades:

A=4.000, A-=3.700, B+=3.300, B=3.000, B-=2.700, C+=2.300, C=2.000, C-+1.700, D+=

Assignments
Students are expected to meet all assignment deadlines. Professional educators are required to plan and develop Individualized Education Plans, student testing, re-evaluations, plan parent meetings, and perform a host of sundry administrative duties. All of these activities are expected and in some instances, even required by law, to be conducted on time. As part of the correlation between collegiate theory and in your real world practice, no late assignments will be accepted. All assignments will be distributed by Dr. Lusk, and pleases plan your time accordingly.

When submitting an assignment electronically, you will need to save your assignments. Please save them using the assignment title followed by your first and last name

[1] Participation/Disposition- (150 points – 10 points per week)

This course will be taught completely online via Black Board. Active participation is required. Discussion and participation in the course activities and online discussions are critical for gaining the knowledge and skills necessary to meet the requirements of the class. It is also imperative that you are able to access your e-mail regularly as this will be the primary communication for announcements from the professor. Participation points are earned by: (a) respectful behavior to peers and instructors, (b) knowledge of reading assignments by being prepared for the discussion through reading the assigned chapters and sharing your ideas, and (c) completing course assignments and discussion. As part of class participation, there will be a variety of online assignments and projects that will count as participation. Please understand that your participation and disposition is crucial in this course and program. Your instructor will be evaluating not only your participation and disposition, but your professionalism as well. Please read the above participation/disposition/professionalism statement.

MAJOR COURSE ASSIGNMENTS:
Major assignments are required; specific assignment guidelines will be posted on Blackboard. All assignments are to be turned in through the Blackboard Assignments site. Please review Blackboard tutorials if you are not familiar with using this course management system. AGAIN, you are expected to schedule an appointment with Dr. Lusk via email to discuss any course assignments and grading.

[2] Weekly Assignments – (600 points – 40 points per week)

Each week you will be responsible for activities that will directly relate to that weekly topic. Examples of the weekly assignments include: reflections on readings for the week, applying content from readings to case examples, identifying resources pertaining to the topic of the week, developing questions to ask peers, scavenger hunts, pop quizzes, etc. You are also expected to complete readings for each week. ***ALL ASSIGNMENTS FOR THE WEEK NEED TO BE SUBMITTED AS ONE ASSIGNMENT***

[3] Midterm Project – (125 points)

[4] Final Project – (125 points)

EVALUATION OF STUDENT ACHIEVEMENT AND LEARNING OUTCOMES:

Participation/Disposition	150 points
Weekly Assignments	600 points

Midterm Project	125 points
Final Project	125 points
TOTAL POSSIBLE POINTS =	1,000 points

Licensure Assessments:
Both the state of Kansas and the national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

- Dispositions—faculty evaluation.
  (Note: Completion of faculty disposition assessment with no indicator below 2.)

- Grade of "C" or better. Please note that the graduate school will not accept a grade of C- on a Plan of Study.

Remediation - Students failing to achieve an acceptable performance on this required assessment will be provided with a limit of *(insert number here)* remediation opportunity/opportunities. The university is not able to recommend individuals for licensure/endorsement who fail to attain an acceptable rating on required assessments, even though they may receive an acceptable course grade or exceed minimum GPAs. Therefore, students who do not achieve acceptable performance on this assessment after *(insert number here)* remediation opportunity/opportunities will be subject to dismissal from the program.

Undergraduate vs. Graduate Credit (for 700 level courses)
Undergraduate students enrolled in 700 level courses will receive undergraduate credit (not graduate credit) unless they have a previously approved senior rule application or dual/accelerated enrollment form on file in the Graduate School. Undergraduate credit earned in 700 level courses cannot later be counted toward a graduate degree.

Late Assignments
Students are expected to meet all assignment deadlines. **No late assignments will be accepted**. Assignment expectations are given on the first day of class, and please plan your time accordingly. Dr. Lusk will NOT be returning graded assignments to any student unless he or she schedules a virtual meeting with Dr. Lusk to discuss critiques of the assignments. At this meeting, you will receive a copy of the critiques and Dr.
Lusk will schedule approximately 30 minutes with you to give feedback to the student. It is mandatory that you bring a copy of your APA manual (6th edition) to these virtual meetings. Please understand it is your responsibility to schedule these meetings with Dr. Lusk.

Important Academic Dates
For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

Disabilities
If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).

The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing
The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusiveness
Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property
Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System
Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services
WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is

prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Other

Communication: Email is the best form of communication for Dr. Lusk. As the beginning of the syllabus states, please allow 48 hours for returned email correspondence from Dr. Lusk. Please know that Dr. Lusk responds to EVERY email. If you sent an email and there was no correspondence within 48 hours, Dr. Lusk did not receive it. (There are times when emails go to my "junk" mail folder or the email system is down). Please email Dr. Lusk again and call her office, if no response after 48 hours.

APA and Writing: All papers are to be written with correct grammar, mechanics, and punctuation, and formatted in American Psychological Association (APA) 6th edition format. **Simply stated, purchase the APA manual and READ IT.** You will need to have ALL of your assignments proofread by a knowledgeable person. This manual is the format framework behind all of your professionally written papers in this master's program. APA errors will need to be at a minimum. Matter of fact, if a paper has 10 or more APA errors, the student will earn a zero for that particular assignment. In addition, you will need to make sure all of your papers are edited by a competent, creditable person. Your WSU faculty will not serve as editors, so you will need to have your papers written and edited by one or multiple persons before the due date. Most common editing mistakes are grammatical errors, sentence structure errors, papers written in passive voice versus active voice, spelling errors. Your WSU faculty will hold your writing and assignments to a high standard. Please prepare yourselves for these expectations.
WSU has a writing center on campus. There are NO excuses (Table has been adapted; however, provided by Dr. Donna Sayman).

All assignments will be graded by Dr. Lusk. Again, you will be expected to schedule an appointment with Dr. Lusk to discuss revisions/questions/comments about all graded assignments. It is your responsibility to schedule the appointment with Dr. Lusk via email. Also, it is mandatory that you bring your APA manual to this meeting.

APA Expectations and Rubric

Type of Error	Penalty
APA 6th Edition Format **– basic format of paper:** ➢ 12 point Times New Roman font, ➢ double-spaced, 1" margins ➢ running head and page numbers ➢ required level of headings and subheadings ➢ meets page limitations	-Papers that do not meet the font, spacing, and margin requirements will not be read and no points will be earned for the assignment. -Papers that do not meet the required level of headings will not be read and no points will be earned for the assignment. -Papers that exceed page limitations will not be read and no points will be earned for the assignment.

Grammar, mechanics, punctuation: ➢ person first language ➢ written in the 3rd person ➢ spelling, ➢ agreement with subject and verb and past and present tenses; appropriate use of punctuation and spacing, such as commas, semicolons, periods, quotation marks, parentheses, etc. ➢ correct sentence structure ➢ appropriate paragraph structure **APA 6th Edition Format – direct quotations and in-text citations:** ➢ exact quotations correctly referenced	Errors will be marked but not corrected. Once ten errors are marked, the paper will be returned without being read further or graded and no points will be earned for the assignment.
APA 6th Edition Format – references page: ➢ 12 point font, double-spaced, 1" margins, hanging indents ➢ correct format for articles, books, websites, etc. **NOTE:** Errors on the Reference page count separately from errors within the text of the paper:	Errors will be marked but not corrected. Once ten errors are marked, the paper will be returned without being graded and no points will be earned for the assignment.

Tentative Schedule

Week	Topic	Assignment Due
1/19 – 1/21 Week One	Introduction to the Course	Readings on Black Board Weekly Assignments due 1/21 at 9:00 am
1/22 – 1/28 Week Two	Chapter 1 Educating Students with Severe Disabilities: Foundational Concepts and Practices Chapter 2 Fostering Family-Professional Partnerships	Read Chapters 1 and 2 Weekly Assignments due by 1/28 at 9:00 am
1/29 – 2/4 Week Three	Chapter 3 Conducting and Using Student Assessment Chapter 4 Selecting Teaching Strategies and Arranging Educational Environments	Read Chapters 3 and 4 Weekly Assignments due by 2/4 at 9:00 am
2/5 – 2/11 Week Four	Chapter 5 Measuring Student Behavior and Learning Chapter 6 Designing and Implementing Instruction for Inclusive Classes	Read Chapters 5 and 6 Weekly Assignments due by 2/11 at 9:00 am
2/12 – 2/18 Week Five	Chapter 7 Designing and Implementing Individualized Positive Behavior Support Chapter 8 Understanding Special Health Care Procedures	Read Chapters 7 and 8 Weekly Assignments due by 2/18 at 9:00 am

College of Education
Course Syllabus
CI 743 CRN 25891 Transition to Teaching/Residency Internship (1)
Spring 2016

Instructor:	Dr. Jeri Carroll : Dr. Janice Ewing
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center 112 Carroll :124 Ewing
Telephone:	316-393-1008 Carroll Cell : 316-978-5355 Ewing Office
Email:	Jeri.carroll@wichita.edu : Janice.ewing@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	By appointment
Classroom; Days/Time:	N/A
Prerequisites:	CI 760A
Corequisites:	CI 761A

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This syllabus is not a contract.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
In the transition to teaching or residency licensure program, this internship replaces the required student teaching assignment for the purposes of licensure. Students in the transition to teaching program teach half time or more with a restricted license. Students in the residency program teach at least 20 hours per week under the supervision of a classroom teacher. Transition to Teaching and Middle Level Secondary prerequisites: CI 760A, employment by a school district or agency partnership and completion of program requirements for restricted teacher licensure or residency. Corequisite: CI 761A. ECU Residency prerequisite: admission to the program.

Definition of a Credit Hour
"A "credit hour" is a measure of graduate or undergraduate academic work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than one hour of classroom or direct faculty instruction[1] and a minimum of two hours of out-of-class student work for each week of instructional time for approximately fifteen weeks for one semester, or an equivalent amount of work over a different amount of time." (http://webs.wichita.edu/inaudit/ch2_18.htm). One-two hours a week will be associated with CI 743 outside of the actual on-the-clock time associated with the internship.

Measurable Student Learning Outcomes
Candidates will demonstrate….

- Understanding and respect of families, assuring cultural sensitivity.
- The ability to meet the unique needs of general education and exceptional students and families.
- The skills and knowledge about how general education and exceptional students develop and learn.
- Use of a variety of informal and formal assessment strategies in collaboration with others for general education and exceptional students.
- The ability to establish, maintain, and promote physically, psychologically safe and healthy learning environments.
- The ability to collaboratively designs a developmentally appropriate and research-based curriculum that meets the unique needs, capabilities, and interests of general education and exceptional students.
- Completion of experiences in varied settings.
- High levels of competence in the use of English Language Arts, including concepts of emerging literacy, reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills.
- Knowledge, understanding, and use of major concepts, procedures, and reasoning processes of mathematics that define numbers and operations, geometry, measurement, data analysis and probability, and algebra.
- Knowledge, understanding, and use of fundamental concepts in the subject matter of science, including physical, life, and earth and space sciences.
- Knowledge understanding, and use of the major concepts and modes of inquiry from the social studies, including history, geography, the social sciences and related areas.
- The ability to design, implement, and evaluate the arts experiences, including artistic exploration and expression.
- Knowledge, understanding, and use of the major concepts of health education and human movement and physical activities to foster healthy life styles.

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Technology Expectations:
Students will demonstrate use of technology through Blackboard interactions, electronic submission of assignments, and communication through e-mail. Class sessions will provide opportunities for students to participate in technology explorations and utilize technology in classroom presentations.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Class Protocol
For CI 743, interns in the residency program work with students in schools at least 20 hours per week under the supervision of a classroom teacher. Documentation of this work is to be submitted routinely to the instructor, i.e., time sheets or logs of hours for the work you do, with mentor teacher signature.

It would be important to document the types of responsibilities you have during your internship (one on one

tutoring, one teach/one support, turn teaching, station teaching, team teaching, whole class instruction). Further examples are provided at these links:

- Successful Co-teaching http://www.nea.org/tools/6-steps-to-successful-co-teaching.html
- Teacher Actions During Co-teaching http://www.cehd.umn.edu/TERI/Co-Teaching/Foundations/Resources/Teacher-Actions-During-Co-Teaching.pdf

***NCLB Requirements for Title I Paraprofessionals* (US Department of Education, 2004).**
The checklist that follows includes responsibilities that are part of the *NCLB Requirements for Title I Paraprofessionals* (US Department of Education, 2004). Consider using this language in your documentation of work in schools in that it was created as guidance as to the types of activities typically expected of paraprofessionals; others may be added based on the assignments from your school, teacher, and/or mentor.

· Providing one-on-one or small-group tutoring for students
· Assisting with classroom management
· Organizing instructional materials
· Providing instructional assistance in a computer lab
· Conducting parental involvement activities
· Providing instructional support in the library or media center
· Acting as a translator
· Providing instructional support to a student under the direct supervision of a highly qualified teacher

Reference

United States Department of Education. 2004. *NCLB requirements for Title I paraprofessionals general information, A-2.* In *Title I paraprofessionals non-regulatory guidance* (p. 2). Retrieved from http://www2.ed.gov/policy/elsec/guid/paraguidance.pdf)

Education Candidate Conduct Expectations:
Education candidates participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. Candidates should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and site supervisors, may receive a failing grade and/or face possible removal from the field experience.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (*Note: the chart on the next page is a sample that may be used*). (Other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.)

Grading is based on the teaching experience, internship attendance, class contributions, and the completion of course assignments as indicated above. All internships are letter graded. In order to be recommended for full licensure, a grade of "C" or better in the internships must be maintained, along with a recommendation to continue in employment, and a passing score on the PLT and appropriate Praxis II content tests. The WSU grading policy is as follows:

Required Passing Scores			Below Passing Score		
A	=	95% - 100%	C-	=	70% - 73%
A-	=	90% - 94%	D+	=	67% - 69%
B+	=	87% - 89%	D	=	64% - 66%
B	=	84% - 86%	D-	=	60% - 63%
B-	=	80% - 83%	F	=	0% - 59%
C+	=	77% - 79%			

C = 74%-76%	

- **A =** Interns whose teaching exceeds expectations. Such performance indicates successful teaching without close supervision by the principal, the mentor, or the university supervisor. Additionally, completion of IALP and Internship Evaluations each should fall between 95-100%.

- **A- =** Interns whose teaching exceeds expectations. Such performance indicates successful teaching without close supervision by the principal, the mentor, or the university supervisor. Additionally, completion of IALP and Internship Evaluations each should fall between 90-94%%

- **B+ =** Interns whose teaching meets expectations. Such performance indicates successful teaching with typical supervision by the principal, the mentor, or the university supervisor. Interns at this level are competent instructors under the supervision process for good beginning teachers. Completion of IALP and Internship Evaluations each should fall between 87-89%.

- **B** = Interns whose teaching meets expectations. Such performance indicates successful teaching with typical supervision by the principal, the mentor, or the university supervisor. Interns at this level are competent instructors under the supervision process for beginning teachers. Completion of IALP and Internship Evaluations each should fall between 84-86%.

- B- = Interns whose teaching meets expectations. Such performance indicates successful teaching with typical supervision by the principal, the mentor, or the university supervisor. Interns at this level are competent instructors under the supervision process for slightly less than satisfactory beginning teachers. Completion of IALP and Internship Evaluations each should fall between 80-89%.

- **C+** = Interns whose teaching performance is considered average, no significantly weak or exceptionally strong, but has satisfied all criteria for a recommendation for certification. This does not imply that the student will become a somewhat "average teacher." For a variety of reasons, an intern who receives a grade of "C+" may take slightly longer to mature as a professional. Additional supervision may be provided during their probationary years. Completion of IALP and Internship Evaluations each should fall between 77-79%.

- **C** = Interns whose teaching performance is considered average, not exceptionally strong and not exceptionally weak, but has satisfied all criteria for a recommendation for certification. This does not imply that the student will become an "average teacher." For a variety of reasons, an intern who receives a grade of "C" may take longer to mature as a professional. Additional supervision will be provided during their probationary years. Completion of IALP and Internship Evaluations each should fall between 74-76%.

- **C-** = Interns whose teaching performance is considered average, more on the weak side than strong, but having satisfied all criteria for a recommendation for certification. This does not imply that the student will become a slightly weak teacher. For a variety of reasons, an intern who receives a grade of "C-" may take longer to mature as a professional. Additional supervision will be provided during their probationary years. Completion of IALP and Internship Evaluations each should fall between 70-73%.

D or F = "Unsatisfactory Performance" The level of teaching as deemed by the principal and the university coordinator is below expectations for a novice teacher. Teacher is not recommended for continued employment. Assignments and/or attendance are unsatisfactory with completion of course work at 69% or below.

- **D+** = "Unsatisfactory Performance" The level of teaching as deemed by the principal and the university coordinator is slightly below expectations for a novice teacher. Additional supervision will be provided during their probationary years. Completion of IALP and Internship Evaluations each should fall between 67-69%.

- **D** = "Unsatisfactory Performance" The level of teaching as deemed by the principal and the university coordinator is below expectations for a novice teacher. Additional supervision will be provided during their probationary years. Completion of IALP and Internship Evaluations each should fall between 64-66%.

- **D-** = "Unsatisfactory Performance" The level of teaching as deemed by the principal and the university coordinator is clearly below expectations for a novice teacher. Additional supervision will be provided during their probationary years. Completion of IALP and Internship Evaluations each should fall between 60-63%.

- **F** = "Unsatisfactory Performance" The level of teaching as deemed by the principal and the university coordinator is below expectations for a novice teacher. Teacher is not recommended for continued employment. Completion of IALP and Internship Evaluations each should fall between 60%.

The university no longer mails grades at the end of the semester. To obtain your grades you must go to Shocker One Stop www.wichita.edu/sos .

WSU is accredited by the National Council for the Accreditation of Teacher Education, seeing accreditation by the Council for the Accreditation of Educator Preparation.

For further information about NCATE standards, see NCATE 2008 Standards.
For further information about CAEP standards, download them using this link: CAEP 2013 Accreditation Standards

Assignments

Placement	Hours	Teaching Responsibilities
Semester 1	6-8 hours a week	Focused observations
Semester 2	15-20 hours a week	Small group, individual, and whole group instruction, co-teaching with mentor teacher, co-planning with mentor teacher
Semester 3	15-20 hours a week	Small group, individual, and whole group instruction, co-teaching with mentor teacher, co-planning with mentor teacher. Less guidance from mentor and greater independence in planning, assessment, instruction.
Semester 4	15-20 hours a week	Small group, individual, and whole group instruction, co-teaching with mentor teacher, co-planning with mentor teacher. Even less guidance from mentor and greater independence in planning, assessment, instruction.
Semester 5	40 hours a week	Small group, individual, and whole group instruction, co-teaching with mentor teacher, co-planning with mentor teacher. Independent planning, assessment, and instruction. Completion of unit of instruction and KPTP.

Additional Assignments for CI 743

20 hours of internship weekly	Assignments for Internship I
	Observations. Formal observation (cooperating teacher/mentor (2), university supervisor (2) • Be prepared for additional formal observations as necessary, as requested by you, as requested by the cooperating teacher, or as requested by the university supervisor. Consider inviting your principal or assistant principal to observe you.

20 hours of internship weekly	Assignments for Internship I

Infant-Toddler, or PreK, or Elementary K-3	An **IALP** for each of the formal observations, (CI 743 requires 4)
	• When you are to be supervised by either the CT or US,
	  o The lesson should be approved by the CT 24-36 hours before the scheduled observation.
	• When you are to be supervised by the university supervisor,
	  o The plan is to be emailed to your university supervisor 24 hours before the scheduled observation.
	• Additionally, all four IALPs are submitted to CI 743 Assignments Section of the CI 743 in Blackboard.

	Lesson Reflections • After the lesson, the supervisor will discuss the visit with you. You will also be asked to reflect on the lesson, and email that reflection to your supervisor before the lesson observation form is shared with you. • The university supervisor will add your reflection to the bottom of the IALP you submitted before the lesson, and then share Field Experience Performance Rubric with you, including observation notes.
	Notebook (to be shared, but not graded). Because many of you are rotating through the three levels of placements at different times, it is advised that you keep all Internship related material in a notebook for each placement. Section headings for the notebook are to include Classroom information—procedures, schedule, class list. WSU lesson plans and reflections—your mentor teacher needs to preview your lesson and approve it prior to your teaching it. She/he will need to initial the lesson plan so we know it was preapproved. Observation forms—copies of the forms should be provided for Dr. Carroll or Dr. Ewing. Time sheets or logs of hours for the work you do, with mentor teacher signature.

Due Dates: Observations will be conducted by the mentor teacher(s), Dr. Carroll, and Dr. Ewing at assigned times throughout the semester. The completed IALP is due to be submitted to Blackboard at least 24 hours before the scheduled observation. However, the lesson should have approval of your mentor teacher and/or supervisor before submission unless other arrangements are made with the instructor(s). A minimum of four observations will be made, each requiring an IALP.

Licensure Assessments:
Both the state of Kansas and the national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

- ECU Field Experience Observation Rubric (FEPR). A minimum of four is required, typically two from the mentor teacher/cooperating teacher, and two from the university supervisor. Adjustments will be made as needed.
- Integrated/Adapted Lesson Plans, a minimum of four lessons, typically those to be observed). Over the four, all content areas must be covered. Additionally, a language objective is required in each lesson.
  - English/Language Arts (emerging literacy, reading, language, vocabulary, comprehension)
  - Mathematics (mathematical ideas, mathematical reasoning, problem solving, communication of mathematical ideas, representation of mathematical)

- Science (fundamental concepts of science, evidence of tools of inquiry, science and technology, personal and social aspects of science)
- Social Studies (concepts and modes of inquiry of the social studies, integrates history, geography, social studies and other related social studies areas, informed decision making)
- The Arts (can include dance, media arts, music, theatre, visual arts) (designing art experiences, developing positive dispositions towards exploring art, positive dispositions toward artistic expression, evaluation of art experiences)
- Health Education, Human Movement, and Physical Activity

Candidates failing to attain a satisfactory rating of a "C" or better on a required assessment may be provided special assistance. The university is not able, however, to recommend candidates to move from restricted licensure who fail to attain a satisfactory rating on required assessments, even though they may receive an acceptable course grade or exceed minimum GPAs.

Remediation - Students failing to achieve an acceptable performance on this required assessment will be provided with a limit of *(insert number here)* remediation opportunity/opportunities. The university is not able to recommend individuals for licensure/endorsement who fail to attain an acceptable rating on required assessments, even though they may receive an acceptable course grade or exceed minimum GPAs. Therefore, students who do not achieve acceptable performance on this assessment after *(insert number here)* remediation opportunity/opportunities will be subject to dismissal from the program.

Undergraduate vs. Graduate Credit (for 700 level courses)
Undergraduate students enrolled in 700 level courses will receive undergraduate credit (not graduate credit) unless they have a previously approved senior rule application or dual/accelerated enrollment form on file in the Graduate School. Undergraduate credit earned in 700 level courses cannot later be counted toward a graduate degree.

Important Academic Dates
For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

Disabilities
If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).
The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing
The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusiveness
Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of

Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property
Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System
Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services
WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Tentative Schedule

1	January 18-23	Week one of Internship. Candidates are employed in area schools 20 hours per week.
2	January 25-28	
3	February 1-5	
4	February 8-12	
5	February 15-19	Individualized Adapted Lesson Plan Field Experience Performance Rubric Field
6	February 22-26	
7	February 29-March 4	
8	March 7-11	Individualized Adapted Lesson Plan Field Experience Performance Rubric
9	March 14-18	Spring Break
10	March 21-25	
11	March 28-April 1	
12	April 4-8	Individualized Adapted Lesson Plan Field Experience Performance Rubric
13	April 11-15	
14	April 18-22	
15	April 25-28	
16	May 2-6	Individualized Adapted Lesson Plan Field Experience Performance Rubric
Final	None	

College of Education
Course Syllabus
CI 744 CRN 22042, Transition to Teaching or Residency Internship II (1)
Spring 2016

Instructor:	Ms. Ann Eastwood
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center 201
Telephone:	(316) 978-6657
Email:	ann.eastwood@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	By appointment – Instructor works part-time on a schedule that varies.
Classroom; Days/Time:	N/A
Prerequisites:	CI 743, 761A, employment by a school district or agency partnership and completion of coursework for restricted teacher licensure or MLS residency
Corequisite:	CI 769
Prerequisites: ECU Residency	CI 603, 743
Corequisites:	CI 614

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
In the transition to teaching or residency licensure program, this internship replaces the required student teaching assignment for the purposes of licensure. Students in the transition to teaching program teach half time or more with a restricted license. Student in the residency program teach at least 20 hours per week under the supervision of a classroom teacher. Transition to Teaching and MLS Residency prerequisites: CI 743, 761A, employment by a school district or agency partnership and completion of coursework for restricted teacher licensure or MLS residency. Corequisite: CI 769, ECU Residency prerequisites: CI 603, 743. Corequisite: CI 614.

Definition of a Credit Hour
The expectation of work in order to be successful in this 1 credit course is 1 hour of faculty instruction and 2

hours of out-of-class student work every two weeks – including assigned readings, blackboard assignments, and written assignments.

Measurable Student Learning Outcomes

Learner Outcomes The student will:	**Related Assessment**	**Guiding Principles Unit Conceptual Framework (PR, HDD, CTA, T, CKS, C)**	**Professional Standards (KSDE, ASHA, NASP)**
Attend, participate & complete in-class assignments as indicated	In-class activities	PR, C	KSDE S-1 & S-2; KSDE S-9
Demonstrate professional dispositions & behaviors appropriate for a teacher educator.	Evidenced in attendance, participation, timely completion of assignments, attitudes that foster collegial interactions-Bb & class; performance reviews	PR	KSDE S-9 & S-10; KSDE S-13
Select resources to support teaching and learning.	Resource File	PR, HDD, CTA, T, CKS, C	KSDE S-5 & S-6; KSDE S-11 & S-12
Demonstrate understanding, integration, and application of instruction & assessment to standards & students.	Analysis of Professional Practice	PR, CTA	KSDE S-1 through S-13
Use reflection to impact instruction, student learning, and personal development.	Reflective Journals Analysis of Professional Practice	PR	KSDE S-6; KSDE S-8 & S-9; KSDE S-13
Demonstrates understanding, integration, and application of instruction to secure satisfactory performance review & continued. employment	Performance Review & Contract Renewal	PR	KSDE S-1 through S-13

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook
Related readings linked to Blackboard or used in class

Technology Expectations:
Students will demonstrate use of technology through Blackboard interactions, electronic submission of assignments, and communication through e-mail. Class sessions will provide opportunities for students to participate in technology explorations and utilize technology in classroom presentations.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom

performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

The Tech Center provides printing at a cost of 10 cents per page to COE students for student-generated papers, assignments and projects. However, the following guidelines apply:

- Do NOT print documents, handouts, assignments, syllabi, etc. from Blackboard.
- Do NOT print lengthy documents such as curriculum standards, course manuals, lab manuals, instruction books, etc.
- Print ONE copy only of papers, assignments, or projects.
- When printing from a website, copy and paste the portion you need into a word document. Do NOT print the entire website.
- When PowerPoint slides, select the print option that enables printing several slides per page and print as a grey-scale.

Class Protocol

Professional behavior becoming of a teacher is expected. Enthusiastic participation in class discussions and activities is also anticipated. All students are expected to attend each class session. Online class session participation is based on completion of required module steps. Completion of assignments by final due dates and correction of assignments that do not meet expectations for mastery is necessary. *Late assignments will have points deducted.* Assignments listed with an asterisk have assessment criteria that require students' performance at a mastery level.

Please make sure that cell phones are turned off during class.

Education Candidate Conduct Expectations:

Education candidates participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. Candidates should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and site supervisors, may receive a failing grade and/or face possible removal from the field experience.

Grading Scale

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

Grading:

30 Points	Attendance & Participation (6 sessions)	**As indicated**
35 Points	Journal entries	**Due May 7**
40 Points	Portfolio additions	**Due April 23**
35 Points	Analysis of Professional Practice	**Due May 7**
50 Points	Field Experience	**As indicated**
190 Points		

Grading is based on the teaching experience, internship attendance, class contributions, and the completion of course assignments as indicated above. All internships are letter graded. In order to be recommended for full licensure, a grade of "C" or better in the internships must be maintained, along with a recommendation to continue in employment, and a passing score on the PLT and appropriate Praxis II tests. The grading policy is as follows:

Points/percentages, as instructor chooses	Letter grade	Grade Points	Interpretation
95 – 100%	A	4.00	*The A range denotes excellent performance.* Regular attendance in class is required with completion of course assignments
90 – 94%	A-	3.70	
87 – 89%	B+	3.30	
84 – 86%	B	3.00	*The B range denotes good performance.*
80 – 83%	B-	2.70	
77 – 79%	C+	2.30	
74 – 76%	C	2.00	*The C range denotes satisfactory performance.*
70 – 73%	C-	1.70	
	D+	1.30	
	D	1.00	*The D range denotes unsatisfactory performance.*
	D-	0.70	
	F	0.00	*F denotes failing performance.*

D or F = "Unsatisfactory Performance" The intern work is below expectations or incomplete. Assignments and/or attendance are unsatisfactory with completion of course work at 69% or below of total points.

Assignments

Reflective Journal –

Each student will maintain a journal with bi-weekly entries. In these entries, reflect on your individual experiences with planning, classroom environment, instruction, and professional responsibilities. Each entry should be no more than two paragraphs in length. **Due: via Blackboard on May 7.**

Analysis of Professional Practice –

This assignment will allow you to analyze your professional practices in four domains. You will complete a self-assessment and will obtain a peer or mentor assessment for each domain. You will provide a summary of the findings, interpret the meaning based on the data, discuss implications, and include reference resources that could enhance practices in each of the domains. This analysis builds on the analysis done during the first semester. **Due: May 7**

Teacher Portfolio –

The portfolio is an organized collection of resources that facilitate your teaching. These resources will be used throughout the two years in the program to assist you in the development of a professional portfolio reflecting teaching practices. Entries will center around instructional strategies, assessment, and reflective practice. **Due: April 23**

Field Performance –

Regular job attendance, satisfactory observation reviews, and satisfactory performance evaluations from the principal. (WPS teachers will be observed by USD 259 peer consultants.)

A minimum of six observations during the first year of teaching will be conducted either by the principal or designee, the mentor, and/or the university coordinator(s). Observation dates will be scheduled individually at the site and by the university, peer consultants and building staff. Written feedback will be provided for each observation.

Performance Assessment
College policy requires that all College of Education programs be performance-based. In particular, this requires that program candidates meet criteria established at each of at least four Transition Points in academic programs. Transition Point requirements may include passing various specific courses and obtaining certain GPAs as well as receiving passing ratings (acceptable or target level) on certain required assessments, some of which are embedded within program coursework.

For this course, students must successfully complete the Field Performance expectations.

Attendance and Participation –
Regular attendance at internships is required. It is inappropriate to bring children or to leave them unattended around the building while you are attending class.

- Attendance and punctuality are required attributes for teachers. You are expected to be involved and stay involved. This means you MUST be in class. Each class will add some new dimensions to your ability to teach.
- It is your responsibility to ask for information you may have missed due to your absence. It is suggested that you share phone numbers and/or e-mail addresses with other class members. Handouts will be available in the classroom file folder with your name and assignments are always posted on Blackboard.

Preparation for Class & Attitude for Contributing to Collegial Environment –

- Regular reading assignments will be given as homework. Many of the classroom activities, discussion board interactions, and journal responses will be built upon the knowledge gained through the readings.
- Some assignments will be given and completed within a classroom time period. You will be responsible for bringing necessary materials when indicated so you are prepared to participate in these exercises.
- Class discussions and group work should encourage listening and sharing ideas from all participants. With cooperative group activities you will be expected to contribute to the group goals.
- You will need to check Blackboard and your WSU e-mail on a REGULAR, WEEKLY basis.

Licensure Assessments:
Both the state of Kansas and the national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

In the Alternative licensure program there are several requirements from the Kansas State Department of Education. Be sure to read and respond to all communications from the Transition to Teaching Office.

Undergraduate vs. Graduate Credit (for 700 level courses)
Undergraduate students enrolled in 700 level courses will receive undergraduate credit (not graduate credit) unless they have a previously approved senior rule application or dual/accelerated enrollment form on file in the Graduate School. Undergraduate credit earned in 700 level courses cannot later be counted toward a graduate degree.

Late Assignments
Assignments will be completed and turned in on the day they are due. All due dates have been listed so you will be able to plan your semester accordingly. ***Late assignments will have points deducted.***

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Video and audio recording of lectures and review sessions without the consent of the instructor is

prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Other

In the Alternative licensure program there are several requirements from the Kansas State Department of Education. Be sure to read and respond to all communications from the Transition to Teaching Office.

CI769 Instructional Strategies and Assessment & CI 744 Internship 2

Date	Topic
January 23, 2016	Syllabi review, Review of Modules, Instructions for key assignments, Backward Design, Danielson Domain on Instruction, Begin Module 1
February 27, 2016	Assessment strategies, Begin Module 2
April 2, 2016	Instructional strategies aligned with assessments, Begin Module 3
April 23, 2016	Unit Plan of Instruction due, Reflection/Professional Responsibilities, Begin Module 4
April 30, 2016	Attend Graduate Showcase
May 7, 2016	Final day of class

Tentative Schedule
To be developed by the administrators of participating schools, cooperating teachers, and university supervisor.

College of Education
Course Syllabus
CI 749 CRN 25892 Transition to Teaching or Residency Internship IV (1)
Spring 2016

Instructor:	Dr. Jeri A. Carroll; Dr. Janice Ewing
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center 112; 124
Telephone:	316-978-6865; 5355
Email:	Jeri.carroll@wichita.edu; Janice.ewing@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	By appointment
Classroom; Days/Time:	N/A
Prerequisites:	Transition to Teaching: CI 748; Corequisite: CI 849 Middle Level Secondary: CI 748; Corequisite CI 849 ECU Residency: CI 703, 748; Corequisite: CI 733

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. The instructor reserves and retains the right to alter the course requirements and/or assignments based on new materials, class discussions, current events or other legitimate pedagogical objectives.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
In the transition to teaching (T2T) or residency (ECU or middle level secondary) licensure programs, this internship fulfills the required student teaching assignment for the purposes of licensure. Students in the transition to teaching program teach half time or more with a restricted license. Student in the residency (ECU or middle level secondary) programs are full-time interns for the entire semester under the supervision of a classroom teacher. Transition to Teaching prerequisites: CI 748, employment by a school district and completion of coursework for provisional teacher certification. Corequisite: CI 849. Middle level secondary prerequisite: CI 748. Corequisite CI 849. ECU Residency prerequisites: CI 703, 748. Corequisite: CI 733.

Definition of a Credit Hour
Success in this 1-credit hour field experience is based on the expectation that students will spend, 35-40 hours (full-time) per week in a classroom. Additionally, students will spend a minimum of three hours per week in preparation for this field experience. This preparation includes planning for and implementing age appropriate activities, evaluating activities, and reflecting on daily interactions with children and families.

Measurable Student Learning Outcomes

- understanding of and respect for families, assuring cultural sensitivity
- the ability to meet the unique needs of general education and exceptional students and families
- professional skills and knowledge of how children with and without exceptionalities develop and learn
- use a variety of appropriate informal and formal assessment strategies
- the ability to work in collaboration with other educators and support professionals
- the ability to establish, maintain, and promote, physically and psychologically safe and healthy learning environments
- the ability to collaboratively design a developmentally appropriate and research-based curriculum that meets the unique needs, capabilities, and interests of children with and without exceptionalities
- high levels of competency using knowledge of child development and developmentally appropriate activities in English language arts, including concepts of emerging literacy, reading, language to teach reading, writing, speaking, viewing, listening, and thinking skills
- high levels of competency using knowledge of child development and developmentally appropriate activities to address major concepts, procedures, and reasoning processes of mathematics
- high levels of competency using knowledge of child development and developmentally appropriate activities to address the fundamental concepts in the subject matter of science
- high levels of competency using knowledge of child development and developmentally appropriate activities to address the major concepts and modes of inquiry from the social studies
- high levels of competency using knowledge of child development and developmentally appropriate activities to address the ability to design, implement and evaluate the arts experiences
- high levels of competency using knowledge of child development and developmentally appropriate activities to address the major concepts of health education, human movement and physical activities

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Technology Expectations:
Students will demonstrate the use of technology through Blackboard interactions, electronic submission of assignments and communication through e-mail. Students will be expected to check their Wichita State University e-mail account regularly and if necessary forward e-mails from this account to one that is regularly checked.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Education Candidate Conduct Expectations:
Education candidates participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. Candidates should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf

In view of these expectations, candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and site supervisors, may receive a failing grade and/or face possible removal from the field experience.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

Five IALPs are Required (focus is on the written plan, consideration taken for how it was implemented) **(45%)**

- Lesson Plan 1 - Integrated/Adapted Lesson Plan (submitted to Dr. Carroll)*
- Lesson Plan 2 - Integrated/Adapted Lesson Plan (submitted to Dr. Carroll)*
- Lesson Plan 3 - Integrated/Adapted Lesson Plan (submitted to Dr. Carroll)*
- Lesson Plan 4 - Integrated/Adapted Lesson Plan (submitted to Dr. Ewing)*
- Lesson Plan 5 - Integrated/Adapted Lesson Plan (submitted to Dr. Ewing)*
  *The order for the instructors is subject to change.

Integrated Lesson Plans – all content areas must be covered across the three lesson plans and reading/language arts must be included in all three plans. Content areas include: reading, math, science, social studies, the arts, health/movement.

MAT ECU-R Internship IV Field Experience Performance Rubric (FEPR) **(45%)**
Five lessons will be observed, typically three by the university and two by the classroom teacher or mentor teacher. After the observation, the student conferences with the observer (if time permits). Following this, the student submits a reflection to instructor, BEFORE the completed FEPR observation form is returned to the student. The observer completes the FEPR, with his/her notes from the observation. Once the reflection made by the student is received by the instructor, the reflection will be added to the FEPR and the completed FEPR returned to the student (clarity will be provided in class). ☺

A total score from the criteria observed is calculated and divided by the number of criteria times 5 to determine a percentage. The WSU Grading Scale will then be used to calculate a letter grade from the percentage.

Periodic Reflections (submitted to Dr. Carroll and/or Dr. Ewing) **(10%)**

- Reflections – periodic reflections (5) (10 points each) will be required to describe your experience(s) in the classroom. The reflections for lessons observed by Dr. Carroll or Dr. Ewing should be submitted to the observer. The reflections will be assessed for depth of understanding and connections between the field experience and content knowledge. Reflections are more than a description of what you did during your field experience they are a thoughtful analysis of what worked, what didn't work and where to go from here.

Kansas Performance Teaching Portfolio (KPTP) is "a validated work sample model designed for the teacher education candidate to demonstrate content and pedagogical competency" (KSDE website). The KPTP is required of all candidates. Candidates must receive a passing score in order to be recommended for licensure.

Percentages	Letter Grade	Grade Points	Interpretation
100-95%	A	4.00	The A range denotes excellent performance.
94-90%	A-	3.70	
89-87%	B+	3.30	
86-84%	B	3.00	The B range denotes good performance.

Percentages	Letter Grade	Grade Points	Interpretation
83-80%	B-	2.70	
79-77%	C+	2.30	
76-74%	C	2.00	The C range denotes satisfactory performance.
73-70%	C-	1.70	
69-67%	D+	1.30	
66-64%	D	1.00	The D range denotes unsatisfactory performance.
63-60%	D-	0.70	
60% &below	F	0.00	F denotes failing performance.

The following descriptive and numerical criteria are used for the teaching internship as well as the written work (lesson plans and reflections papers) in this course:

Grade of A-, A (90-100)

An internship grade of A- or A describes an intern whose teaching **exceeds expectations.** Such performance indicates successful teaching without close supervision by the principal/director, the mentor or the university supervisor.

For written assignments "A" level work exudes "excellence." Excellence is demonstrated through completeness, reason, reflection, a high level of critical thinking, creativity, original thought and application of knowledge, readings, experiences, class discussions, and theory beyond what would be expected. This is a **WOW** assignment.

Grade of B-, B, B+ (80-89)

An internship grade of B-, B, or B+ describes an intern whose teaching **meets expectations**. Such performance indicates successful teaching with typical supervision by the principal/director, the mentor, or the university supervisor. Interns at this level are competent teachers under the supervision process for beginning teachers.

For written assignments "B" level work shows a clear understanding of concepts/topics/processes and is well organized, clear, concise and complete. Originality of thought, reflection, and creativity are evident although not to the extent found in "A" work. Application of prior knowledge, experiences, readings, and theory is evident. This is a **GOOD** assignment.

Grade of C or C+ (74-79)

An internship grade of C or C+ describes an intern whose teaching performance is considered **average**, **neither significantly week nor exceptionally strong**. Such performance indicates an individual who will need additional support and may take longer to mature in the profession.

For written assignments "C or C+" level work shows a completed assignment with minimal critical thinking. Little original thought, reflection or application of knowledge, experience, readings, or theory is evident. Creativity is lacking. This work demonstrates a very basic understanding of the course concepts/topics/processes. This is a **FAIR** assignment.

Grade of D+, D, D- or C- (60-73)

An internship grade of D+, D, D- or C- describes an intern whose teaching is **below expectations** for a novice teacher. These grades indicate unsatisfactory performance. Students who earn unsatisfactory grades may be removed from the program or may need to repeat the field experience and will not be able to continue

in the program until the grade has improved.

For written assignments "D or C-" level work demonstrates a lack of understanding of the theories and concepts/topics/processes addressed in class and in the coursework. Minimal or no effort is observable. No original thought or application of knowledge is demonstrated. Oral or written communication skills are poor, and the work may be incomplete. This is an **UNACCEPTABLE** assignment.

Grade of F (below 60)
"F" quality work is not expected in this course.

WSU is accredited by the National Council for the Accreditation of Teacher Education, seeing accreditation by the Council for the Accreditation of Educator Preparation.
For further information about NCATE standards, see NCATE 2008 Standards.
For further information about CAEP standards, download them using this link: CAEP 2013 Accreditation Standards

Assignments
Teaching Assignments

Placement	Hours	Teaching Responsibilities
Semester 1	6-8 hours a week	Focused observations
Semester 2	15-20 hours a week	Small group, individual, and whole group instruction, co-teaching with mentor teacher, co-planning with mentor teacher
Semester 3	15-20 hours a week	Small group, individual, and whole group instruction, co-teaching with mentor teacher, co-planning with mentor teacher. Less guidance from mentor and greater independence in planning, assessment, instruction.
Semester 4	15-20 hours a week	Small group, individual, and whole group instruction, co-teaching with mentor teacher, co-planning with mentor teacher. Even less guidance from mentor and greater independence in planning, assessment, instruction.
Semester 5	40 hours a week	Small group, individual, and whole group instruction, co-teaching with mentor teacher, co-planning with mentor teacher. Independent planning, assessment, and instruction. Completion of unit of instruction and KPTP.

Additional Assignments for CI 749

Full Time Placement	Assignments for Internship IV
Infant-Toddler, or PreK, or Elementary K-3	**Lesson plans (IALPs) (WSU Program Assessments)** **Note**—when the supervisor is due for as observation, a copy of the IALP goes to the classroom teacher (for approval). After the classroom teacher has approved the plan, • uploaded the IALP into Blackboard for grading, and • emailed a copy to the supervisor for use during your observation. An **IALP** for each of the formal observations, (CI 749 requires 5) • When you are to be supervised by either the CT or US, o The lesson should be approved by the CT 24-36 hours before the scheduled observation. • When you are to be supervised by the university supervisor, o The plan is to be emailed to your university supervisor 24 hours before the scheduled observation. Additionally, all IALPs are submitted to CI 749 Assignments Section of the CI 749 in Blackboard.

Full Time Placement	Assignments for Internship IV
	Observations. Formal observation (mentor (2), university supervisor (3) (see schedule for university supervisors below). • Be prepared for additional formal observations as necessary as requested by you, the cooperating teacher, or the university supervisor. • Consider inviting your principal or assistant principal to observe you as grounds for a possible reference for your teacher credentials.
	Lesson Reflections • After the lesson, the supervisor will discuss the visit with you. You will also be asked to reflect on the lesson, and email that reflection to your supervisor before the lesson observation form is shared with you. • The university supervisor will add your reflection to the bottom of the IALP you submitted before the lesson, and then share Field Experience Performance Rubric with you, including observation notes.
	Notebook (to be shared, but not graded) Because many of you have rotated through the three levels of placements at different times, it is essential that you keep all Internship related material in a notebook for each placement. Have the notebook with you at all times so that when Dr. Carroll and Dr. Ewing come to observe/visit, we can browse. It can be a 3-ring binder with tabs. Section headings for the notebook are to include. **Classroom information**—procedures, schedule, class list. **WSU lesson plans and reflections**—your mentor teacher needs to preview your lesson and approve it prior to your teaching it. She/he will need to initial the lesson plan so we know it was preapproved. **Observation forms**—copies of the forms should be provided for Dr. Carroll or Dr. Ewing. **Time sheets or logs of hours** for the work you do, with mentor teacher signature.

Due Dates: Observations will be conducted by the mentor teacher(s), Dr. Carroll, and Dr. Ewing at assigned times throughout the semester. The completed IALP is due to be submitted to Blackboard at least 24 hours before the scheduled observation. However, the lesson should have approval of your mentor teacher and/or supervisor before submission unless other arrangements are made with the instructor(s). A minimum of five observations will be made, each requiring an IALP.

Responsibilities

Work in Schools

For CI 749, interns in the residency program work with students in schools 36-40 hours per week (depending on school hours) under the supervision of a classroom teacher. Documentation of this work is to be submitted routinely to the instructor, i.e., time sheets or logs of hours for the work you do, with mentor teacher signature.

It would be important to document the types of responsibilities you have during your internship (one on one tutoring, one teach/one support, turn teaching, station teaching, team teaching, whole class instruction). Further examples are provided at these links:

- Successful Co-teaching http://www.nea.org/tools/6-steps-to-successful-co-teaching.html
- Teacher Actions During Co-teaching http://www.cehd.umn.edu/TERI/Co-Teaching/Foundations/Resources/Teacher-Actions-During-Co-Teaching.pdf

***NCLB Requirements for Title I Paraprofessionals* (US Department of Education, 2004).**

The checklist that follows includes responsibilities that are part of the *NCLB Requirements for Title I Paraprofessionals* (US Department of Education, 2004). Consider using this language in your documentation of work in schools in that it was created as guidance as to the types of activities typically expected of paraprofessionals; others may be added based on the assignments from your school, teacher, and/or mentor.

· Providing one-on-one or small-group tutoring for students
· Assisting with classroom management
· Organizing instructional materials
· Providing instructional assistance in a computer lab
· Conducting parental involvement activities
· Providing instructional support in the library or media center
· Acting as a translator
· Providing instructional support to a student under the direct supervision of a highly qualified teacher

Reference

United States Department of Education. 2004. *NCLB requirements for Title I paraprofessionals general information, A-2.* In *Title I paraprofessionals non-regulatory guidance* (p. 2). Retrieved from http://www2.ed.gov/policy/elsec/guid/paraguidance.pdf)

Licensure Assessments:

Both the state of Kansas and the national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

1. Integrated/Adapted Lesson Plans
   A minimum of five lessons is required, (typically those to be observed). Over the five, all content areas must be covered. Additionally, a language objective is required in each lesson.
   - English/Language Arts (emerging literacy, reading, language, vocabulary, comprehension)
   - Mathematics (mathematical ideas, mathematical reasoning, problem solving, communication of mathematical ideas, representation of mathematical)
   - Science (fundamental concepts of science, evidence of tools of inquiry, science and technology, personal and social aspects of science)
   - Social Studies (concepts and modes of inquiry of the social studies, integrates history, geography, social studies and other related social studies areas, informed decision making)
   - The Arts (can include dance, media arts, music, theatre, visual arts) (designing art experiences, developing positive dispositions towards exploring art, positive dispositions toward artistic expression, evaluation of art experiences)
   - Health Education, Human Movement, and Physical Activity

2. MAT ECU-R Internship IV Field Experience Performance Rubric
   A minimum of five official observations is required, typically two from the mentor teacher/cooperating teacher, and three from the university supervisor(s). Adjustments will be made as needed.

Remediation - Students in the MAT ECU failing to achieve an acceptable performance on this required assessment will be provided with a limit of one remediation opportunity/opportunities. The university is not able to recommend individuals for licensure/endorsement who fail to attain an acceptable rating on required assessments, even though they may receive an acceptable course grade or exceed minimum GPAs. Therefore, students who do not achieve acceptable performance on this assessment after one remediation opportunity/opportunities will be subject to dismissal from the program.

Undergraduate vs. Graduate Credit (for 700 level courses)

Undergraduate students enrolled in 700 level courses will receive undergraduate credit (not graduate credit) unless they have a previously approved senior rule application or dual/accelerated enrollment form on file in the Graduate School. Undergraduate credit earned in 700 level courses cannot later be counted toward a

graduate degree.

Important Academic Dates
For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

Disabilities
If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing
The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusiveness
Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property
Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System
Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services
WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the

Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Other

WSU Teacher Education Candidate Field Experience/Internship Dispositions
MAT ECU-R Internship IV

Levels of Performance

- **Target (3)** (Student/candidate demonstrates performance while in his/her field-based placement at high levels to demonstrate professionalism within each trait described);
- **Acceptable (2)** (Student/candidate demonstrates performance while in his/her field-based placement at sufficient levels to demonstrate professionalism within each trait described);
- **Unacceptable (1) (**Student/candidate was not able to demonstrate performance at acceptable levels of professionalism within each trait described).

Passing Criteria

- Student/candidates are expected to be scored at Acceptable Levels of Performance or higher for each trait described. For those marked as unacceptable, conversations and plans of action are appropriate.

Traits/Subjects	Level of Performance		
	Unacceptable (rating score = 1)	**Acceptable (rating score = 2)**	**Target (rating score = 3)**
Trait 1: Attendance	Did not attend regularly and had unexcused absences.	Attended regularly except when excused in advance.	Attended all assigned dates of field experience.
Trait 2: Punctuality	Was late more than once without excused permission.	Arrived on time.	Always arrived on or before times required.
Trait 3: Diversity	Did not demonstrate a respect for cultural/linguistic diversity and individual differences	Demonstrated respect for cultural/linguistic diversity and individual differences	Advocated and demonstrated respect for cultural/linguistic diversity and individual differences
Trait 4: Reliability, Dependability	Did not complete assignments, duties and/or tasks on time	Completed assignments, duties and/or tasks on time	Completed assignments, duties and/or tasks on or before time due or required
Trait 5: Appearance	Dressed inappropriately; was careless about personal appearance	Dressed appropriately; presented a professional appearance	Always dressed appropriately; presented a professional appearance
Trait 6: Interactions with Students	Was uncomfortable interacting with students; did not show concern for students	Was comfortable interacting with students; showed concern for students	Was always comfortable interacting with students; showed concern for all and individual students
Trait 7:	Was not reflective;	Was reflective; responsive	Was always reflective;

Traits/Subjects	Level of Performance		
	Unacceptable (rating score = 1)	**Acceptable (rating score = 2)**	**Target (rating score = 3)**
Response to Feedback	unresponsive to feedback; unwilling to revise plans and implement suggestions	to feedback; willing to revise plans and implement suggestions	responsive to feedback; willing to revise plans and implement suggestions
Trait 8: Commitment to the Profession	Expressed negative comments and feelings about teaching and learning	Exhibited an enthusiasm for teaching and a lifelong commitment to learning	Continually exhibited an enthusiasm for teaching and a lifelong commitment to learning
Trait 9: Collaboration and Teaming	Interacted ineffectively with peers, supervisor, other professionals, parents and/or students	Worked effectively with peers, supervisors, other professionals, parents and/or students	Always worked effectively with peers, supervisors, other professionals, parents and/or students
Trait 10: Attitude Toward Students as Learners	Expressed or demonstrated a negative attitude regarding the ability of all students to learn	Expressed or demonstrated a belief that all students can learn	Always expressed or demonstrated a belief that all students can learn

(For STEP programmer only) Pass the assessment: Yes No

College of Education
Course Syllabus
CI 750A: Physical Science in the Elementary Classroom
Spring 2016

Instructor:	SoonChun Lee, Ph.D., M.A. & M.Ed.
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center, Room 111
Telephone:	316-978-7819
Email:	Soonchun.lee@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Monday 3:00 – 5:00 pm; Wednesday 3:00 – 5:00 pm; by appointment
Classroom; Days/Time:	Monday and Wednesday 5:30 – 7:20 pm
Prerequisites:	(If none, delete this row)

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Students will discover how the world around them works from doing series of hands-on activities which allows them to apply the investigative nature of science to an elementary classroom setting. This course is intended only for elementary teachers seeking to better understand the critical connections of the laws of science to the inquiry approach used in elementary science instruction. In this course, students will be integrating WSU elementary standards 1, 2, 5, 6, & 7. These will be measured by criterion based assessments: the pre/post assessment of the physics knowledge acquired; presentation of physics activities researched and performed for peers; completion of a physics related media product for children; and a journal of physics terms to be used in their own classroom. Prerequisites: successful application and acceptance into the College of Education Elementary program course of studies.

Definition of a Credit Hour
Success in this 4 credit hour course is based on the expectation that over the course of the semester students will spend approximately 180 hours, on instruction, preparation/studying, homework, and other course-related activities. (So, on average, during each week 4 hours will be spent on activities in class and 8 hours on activities outside of class)

Measurable Student Learning Outcomes

Course Outcomes (K = Knowledge; P = Performance) The students will:	**Related Assessment**	**WSU Guiding Principles**	**KSDE Standard**
(K1) know that science inquiry is critical in research-based instruction.	Weekly Assessments; Inquiry Physics Lesson Plan; Creative Project	Content Knowledge, Pedagogical Content Knowledge, and Alignment with Standards (CKS)	Elementary Educator Standard #3; Professional Education Standards 1 and 11
K2. The teacher understands that science is directly tied to observation, manipulation, and the ability to appropriately describe common objects and phenomenon in the environment and their relation to the real world.	Inquiry Physics Lesson Plan; Weekly Assessments; Creative Project; Final exam;	CKS	Elementary Educator Standard #1; Professional Education Standards 1 and 2
K3. The teacher understands that scientific vocabulary is critical to effectively communicating the inquiry methods.	Inquiry Physics Lesson Plan; Weekly Assessments; Final exam;	CKS	Elementary Educator Standard #1; Professional Education Standard 8
K4. The teacher recognizes the many indicators necessary to perform competency on state assessments given.	Inquiry Physics Lesson Plan; Weekly Assessments; Final exam;	Connection of Teaching Experiences and Assessment (CTA)	Elementary Educator Standards 1& 4; Professional Education Standards 1, 6 and 12
K5. The teacher recognizes multiple indicators of working with diverse student population.	Inquiry Physics Lesson Plan; Creative Project;	Human Development and Diversity (HDD)	Elementary Educator Standard #1; Professional Education Standards 4 and 9
K6. The teacher recognizes various tools in technology as they pertain to physics topics.	Inquiry Physics Lesson Plan; Creative Project;	Technology (T); CKS	Elementary Educator Standard #1; Professional Education Standards 3, 7 and 13
K7. The teacher understands various instructional strategies as applied to physics in the elementary classroom.	Inquiry Physics Lesson Plan; Creative Project;	CKS	Elementary Educator Standard #1; Professional Education Standards 3, 11 and 13
P1. The teacher designs, implements, and evaluates inquiry experiences that are developmentally appropriate.	Inquiry Physics Lesson Plan; Creative Project;	CTA; CKS	Elementary Educator Standard #1; Professional Education Standards 4, 11 and 12

P2. The teacher models a variety of effective instructional strategies that aid students in developing their inquiry abilities.	Inquiry Physics Lesson Plan; Creative Project;	Professionalism and Reflection (PR); CKS	Elementary Educator Standard #1; Professional Education Standards 3, 6, 11 and 12
P3. The teacher uses effective instructional strategies to help students make cross-curricular	Inquiry Physics Lesson Plan; Weekly Assessments;	CTA ; CKS	Elementary Educator Standard #1; Professional Education Standards
P4. The teacher develops and uses criteria for evaluating and selecting a variety of materials for science recognizing issues of equity in gender, age, ethnicity, lifestyle, ad socioeconomic status.	Inquiry Physics Lesson Plan; Weekly Assessments; Creative Project;	PR; HD D; Collaboration (C)	Elementary Educator Standard #1; Professional Education Standards 7, 8, and 9
P5. The teacher demonstrates, using Technology, an understanding of the various purposes for inquiry approach instruction tied to research.	Inquiry Physics Lesson Plan; Weekly Assessments; Creative Project; Final exam;	CKS ; T; C;	Elementary Educator Standard #1; Professional Education Standard 4

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook

Hewitt, P.G., Suchocki, J., & Hewitt, L.A. (2011). *Conceptual Physical Science, 2nd or 5th Edition*. San Francisco, CA: Pearson Addison-Wesley.

Other Readings

National Research Council. (2012). *A framework for K-12 science education: practices, crosscutting concepts, and core ideas*. Washington, DC: National Academy Press. Available at http://www.nap.edu/catalog.php?record_id=13165

Technology Expectations:

The use of technology will be a critical requirement for the activities and assignments in this course. At a minimum, students will have to be fluent in word processing, have access to a word processing program capable of inserting pictures and hyperlinks, a color printer, and have Internet connectivity and access to email. All of the above are available in the COE Technology Center for students in the teacher education program.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech

Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Other Equipment/Materials

You will frequently need access to a laptop computer or tablet with Internet access during this class. However, no email, texting, tweeting, etc., or web surfing will be allowed in this class out of respect for others.

Class Protocol

This class is an important experience in your development as a professional teacher. Your participation in the activities and discussions in the class as well as the completion of regular assignments are critical to your success. Tardies and missed classes will detrimentally affect your grade because this class must be experienced. It is impossible to "make up" discussions and activities by simply reading. Students who have any unexcused absences cannot defend an A for their Attendance/Participation score. Teachers cannot be late to class, nor can they be absent without affecting the continuity of their instruction. Take notes, ask questions, think, *re*think, and be an active participant in your learning. Learning is a dynamic process. You expect your students to be respectful and participate in your class because this will aid their learning. I expect the same of you ☺!

Education Candidate Conduct Expectations:

Education candidates participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. Candidates should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and site supervisors, may receive a failing grade and/or face possible removal from the field experience.

Grading Scale

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (*Note: the chart on the next page is a sample that may be used*). (Other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.)

Points/percentages, as instructor chooses	**Letter grade**	**Grade Points**	**Interpretation**
93-100%	A	4.00	*The A range denotes excellent performance.*
90-92%	A-	3.67	
87-89%	B+	3.33	
83-86%	B	3.00	*The B range denotes good performance.*
80-82%	B-	2.67	
77-79%	C+	2.33	
73-76%	C	2.00	*The C range denotes satisfactory performance.*
70-72%	C-	1.67	
67-69%	D+	1.33	
63-66%	D	1.00	*The D range denotes unsatisfactory performance.*
60-62%	D-	0.67	

Below 60%	F	0.00	*F denotes failing performance.*

Assignments (possible maximum points is 1,000)**:**
Attendance & Participation (100 points, 10%)* Online
Activities (200 points, 20%)
Weekly Quiz (200 points, 20%)**
Group Creative Project/Class Presentation (200 points, 20%)***
Individual Inquiry Physical Science Lesson Plan & Video Presentation (100 points, 10%)*** Final Exam (200 points, 20%)**

** Students claiming an excused absence may be requested a documentary support for their assertion. This notification must include an explanation of why notice could not be sent prior to the absence from class. A 20-point will be reduced for each unexcused absence. If you have more than total of 10 absences regardless of excused and unexcused absence, you will be failed in this class.*
*** No electronic devices of any kind will be allowed during a class, a quiz, and the final exam.*
**** In your reports, using borrowed from the Internet or somewhere else not yours is absolutely fine with appropriate references. However, just copying and pasting the entire paper can't be acceptable even with the references and it can be considered as cheating. I will check your paper by using online plagiarism checkers.*

Performance Assessments:
College policy requires that all College of Education programs be performance-based. In particular, this requires that program candidates meet criteria established at each (of at least four) Transition Points in academic programs. Transition Point requirements may include passing various specific courses and obtaining certain GPAs as well as receiving acceptable ratings on certain required assessments, some of which are embedded within program coursework.

No required assessments occur this course for the STEM Program.

Undergraduate vs. Graduate Credit (for 700 level courses)
Undergraduate students enrolled in 700 level courses will receive undergraduate credit (not graduate credit) unless they have a previously approved senior rule application or dual/accelerated enrollment form on file in the Graduate School. Undergraduate credit earned in 700 level courses cannot later be counted toward a graduate degree.

Important Academic Dates
For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

Disabilities
If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).
The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing
The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusiveness
Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property
Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System
Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services
WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Other

Course Policies:

* Papers will be word processed (typed) and APA style.
* Late papers will **lose 10% points for each day after the due date**. Please back up your work.
* Please turn off all non-educational electronic devices during class.
* During this class, we will frequently move around and break into small groups. Please **keep all aisles clear** of books and bags.

A Recommendation—Professional Teaching Portfolio
Begin collecting artifacts and documentation that demonstrate what you have learned and your

commitment to the teaching profession. Your portfolio should be self-explanatory, and say much about you. **Ensure that your portfolio truthfully portrays you, your professionalism, energy, and commitment to teaching.** This portfolio will be invaluable to you when you begin interviewing for positions. The portfolio will NOT be turned in. Its significance lies in its value to you in acquiring a position and continuing your professional development.

Educational Materials Resource: "Book fine policies are in effect for any materials checked out for this class from the Library Resource Center (LRC) at the Joyce Focht Instructional Support Center (USD 259), 412 S. Main, Wichita. All materials checked out from this center must be returned and fines paid at the LRC by this semester's Study Day before grades for this class will be recorded and sent to the Registrar's Office. Note: At the time of check out at the LRC, you will be asked to give your name, social security number, and identify the appropriate WSU class and instructor's name."

Additional Science Educational Resources:
NASA Lessons, Opportunities, and Materials: http://www.nasa.gov/audience/foreducators/blast- back-to-school.html

Fairmount Center for Science and Mathematics Education—Free lesson kits, demonstrations, and more: http://webs.wichita.edu/facsme/

Tentative Schedule

Week	Date	Topics, Activities, and Assignments Due Dates
1	Jan. 20	Class introduction; Pre-test & survey;
	Jan. 25	What science is #1 – Circles; Online activity #1 (Due in a week);
2	Jan. 27	What science is #2 – Mystery Tube; Variables; Pre-Quiz #1;
	Feb. 1	Post-Quiz #1; Dancing Balloons;
3	Feb. 3	Online activity #2; Activity: Lemon Batteries #1 & #2;
	Feb. 8	Holiday Lights #1 & #2;
4	Feb. 10	Holiday Lights #3 & #4;
	Feb. 15	Online Activity #3; Magnets & Electromagnets #1;
5	Feb. 17	Magnets & Electromagnets #2;
	Feb. 22	Engineering Practice: Make a Windmill; Pre-Quiz #2; Online Activity #4;
6	Feb. 24	Post-Quiz #2; Metric System Units; Measuring Area & Volume;
	Feb. 29	Making a paper cube; Measuring Volume & Mass; Find Jewelry (Eureka);
7	Mar. 2	Density of Water, and Sink or Float; Properties of Matter (Ooobleck)
	Mar. 7	Engineering Practice: Design a Submarine and Hot air balloon; Pre-Quiz #3; Online Activity #5;
8	Mar. 9	Post-Quiz #3; Record walking of a model with a camera; Walk like a model;
	Mar. 7	What a force is #1 & #2 (Newton's first law of motion);
9	Mar. 14	Spring break, no class.
	Mar. 16	Spring break, no class.
10	Mar. 21	What a force is #3 & #4 (Newton's second law of motion); Online Activity #6;
	Mar. 23	Group project written report due & group presentation in class;
11	Mar. 28	Engineering practice - Egg Drops #1;
	Mar. 30	What a force is #5 & #6 (Newton's third law of motion);
12	Apr. 4	Balloon Rocket Car; Pre-Quiz #4; Online Activity #7;
	Apr. 6	Post-Quiz #4; What a force is #7 & #8; Blow Gun competition;
13	Apr. 11	Engineering practice - Egg Drops #2;;
	Apr. 13	Gravity & falling objects
14	Apr. 19	Online Activity #8; Properties of wave; make a wave; paper cup telephones;
	Apr. 20	Wave & Sound; How sound make objects vibrate;
15	Apr. 25	Online Activity #9; Engineering practice - Musical Instruments;
	Apr. 27	Properties of light; Lenses & Mirrors; Electromagnetic wave; Why is the Sky blue? Pre-Quiz #5;
16	May 2	Post-Quiz #5; Online Activity #10; Overall overview;
	May 4	Individual Inquiry Lesson plan & Video Presentation Due; Post-Survey & Post-test;
Final	May 9	Final Exam.

College of Education
Course Syllabus
CI 755Q, KPTP Remediation (1)
Spring 2016

Instructor:	Dr. Jim Granada
Department:	Curriculum & Instruction
Office Location:	Corbin Education Center, Room 163
Telephone:	(316) 978-6298
Email:	Jim.granada@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Mondays from 1:00-4:00 and by appointment
Classroom; Days/Time:	CE 163 by arrangement
Prerequisites:	Teacher certification or departmental consent

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
CI 751, 752, 753, 754 or 755. Special Studies in Education (1-3). For elementary and secondary school teachers. Repeatable with advisor's consent. Prerequisite: teacher certification or departmental consent.

Definition of a Credit Hour
Success in this 1 credit hour course is based on the expectation that students will spend a minimum of 15 hours over the length of the course for instruction and preparation/studying or course related activities.

Measurable Student Learning Outcomes
All programs in the College of Education are designed to be consistent with the college vision and a set of guiding principles. **The vision statement is to prepare candidates who are highly competent, collaborative and reflective professionals.**

Learner Outcomes The student will:	Related Assessment	Guiding Principles from the Unit Conceptual Framework (PR, HDD, CTA, T, CKS, C)	KSDE Program Standards
Analyze contextual and learning environment factors related to instructional planning and delivery.	KPTP Task 1	HDD, CKS	Standard 1 Standard 2
Develop and implement standards-based instruction reflective of the needs of diverse student learners.	KPTP Task 2	HDD, CTA, T, CKS	Standard 1 Standard 2 Standard 3 Standard 4 Standard 5 Standard 7 Standard 8
Create a unit of learning experiences that reflects conceptual understanding, content pedagogy and the use of assessments to guide instruction.	KPTP Task 3	HDD, CTA, T, CKS, C	Standard 2 Standard 3 Standard 4 Standard 5 Standard 6 Standard 7 Standard 8 Standard 10
Reflect on the analysis of instruction and student learning results and determine professional development targeting areas of improvement.	KPTP Task 4	PR, CTA, CKS	Standard 6 Standard 9

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook
No text is required for this course.

Other Readings
No suggested readings for this course.

Technology Expectations:
Students in CI 755Q are expected to use email and MicroSoft Word software in this course.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom

performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Other Equipment/Materials
No other equipment or materials are needed for this course.

Class Protocol
Students in CI 755Q are expected to complete assigned tasks within the timeframe established between the student and the instructor.

Education Candidate Conduct Expectations:
Education candidates participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. Candidates should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and site supervisors, may receive a failing grade and/or face possible removal from the field experience.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following scale: (S) Satisfactory performance; (U) Unsatisfactory performance; (I) Incomplete performance of required tasks.

Assignments
In order to receive a Satisfactory grade in CI 755Q, a student must meet with the instructor to analyze their Kansas Performance Teaching Portfolio, identify areas for improvement, revise areas identified for improvement in the KPTP document, and submit the revised document to the instructor for final review and approval.

Licensure Assessments:
Both the state of Kansas and the national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

Kansas Performance Teaching Portfolio with a revised minimum score of 2 for each task. The KPTP rubric and ROE's are used to determine scores.

Undergraduate vs. Graduate Credit (for 700 level courses)
Undergraduate students enrolled in 700 level courses will receive undergraduate credit (not graduate credit) unless they have a previously approved senior rule application or dual/accelerated enrollment form on file in the Graduate School. Undergraduate credit earned in 700 level courses cannot later be counted toward a graduate degree.

Important Academic Dates
For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

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Diversity and Inclusiveness
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Shocker Alert System
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Student Health Services
WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

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Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is

prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Tentative Schedule

Session 1	By Appt	Assignment
1	Individually determined	Meet with instructor to review KPTP tasks and analyze the two Records of Evidence scoring protocols
2	Individually determined	Revisions are made to the KPTP for all tasks designated by the instructor of need of improvement based on ROE results
3	Individually determined	Submission of revised KPTP to instructor for evaluation; determination if any additional revisions are needed – if not, final submission
4	As needed	Follow-up meeting with instructor to review areas of KPTP still needing improvement and revision
Final	As needed	Resubmission of revisions for final evaluation

College of Education
Course Syllabus
CI 769 CRN 22043 Instructional Strategies,
Technology Integration and Assessment (2)
Spring 2016

Instructor:	Ms. Ann Eastwood
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center 201
Telephone:	(316) 978-6657
Email:	ann.eastwood@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	By appointment
Classroom; Days/Time:	Corbin Education Center 157; Saturday 9:00 am – 12:00 pm
Prerequisites:	CI 743, 761A, 768 and continued employment by a school district
Corequisite:	CI 744

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Intended as part of the core for a Masters of Arts in Teaching (Transition to Teaching and/or Middle/Secondary Residency Programs). Allows the student to explore a variety of instructional strategies, technologies and assessment techniques while learning how to adapt these strategies and techniques to meet individual needs of the students. Prerequisites: CI 743, 761A, 768 and continued employment by a school district. Corequisite: CI 744.

Definition of a Credit Hour
The expectation of work in order to be successful in this 2 credit hour course is 3.5 hours of faculty instruction and eight hours of out-of-class student work every three/four weeks, including assigned reading, blackboard assignments, and written assignments.

Measurable Student Learning Outcomes

Learner Outcomes The student will:	Related Assessment	Guiding Principles Unit Conceptual Framework (PR, HDD, CTA, T, CKS, C)	Professional Standards (KSDE, ASHA, NASP)
Attend, participate & complete in-class assignments as indicated and participate in on-line discussions, journals, and assignments.	In-class activities Completion of expectations for each module.	PR, C	KSDE S-1 & S-2; KSDE S-9
Demonstrate professional dispositions & behaviors appropriate for a teacher educator.	Evidenced in attendance, participation, timely completion of assignments, attitudes that foster collegial interactions-Bb & class; performance reviews	PR	KSDE S-9 & S-10; KSDE S-13
Foster collegial relationships through interactions, collaboration, and reflections using Blackboard.	Discussion Board participation, group projects and in-class communication	PR, T, C	KSDE S-10; KSDE S-12
Understand the demographic makeup of the students in their classroom and demonstrate ability to set learning goals, and design appropriate assessment.	Develop unit plan of instruction appropriate for context of teaching.	HDD, CTA, T	KSDE S-2; KSDE S-7; KSDE S-10
Demonstrate understanding, integration, and application of instruction & assessment to standards & students.	Lecture Design Concept Formation Design of Whole Class Discussion	PR, CTA	KSDE S-1 through S-13
Use reflection to impact instruction, student learning, and personal development.	Journals and Discussion Board participation	PR	KSDE S-6; KSDE S-8 & S-9; KSDE S-13
Demonstrate understanding, integration, and application of instruction to secure satisfactory performance review & continued employment	Performance Review & Contract Renewal	PR	KSDE S-1 through S-13

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook
Larsen, Bruce E., & Keiper, Timothy A. (2013). *Instructional strategies for middle and high school, 2nd Edition.* Routledge. New York.

Other Readings
- Dean, C.B., Hubbell, E.R., Pitler, H., & Stone, B. (2012). *Classroom instruction that works: Research based strategies for increasing student achievement.* Alexandria: ASCD.
- New Teacher Center: Formative Assessment System. (2004). *Continuum of Teacher Development.* New Teacher Center at University of California, Santa Cruz.
- Vogt, M. and Echevarria, J. (2008). *99 Ideas and activities for teaching English learners with the SIOP model.* Boston: Pearson Education, Inc.

Technology Expectations
Students will demonstrate use of technology through Blackboard interactions, electronic submission of assignments, and communication through e-mail. Class sessions will provide opportunities for students to participate in technology explorations and utilize technology in classroom presentations.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

The Tech Center provides printing at a cost of 10 cents per page to COE students for student-generated papers, assignments and projects. However, the following guidelines apply:
- Do NOT print documents, handouts, assignments, syllabi, etc. from Blackboard.
- Do NOT print lengthy documents such as curriculum standards, course manuals, lab manuals, instruction books, etc.
- Print ONE copy only of papers, assignments, or projects.
- When printing from a website, copy and paste the portion you need into a word document. Do NOT print the entire website.
- When PowerPoint slides, select the print option that enables printing several slides per page and print as a grey-scale.

Class Protocol
Professional behavior becoming of a teacher is expected. Enthusiastic participation in class discussions and activities is also anticipated. All students are expected to attend each class session. Online class session participation is based on completion of required module steps. Completion of assignments by final due dates and correction of assignments that do not meet expectations for mastery is necessary. *Late assignments will have points deducted.* Assignments listed with an asterisk have assessment criteria that require students' performance at a mastery level.

Please make sure that cell phones are turned off during class.

Education Candidate Conduct Expectations:
Education candidates participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. Candidates should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf

In view of these expectations, candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and site supervisors, may receive a failing grade and/or face possible removal from the field experience.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

40 Points	Attendance & Participation (6 on-campus sessions)	**January 23, February 27, April 2, April 23, May 7**
30 Points	Discussion Board Interactions	**Due as assigned**
40 Points	Journal Responses	**Due as assigned**
20 Points	Concept Formation Design	**Due April 2**
15 Points	Lecture Design/Implementation	**Due February 27**
65 Points	Unit Plan of Instruction	**Due April 23**
15 Points	Class Discussion Design	**Due April 30**
225 Points		

Grading is based on the teaching experience, attendance, class contributions, and the completion of course assignments as indicated above. All courses are letter graded. In order to be recommended for full licensure (and for continuation in the program) a grade of "C" or better is required in all course work. The grading policy is as follows:

Points/percentages, as instructor chooses	**Letter grade**	**Grade Points**	**Interpretation**
95 – 100%	A	4.00	*The A range denotes excellent performance.*
90 – 94%	A-	3.70	
87 – 89%	B+	3.30	
84 – 86%	B	3.00	*The B range denotes good performance.*
80 – 83%	B-	2.70	
77 – 79%	C+	2.30	
74 – 76%	C	2.00	*The C range denotes satisfactory performance.*
70 – 73%	C-	1.70	
	D+	1.30	
	D	1.00	*The D range denotes unsatisfactory performance.*
	D-	0.70	
	F	0.00	*F denotes failing performance.*

D or F = "Unsatisfactory Performance" The intern work is below expectations or incomplete. Assignments and/or attendance are unsatisfactory with completion of course work at 69% or below of total points.

Assignments
Unit Plan of Instruction:
This is a comprehensive assignment that requires you to design a unit of instruction for your context of learners. You will develop unit objectives, a chronological set of lessons to reach those objectives, individual lesson objectives and assessments to determine if students have met the unit objectives. This assignment

provides you an opportunity to practice key components of the KPTP. **Due April 23.**

Lecture Design:
Students will design (in writing) a lecture, carry out the lecture, and evaluate its impact on student learning. **Due February 27.**

Concept Formation:
This assignment provides students the opportunity to develop a lesson plan for helping students participate in the formation of a key subject concept. **Due April 2.**

Classroom Discussion Design:
This assignment provides students an opportunity to develop in writing, a classroom discussion. **Due April 30.**

Discussion Board Interactions:
Discussion Board interactions are a key component of this class. In order to continue to develop collegial relationships with your classmates and facilitate professional discussion, participation in discussion board conversations is critical to your success in this class. **Due as assigned.**

Journal Responses:
For each module, students are required to respond to a journal prompt. These journals are read by the instructor
only and require specific responses to the prompts. **Due as assigned.**

Attendance and Participation –
Regular attendance for the on-campus meetings is required. You must be in class on January 23, February 27, April 2, April 23, and May 7. It is inappropriate to bring children or to leave them unattended around the building while you are attending class. **Your attendance is also required on April 30, at the Graduate Showcase.**

- Attendance and punctuality are required attributes for teachers. You are expected to be involved and stay involved. This means you MUST be in class. Each class will add some new dimensions to your ability to teach.
- It is your responsibility to ask for information you may have missed due to your absence. It is suggested that you share phone numbers and/or e-mail addresses with other class members. Handouts will be available in the classroom file folder with your name and assignments are always posted on Blackboard.

Preparation for Class & Attitude for Contributing to Collegial Environment –

- Regular reading assignments will be given as homework for each module. Many of the classroom activities, discussion board interactions, and journal responses will be built upon the knowledge gained through the readings.
- Some assignments will be given and completed within a classroom time period. You will be responsible for bringing necessary materials when indicated so you are prepared to participate in these exercises.
- Class discussions and group work should encourage listening and sharing ideas from all participants. With cooperative group activities you will be expected to contribute to the group goals.
- You will need to check Blackboard and your WSU e-mail on a REGULAR, WEEKLY basis.

Licensure Assessments:
Both the state of Kansas and the national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

No required assessment(s) occur in this course for the Transition to Teaching Program.

Undergraduate vs. Graduate Credit (for 700 level courses)
Undergraduate students enrolled in 700 level courses will receive undergraduate credit (not graduate credit) unless they have a previously approved senior rule application or dual/accelerated enrollment form on file in the Graduate School. Undergraduate credit earned in 700 level courses cannot later be counted toward a graduate degree.

Late Assignments
Assignments will be completed and turned in on the day they are due. All due dates have been listed so you will be able to plan your semester accordingly. *Late assignments will have points deducted.*

Important Academic Dates
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Shocker Alert System
Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

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5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording
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Other

(On-Campus dates - January 23, February 27, April 2, April 23, May 7)
This is a hybrid course. Students will meet on campus for class on five occasions and will complete additional coursework on-line. *Students will also be expected to attend the Graduate Showcase on April 30, 2016.*

In the Alternative licensure program there are several requirements from the Kansas State Department of Education. Be sure to read and respond to all communications from the Transition to Teaching Office.

Course Assessments

Assessments – CI 769 Instructional Strategies & Assessment	**WSU C/F**	**KSDE Standards Professional Education-Alternative Certification**												
Assessment Instrument and Rubric		1	2	3	4	5	6	7	8	9	10	11	12	13
Lecture Design/Implementation **Due February 27**	P, PR, CTA, CKS, C	x	x		x	x	x	x	x	x			x	x
Concept Formation **Due April 2**	CTA, P, CKS	x	x	x			x	x	x					
Unit Plan of Instruction **Due April 23**	CTA, CKS	x	x	x	x	x	x	x	x	x		x	x	x
Classroom Discussion Plan **Due April 30**	CTA CKS	x	x		x		x	x	x	x				x
Reflective Practitioner - Discussion Board **As assigned**	P2, PR2, CTA, CKS, C								x	x	x			x
Journal responses **As assigned**	PR									x			x	x
Professional Dispositions Attendance, Participation...	P2, PR2, PR3									x	x			x

Tentative Schedule

Date	Topics, Readings, Assignments, Deadlines
January 23, 2016	Syllabi review, Review of Modules, Instructions for key assignments, Backward Design, National Teaching Standards on Instruction, Begin Module 1
February 27, 2016	Assessment strategies, Concept Formation, Begin Module 2
April 2, 2016	Instructional strategies aligned with assessments, Begin Module 3
April 23, 2016	Unit Plan of Instruction due, Reflection/Professional Responsibilities, Begin Module 4
April 30, 2016	Attend Graduate Showcase
May 7, 2016	Final day of class

College of Education
Course Syllabus
CI 776, Second Language Acquisition (3)
Spring 2016

Instructor:	Anh Tran, PhD
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center Room 161
Telephone:	(316) 978-6934
Email:	Anh.tran@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Wednesdays & Thursdays 8:30-9:30am & 2:30-4:00pm and by appointment
Classroom; Days/Time:	On-line

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Surveys nativist, environmentalist and interactionist theories of second-language acquisition. Covers a broad introduction to the scope of second-language acquisition and bilingualism by reviewing substantive research findings as well as causes for differential success among second-language learners. Includes discussions over readings, collaborative activities and presentations involving application of theory to teaching practice.

Definition of a Credit Hour
A "credit hour" is a measure of graduate or undergraduate academic work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than one hour of classroom or direct faculty instruction[1] and a minimum of two hours of out-of-class student work for each week of instructional time for approximately fifteen weeks for one semester, or an equivalent amount of work over a different amount of time. This unit of measure, commonly referred to as the "Carnegie unit," is a reasonable approximation of a minimum amount of student work for an on-campus course.

Measurable Student Learning Outcomes

Course Outcomes The student will:	**Related Assessment**	**Guiding Principles Unit Conceptual Framework (PR, HDD, CTA, T, CKS, C)**	**** Professional Standards (KSDE, ASHA, NASP)**
1. identify the theories, beliefs, and misconceptions underlying teaching practices	Showcase	PR, CTA	S2-S4
2. define similarities and differences as well as stages of second-language development and proficiency among children and adults, including the influence of first language on second-language acquisition	Showcase	PR, CTA	S2-S4
3. describe the difference between nativist, environmentalist, and interactionist theories of second-language acquisition and defend a professional belief about one of the theories	Showcase Research	PR, CTA	S2-S4
4. describe the role of instruction in second-language acquisition	Showcase Class activity	HDD	S2-S4
5. name and describe at least five factors which appear to be key in explaining the differential success of second-language learners with examples of research to support these decisions	Showcase Research	CTA	S2-S4
6. describe the processes of bilingualism as it relates to issues of human contact	Showcase	HDD	S2-S4
7. describe the role of linguistic input	Showcase	CKS	S2-S4
8. demonstrate an understanding of the concept and relevance of variability in second language acquisition	Showcase Class activity	HDD	S2-S4
9. define interlanguage, stabilization, fossilization, affective filter, critical period, and other key concepts related	Showcase	CKS	S2-S4

to the acquisition of a second language			
10. demonstrate an understanding of linguistic influences in national and international events;	Showcase	CTA CKS	S2-S4
11. demonstrate an understanding of the role of culture success/failure of second language acquisition	Showcase Class activity	CTA	S2-S4
12. articulate the cognitive effects of bilingualism/multilingualism	Showcase	CTA CKS C	S2-S4
13. describe key aspects of the history and philosophy of bilingual education and articulate the issues; (overt and underlying) in the bilingual education debate.	Showcase Debate	C	S2-S4
14. demonstrate an understanding of the application of theory to practice.	Showcase Class activity		S2-S4

Kansas Board of Education Standards:
Standard 2: The teacher of English for speakers of other languages understands the fundamentals, similarities, and differences of first- and second-language acquisition.
Standard 4: The teacher of English for speakers of other languages effectively communicates with students, parents, and members of various cultural groups in the community.

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook
Freeman, D. & Freeman, Y. (2011). *Between worlds: Access to second language acquisition* (3rd ed.). Portsmouth, NH: Heinemann.

Technology Expectations:
Blackboard**,** Microsoft for Word Processing, Power Point for presentations, and Online Search for course-related materials are expected as instructed.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Class Protocol

- Assignments will be typed (APA, 6th Ed., is the standard style manual for the College of Education).
- Students must retain a personal copy of turned-in works to protect against loss.
- Turn-in assignments are due by 11:59pm on the due date.
- Late work will be accepted (for any ***circumstances/excuses***) at 50% value of the total points after being graded (for example, if you earn 80 points, only 40 points are calculated in the grade book). Late work submitted a week after the deadline will not be accepted.
- All assigned book chapters need to be read a day prior to their schedules in the syllabus in order to prepare for discussions and/or related activities.

Education Candidate Conduct Expectations:
Education candidates participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. Candidates should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and site supervisors, may receive a failing grade and/or face possible removal from the field experience.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

New WSU Grading (Applied to this course)	**Percent** (Not applied to this course)
A = 4.00	**95-100%**
A- = 3.70	**90-94%**
B+ = 3.30	**87-89%**
B = 3.00	**84-86%**
B- = 2.70	**80-83%**
C+ = 2.30	**77-79%**
C = 2.00	**74-76%**
C- = 1.70	**70-73%**
D+ = 1.30	**67-69%**
D = 1.00	**64-66%**
D- = 0.70	**60-63%**
F = 0	**60%-**

GRADING (Plus/Minus grading scale): "A" to "F"

Chapter Overview
Journal
Discussion Board
Bilingual vs. English Only Debate
Face-to-face class participation attendance

Final: Showcase-Second Language Acquisition

Assignments
All assigned works must follow established guidelines provided. All assignments must be Word-processed in the basic APA format, current edition.

Week 2. 1-29	Due Chapter Overview by 11:59pm
Week 5. 2-19	Due: Journal by 11:59pm
Week 6. 2-26	Due: Debate paper by 11:59pm
Week 13. 4-16	Due: Discussion Board
Week 16. 5-7 Online Last day of the semester	Due videotapes of the oral presentations (Graduates) and silent presentations (undergraduates) of the Final-Showcase.

Important Notes:
ONLY graduate students are required to give an oral presentation on the **Showcase** project. Undergraduates will turn in work without oral presentation. (However, they can volunteer to give an oral presentation)

Performance Assessments:
College policy requires that all College of Education programs be performance-based. In particular, this requires that program candidates meet criteria established at each (of at least four) Transition Points in academic programs. Transition Point requirements may include passing various specific courses and obtaining certain GPAs as well as receiving acceptable ratings on certain required assessments, some of which are embedded within program coursework.

4 required assessments occur this course for the ESOL Program.

Second Language Acquisition "Showcase"
CI 776 – Final Rubric
Passing criteria: B-

Levels of evaluation:
1 – Unacceptable: 0-79%. Candidate's work conveys insufficient understanding and performance.

2 – **Acceptable**: 80-89%. Candidate's work conveys sufficient understanding and performance.
3 – **Target:** 90-100%. Candidate's work conveys depth of understanding and performance.

Criteria	**Unaccepted**	**Accepted**	**Target**
Content knowledge			
8-9 Multiple Intelligences			
Visual Organization of the Showcase			
Oral Presentation			

Remediation Candidates unable to successfully meet Transition Point criteria will ordinarily be assigned remediation, which may affect progress in the program (e.g., not proceeding to next semester's coursework). Meeting Transition Point criteria ultimately is necessary for graduation even though general GPA requirements

may be met. Students who do not achieve acceptable performance on this/these assessment(s) after *(2)* remediation opportunity/opportunities will be subject to dismissal from the program.

Undergraduate vs. Graduate Credit (for 700 level courses)
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Other

English for Speakers of Other Languages (ESOL)
Second Language Acquisition "Showcase"
CI 776: Second Language Acquisition
KSDE Assessment # 4
Standards 2 & 4

File name: LastFirstName_Showcase
Length: no limit in written prepared documents
Oral presentation: 20 minutes
Submission: Discussion section of Blackboard.

Purpose: The intent of these final Showcase projects is for you to demonstrate that you understand the fundamentals, similarities, and differences of first and second language acquisition (ESOL Standard #2). They are aligned with other important foundations of knowledge in the field of second language acquisition so that you can communicate effectively with students, parents, and members of various cultural groups in the community (ESOL Standard #4).

The Final Showcase will be presented and/or exhibited (online/face-to-face) at the end of the semester. Prior to that, graduate students will be assigned to make an oral presentation of the topic they selected.

As you read the various project descriptions, you will see that this is about as close to a performance assessment as we can get in a university class environment. It may seem unlike most traditional final exams you have had before. It is our hope that by experiencing this kind of a performance assessment for yourself, you will not only learn the foundation of knowledge more deeply, but also see the value in using performance assessments more widely with your future students.

Note to students: Each of the following 6 topics constitutes a summary of the knowledge base over which candidates are responsible to meet KSDE ESOL standards. (Beginning Summer 2003 ESOL content tests are required by KSDE for the ESOL endorsement). On the pages that follow, you will find 6 topics. Each topic has 8 Multiple Intelligences. The multiple intelligence areas are: VL=Verbal-Linguistics, ML=Mathematical-Logical, VS=Visual-Spatial, BK = Body-Kinesthetic, MR=Musical-Rhythmic, Inter=Interpersonal, Intra=Intra-personal, and Nat=Natural.

Instructions: Select 1 topic from each of the 6 topics. Then you have a total of 8 projects for each topic to work on. Instructions are provided.

Topic I: Studying Second Language Acquisition (SLA). Three primary categories of SLA theories: Environmental, Nativist, and Interactionist.

Topic II: Differences and Similarities between the various types of SLA (Including evidence that you understand the differences in the four quadrants of this grid relative to language learning).

Differences	Child	Adult
L1		
L2		
Similarities:		

Topic III: Language Input (including the thirty or more elements of Teacher Talk that have been identified and the research surrounding its use).

Topic IV: Stages of L2 Acquisition.

Topic V: Bilingualism (including evidence that you understand the ten contact issues we studied that either promote or impede bilingualism and the research evidence about the cognitive consequences of bilingualism.

Topic VI: Learner Language (including evidence that you understand the following terms: Variability, Fossilization, Code Switching, Inter-Language, and Schema.

Topic I. Studying Second Language Acquisition (SLA) Three primary categories of SLA theories: Environmental, Nativist, and Interactionist.

VL Develop a 20-word vocabulary list for each of the 3 theories.

ML Write labeled mental formulas to explain the 3 categories of theories.

VS Create two labeled graphic organizers for each of the 3 categories of theories. You may also combine the theories into one graphic organizer if you choose.

BK Create an interactive exercise or game or hunt in which adults learn about the theories through walking around. This can involve in-class or out-of-class activity.

MR Create a poem, song or rap for each theory.

Inter Survey the class for which of the 3 theories they felt most akin to. Summarize the results.

Intra Create a 2-page questionnaire that would determine which theory someone believed in without directly asking. Take it yourself. Write a 3-sentence reflection on how it worked or didn't work. Create a T/F quiz for the reasons. Take it yourself.

Nat Identify three scientific processes that best illustrate each of these theories (and why). (Pictures or physical descriptions may be helpful as well.)

Topic II. Differences and Similarities between the various types of SLA (Including evidence that you understand the differences in the four quadrants of this grid relative to language learning).

VL Recreate the 4-square handout and fill it in with phrases or belief sentences (paraphrased).

ML Create a series of problems (scenarios) to which the solutions represent each of the four areas.

VS Do a mind map/web for each of the four quadrants.

BK Translate each quadrant into a movement routine. Sketch this roughly and explain your choices.

MR Create a series of sounds (tape) that show the differences in the four areas. Write an explanation for each justifying your choices.

Inter Design an interview for a person who would be representative of each of the four areas.

Intra Stand in the shoes (or booties) of who might be a representative of each of the four areas. Do a believable autobiographical report for each.

Nat What two geographical features of the earth best illustrate the differences (and why) (Pictures or physical descriptions may be helpful as well).

Topic III. Language Input (including the thirty or more elements of Teacher Talk that have been identified and the research surrounding its use).

VL Summarize the issues/research surrounding teacher talk.

ML Organize elements of teacher talk into your self-styled categories and name the categories.

VS Create a poster to use to teach adults the elements of teacher talk.

BK Demonstrate with manipulative (draw boxes or sticks, etc.) showing the patterns inherent in all of the different elements of teacher talk.

MR Create a song or set of rhythmic patterns that capture the different examples of teacher talk. Use notation paper to record your ideas.

Inter Find actual examples of teacher talk by visiting an ESL/BE classroom. Show the sentence in which each example is embedded and underline the element found. Summarize how many were identified and list the others that were not found.

Intra Tape your own class (if ESL/BE) and identify your use of teacher talk. If you do not find any or only a few, visit someone else's ESL class and proceed with the Inter task.

Nat Use weather-related terms as metaphors for the various aspects of Teacher Talk (and why). (Pictures or physical descriptions may be helpful as well.)

Topic IV. Stages of Second Language (Below is an introduction. Additional details are available in your text and elsewhere for your use.)

Stages of Second Language Acquisition

Stage 1: silent period,
Stage 2: formulaic speech,
Stage 3: structural simplification and semantic simplification,
Stage 4: grammatical sequences (see examples below)

Stages of the acquisition of POSSESSIVE PRONOUNS:

Stage 1: definite article instead of possessive,
Stage 2: generalized possessive for all persons, gender, and number,
Stage 3: overgeneralization of single, third person possessive,
Stage 4: some differentiation but problems with human nouns,
Stage 5: correct use of possessives

Stages of the acquisition of NEGATIVES:

Stage 1: negation at the beginning of an utterance
Stage 2: "no" or "not" placed between the subject and the verb
Stage 3: negative attachment to modal verbs
Stage 4: negative attachment to auxiliary verbs as in target language

Other sequences exist for such categories as:
MORPHEMES
RELATIVE CLAUSES
WORD ORDER

VL Provide examples from learner interlanguage for the 4 basic L2 acquisition stages and at least 1 grammatical subset.

ML Capture the concepts of (a) silence, (b) formulaic, (c) simplification, and (d) sequence with math problems or existing formulas.

VS Draw a cartoon storyboard where all 4 stages of acquisition are present in the dialogue.

BK Create a series of exercise routines that capture the 4 stages of L2 acquisition: (a) silence, (b) formulaic, (c) simplification, and (d) sequence

MR Create a song or rap where each verse would use examples of spoken language representing each of the 4 stages and at least 1 of the subsets.

Inter Interview 3 English language learners using questions to elicit stages of acquisition. Then transcribe the interviews and underline (or otherwise highlight) parts that determine the individual's possible stage of L2 acquisition.

Intra Brainstorm a list of 8 (2 each) misunderstandings that may have occurred or could occur in the future as teachers (and you) hear students using these language stages based on a knowledge of the 4 stages.

Nat What features within an urban environment (e.g., highway) might represent the 4 stages of acquisition (and explain why or how).

Topic V. Bilingualism, including evidence that you understand the ten contact issues we studies that either promote or impede bilingualism and the research evidence about the cognitive consequences of bilingualism.

VL Invent a set of slogans that separately capture the 10 contact issues.

ML Create a timeline and place the 10 contact issues somehow on the timeline in conjunction with historical events. Name each contact issue on the timeline.

VS Use drawings or paintings or mural to illustrate the timeline task listed in ML.

BK Invent a physical language arts-type game wherein the participants would learn the 10 contact issues.

MR Write a separate verse of a unified song or poem to represent each of the 10 contact issues.

Inter Create an interview (questions and answers) with each of the 10 contact areas as though they were guests on a talk show.

Intra Reflect on changes in your own understanding of each of the 10 contact issues are related to second language acquisition. Then, order the 10 in the order you think is the most powerful in affecting the acquisition of another language.

Nat Choose a medical condition or health-related condition to illustrate the concept(s) (and why) (Pictures or physical descriptions may be helpful as well.)

Topic VI. Learner Language (including evidence that you understand the following terms: Variability, Fossilization, Code Switching, Inter-Language, and Schema.)

VL Define each term and give three examples of each. Using APA format, cite the sources of your definitions and/or examples.

ML Create five separate labeled symbolic formulas to illustrate the processes leading to each of the concepts.

VS Develop a labeled flow chart or diagram to show important elements/processes for each concept.

BK Develop a kitbag containing labeled objects representing the five concepts. On the label, explain the concept and justify why you selected each particular object.

MR Develop a song that will help adults learn five concepts.

Inter Create a jigsaw activity that could be used to teach these concepts to your peers.

Intra For each of the five concepts, reflect on the specific pedagogical implications you can draw for your own ESL students or some future ESL students you may have.

Nat Identify a species of flower, tree or other living plant that best captures the concept of each issue (and why). (Pictures or physical descriptions may be helpful as well.)

CI 776 Final
More hints

1. Each individual will pick 1 topic from the 6 given.
2. You will complete THE 1 topic you picked. That means you will complete all the "intelligences" listed below the topic you picked
3. Undergraduate-credit registrants will have a silent display of your work (= your "still" showcase)
4. The graduate-credit registrants will have a display (showcase) too but they will talk about it (= oral presentation).
5. However, the undergraduate-credit registrants can give an oral presentation if s/he wishes. (It is optional, but if I were one of them I would for my own benefits of learning experiences).

Create a simple but precise and complete PowerPoint (all 8 activities of Multiple Intelligences are discussed). Be creative! To be creative, you can use artifacts, real objects, posters, collage, graphic designs and/or real characters.

Topic 1:
Environmental: learners will be successful in SLA if there are fewer social and psychological distances between them and the speakers of the second language.
Nativist: Chomsky suggests that language is an innate faculty. We are born with a set of rules about language.
Interactionist: Language development is supported through conversational scaffolding.

Topic 2:
Various types of SLA:

1. Total immersion
2. Partial immersion
3. Two-way (dual language) immersion
4. Content-based language development (for example, SIOP)

Topic 3:
Teacher Talk:
Verbal: pitch, pronunciation, intonation, speed, syntactically less complex, less Wh-questions, more Yes-No questions, fewer contractions, etc.
Non-verbal: short/long pauses, adjustment, fewer pronoun forms, gestures, pause, etc.

Topic 4:
Stages of SLA
(See 4 stages written under the Topic 4, also the list of stages given in the class)
2 examples of grammatical set are written in the section of Topic 4. Examine them in order to write 1 more grammatical subset. That means you will write a script/content of a grammatical point under 4 stages (see the examples).

Topic 5:
Bilingualism:
10 contact issues:

1. Unique domain: Home language L1, school language L2
2. Social related attitude toward L1 (negative/positive)
3. Forced assimilation (loss of L1)
4. Military (resulted in language spread)
5. Strong cultural identity can help maintain L1
6. Religion spreads language
7. Marriage spread bilingualism
8. Role of women staying home, maintains monolingual
9. Geographic, social segregation maintain L1

10. Geographic, social segregation contributes to bilingualism

(Note: if you choose this topic, you need to do much of research, the textbook does not address bilingualism in depth)

Topic 6:

Learner Language:

Since 1 of the activities is asking for the definition for each of the 5 terms listed, you need to use both textbook and research to find their definitions since some of them were mentioned more times than the others that can be forgotten more easily.

CI 776 – Final Showcase Rubric

Name: _____

Grading criteria	**Unacceptable** 0-79pts	**Acceptable** 80-89 points	**Target** 90-100 points
Content knowledge	Presenter has limited knowledge about the topic	Presenter understands the topic at the acceptable level	Presenter thoroughly masters the topic
Eight Multiple Intelligences	Presenter uses less than 8 multiple intelligences.	Presenter uses all 8 multiple intelligences with good explanation	Presenter uses all 8 multiple intelligences with in-depth explanation
Visual organization	Presenter provides poorly written and irrelevant materials about the topic	Presenter provides written materials relevant to the topic	Presenter provides clearly written and eye-catching materials relevant to the topic
Oral presentation (For Graduate students only)	Overall presentation shows poor preparation, is not clearly delivered; lacking pictures/materials to support presentation	Overall presentation shows good preparation, is clearly delivered; limited pictures/materials support presentation	Overall presentation shows good preparation, is clearly delivered; pictures/materials support presentation
Silent Showcase (For Undergraduate students only)	Student displays materials/pictures that raise questions about the student's understanding of the topic	Student displays some meaningful and relevant materials/pictures but their captions are not clearly-labeled	Student displays eye-catching, meaningful and relevant materials/pictures with clearly-labeled captions

Tentative Schedule

WEEKS & DATES	**TOPIC**	**ASSIGNMENTS DUE By 11:59pm**
Week 1. *1-19*	Introduction & Syllabus https://www.youtube.com/watch?v=05ESvhCqPZc Assignment: Assigned chapter overview The Final Project at-a-glance	
Week 2. ***1-29***	Explore Blackboard & technology required for this course (see COE lab technicians, if needed) Read instructions and start thinking about the Final (see the Final)	**Due Chapter Overview by 11:59pm**
Week 3. *2-5* *Face-to-face*	1. Who are our ELLs? 2. What factors affect the school success of ELLs? Explanations on the Final	
Week 4. ***2-12***	3. What influence how teachers teach? 4. How do people learn and how do they acquire language?	
Week 5. ***2-19***	Online Independence study: Journal entry-Principal theories of L2 acquisition.	**Due: Journal by 11:59pm**
Week 6. ***2-26***	Online Independence study: Research on Bilingual vs English Only	**Due: Debate paper by 11:59pm**
Week 7. ***3-5***	5. What are the principal theories of first and second language acquisition?	
Week 8. ***3-12***	6. What are key concepts, theories, and models of Bilingual education?	
Week 9. ***3-19***	**SPRING BREAK**	
Week 10. *3-26* *Face-to-face*	~~Debate on the research findings & video/lecture~~ ~~~Start working on the Final~~	~~**Oral debate in class**~~
Week 10. *3-26* *Face-to-face*	1.Optional Face-to-face meeting at 5:30pm, R. 162 2. Multiple-choice questions created by the participants in the class will be posted in BB, replacing oral debate ~Start working on the Final	**No oral debate.**
Week 11. ***4-2***	7. How can school develop an intercultural orientation? ~~Continue working on the Final	
Week 12. ***4-9***	8. How should we teach reading to emergent bilinguals? ~~Continue working on the Final	
Week 13. ***4-16***	Online Independence study: Discussion Board ~~Continue working on the Final	**Due: Discussion Board**
Week 14. ***4-23***	9. How can teachers help ELLs develop academic language? ~~Continue working on the Final	
Week 15. ***4-30***	Online Independence study: The Final ~~Continue working on the Final	
Week 16. *5-7* ~~*Face-to-Face*~~	~~**FINAL (Sign up for online):**~~ ~~Oral presentation & Showcase~~	~~**Presentation-Showcase 1**~~
Week 16.	Last day of the semester	**Due videotapes of the**

5-7 *Online* **Last day of the semester**	**FINAL-Showcase** Read the "Due Dates & Assignments" Revised list to know *what* and *how* about the submission of the Showcase.	**oral presentations (Graduates) and silent presentations (undergraduates) of the Final-Showcase.**

NOTES: Videos will be shown if time permits.

College of Education
Course Syllabus
CI 780S CRN 23626, Technology in the Classroom: Science (2)
Spring 2016

Instructor:	SoonChun Lee, Ph.D., M.A. & M.Ed.
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center, Room 111
Telephone:	(316) (978-7819)
Email:	Soonchun.lee@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Monday 3:00 – 5:00 p.m.; Wednesday 3:00 – 5:00 p.m. by appointment
Classroom; Days/Time:	CE 251; Thursday 4:30 p.m. - 6:20 p.m.
Prerequisites:	Entrance into teacher education, valid teacher certificate/license or instructor's consent.

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Assists teachers of science in integrating the use of technology appropriate for their classrooms. Explores software and online resources, instructional strategies and assessment techniques. Strongly focuses on the use of technology for communication and student assistance to meet the science and technology curriculum standards. Emphasizes building a community of reflective learners. Prerequisite: entrance into teacher education, valid teacher certificate/license or instructor's consent.

Definition of a Credit Hour
Success in this 2 credit hour course is based on the expectation that over the course of the semester students will spend approximately 90 hours, on instruction, preparation/studying, homework, and other course-related activities. (So, on average, during each week 2 hours will be spent on activities in class and 3 hours on activities outside of class)

Measurable Student Learning Outcomes

Course Outcomes (K = Knowledge; P = Performance) The students will:	Related Assessment	WSU Guiding Principles	KSDE Standard
K1. demonstrate introductory knowledge, skills, and understanding of concepts related to technology.	Unit project; Inquiry Technology Integrated Science Lesson Plan; Group Project	Content Knowledge, Pedagogical Content Knowledge, and Alignment with Standards (CKS)	Elementary Educator Standard #3; Professional Education Standards 1 and 11
K2. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.	Unit project;	CKS	Elementary Educator Standard #1; Professional Education Standards 1 and 2
K5. identify and locate technology resources and evaluate them for accuracy and suitability.	Unit project; Inquiry Technology Integrated Science Lesson Plan;	Human Development and Diversity (HDD)	Elementary Educator Standard #1; Professional Education Standards 4 and 9
P1. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.	Inquiry Technology Integrated Science Lesson Plan;	CKS	Elementary Educator Standard #1; Professional Education Standard 8
P2. apply current research on teaching and learning with technology when planning learning environments and experiences.	Inquiry Technology Integrated Science Lesson Plan; Group Project	Connection of Teaching Experiences and Assessment (CTA)	Elementary Educator Standards 1& 4; Professional Education Standards 1, 6 and 12
P3. plan for the management of technology resources within the context of learning activities.	Inquiry Technology Integrated Science Lesson Plan; Group Project	Technology (T); CKS	Elementary Educator Standard #1; Professional Education Standards 3, 7 and 13
P4. plan strategies to manage student learning in a technology-enhanced environment.	Inquiry Technology Integrated Science Lesson Plan;	CKS	Elementary Educator Standard #1; Professional Education Standards 3, 11 and 13
P5. facilitate technology-enhanced experiences that address content standards and student technology standards.	Inquiry Technology Integrated Science Lesson Plan; Group Project	CTA; CKS	Elementary Educator Standard #1; Professional Education Standards 4, 11 and 12
P6. use technology to support learner-centered strategies that address the diverse needs of students	Unit project; Inquiry Technology Integrated Science Lesson Plan;	Professionalism and Reflection (PR); CKS	Elementary Educator Standard #1; Professional Education Standards 3, 6, 11 and
P7. apply technology to develop students' higher-order skills and creativity.	Unit project; Inquiry Technology Integrated Science Lesson Plan;	CTA; CKS	Elementary Educator Standard #1; Professional Education Standards 4 and 11
P8. apply technology in assessing student learning of subject matter using a variety of assessment techniques.	Inquiry Technology Integrated Science Lesson Plan; Group Project	PR; HDD; Collaboration (C)	Elementary Educator Standard #1; Professional Education Standards 7, 8, and 9
P9. use technology resources to collect and analyze data, interpret results, and communicate findings to	Inquiry Technology Integrated Science Lesson Plan; Group Project	CKS; T; C;	Elementary Educator Standard #1; Professional Education Standard 4

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook
Weekly recommended readings will be made available to students on Blackboard.

Other Readings
You will frequently need access to a laptop computer or tablet with Internet access during this class. However, no email, texting, tweeting, etc., or web surfing will be allowed in this class out of respect for others.

Technology Expectations:
The use of technology will be a critical requirement for the activities and assignments in this course. At a minimum, students will have to be fluent in word processing, have access to a word processing program capable of inserting pictures and hyperlinks, a color printer, and have Internet connectivity and access to email. All of the above are available in the COE Technology Center for students in the teacher education program.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Class Protocol
This class is an important experience in your development as a professional teacher. Your participation in the activities and discussions in the class as well as the completion of regular assignments are critical to your success. Tardies and missed classes will detrimentally affect your grade because this class must be experienced. It is impossible to "make up" discussions and activities by simply reading. Students who have any unexcused absences cannot defend an A for their Attendance/Participation score. Teachers cannot be late to class, nor can they be absent without affecting the continuity of their instruction. Take notes, ask questions, think, *re*think, and be an active participant in your learning. Learning is a dynamic process. You expect your students to be respectful and participate in your class because this will aid their learning. I expect the same of you!

Education Candidate Conduct Expectations:
Education candidates participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. Candidates should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and site supervisors, may receive a failing grade and/or face possible removal from the field experience.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

Weighted averages of the assignments above combine to form the overall grade earned in this course, given as a final overall percentage. Neither individual nor final scores will be rounded up. The overall percentage translates into the following letter grades and designations.

Points/percentages, as instructor chooses	**Letter grade**	**Grade Points**	**Interpretation**
93 – 100%	A	4.00	*Excellent Achievement*
90 – 92%	A-	3.67	
87 – 89%	B+	3.33	*Good Achievement*
83 – 86%	B	3.00	
80 – 82%	B-	2.67	
77 – 79%	C+	2.33	*Satisfactory Achievement*
73 – 76%	C	2.00	
70 – 72%	C-	1.67	
67 – 69%	D+	1.33	*Unsatisfactory Achievement*
63 – 66%	D	1.00	
60 – 62%	D-	0.67	
Below 60%	F	0.00	*Failing Achievement*

Assignments (possible maximum points is 1,000):

a. Attendance & Participation (100 points, 10%)
b. 2 Online Activities & 2 Reading Summaries (200 points, 20%)
c. 4 Unit Projects & Presentations (400 points, 40%)
d. 1 Group Project & Presentation (100 points, 10%) – Develop an E-learning module.
e. Individual Technology Integrated Science Lesson Plan & Online Presentation (200 points, 20%)

*Please note that you are allowed to resubmit each project once for a new grade (except the digital communication project and the final lesson plan). To be considered for a grade change, you must resubmit a project within five days of receiving your evaluation.

* Unit Projects & Individual Tech Integrated Science Lesson Plan:

1. Teacher Profile: (100 points) – There are many factors that impact how we integrate technology into our classroom including institutional constraints and resources, student characteristics, personal philosophies about teaching, Next Generation Science Standards (NGSS), and your technology skills. In this project you will develop a profile of the community, district, school, and class of your first student teaching placement. Utilize the prompts provided in the district, school, classroom, community, and teacher profiles, as well as your own goals and background to create a context for your projects. You may wish to include information about your approach to teaching, technology and assessment. If you are already a working teacher then you should use your own classroom as the setting for your projects. If you have your student teaching assignment, please use that school for your project. Turn in this project by posting the word-processed file (Word or rtf) to the "Teacher Profile" assignment on Blackboard by the due date (750 words).

2. Web / Software Evaluations: (100 points) - Identify and thoroughly explore 2-4 (two 500 word evaluations or four 250 word evaluations or one 500 word and two 250 word evaluations) educational web sites and/or computer based educational programs to help you meet a Next Generation Science Standard

(NGSS). You will complete an annotated list of web sites/educational programs, which will include a summary of the site/program, as well as, a critique of its content, structure, and educational value. You will be provided with a set of guidelines to help you focus your analysis.

3. Video Production Project: (100 points) Produce a 4 - 10 minute educational video that includes both visual and audio elements. You can produce one long video or multiple shorter videos. Visuals can include video from a digital video or digital still camera, video and still images from the web, still images from a digital camera, or digital images that you create. Audio can include recordings of your voice, music, or audio that you find on the web. All media must fall within fair use, creative commons, and copyright guidelines.

4. Digital Communication Project: (100 points). For this project you will develop a 3 (three)- page newsletter that would be sent home to introduce yourself to the parents of the class. I would suggest using MS Word for this project, however, if you have desktop publishing experience you are welcome to use any application with which you are comfortable like MS Publisher, Adobe InDesign, or Quark Xpress. In the first two pages of your newsletter you should write to parents telling them what has been happening in class over the past few weeks. For example, you might include something about the software / websites that you reviewed in your evaluation project, and/or about the lesson that for which you created your PowerPoint presentation, and/or about the classroom that you designed, and/or you can make something up. You should include at least two (2) augmented images in your newsletter. Each image should be connected to a video that can be watched through an iPad or tablet AR application (i.e. Aurasma). In your newsletter you should include a third page that has the daily and weekly schedule of your class. You will make up the schedule based on related readings and examples that will be provided to you. Use color where appropriate to make the schedule more readable. If you are using Word for this project, then turn in the project by uploading the word file to the "Digital Communication Project" drop box in Carmen. If you are using another program, then export the project as a pdf.

5. Technology Integrated Science Lesson Plan (200 points) – Create a Technology Integration lesson plan (1250 - 1500 words) that will help you to meet NGSSs that includes the following sections:

a. Introduction
b. Connection to specific science concept.
c. Use of technology/media/interactive simulation – You may use the web sites/software/media that you evaluated and the presentation and video that you created.
d. Tasks & Activities
e. Assessments
f. Conclusion

You should site at least five (5) course readings to support your lesson design decisions. Turn in this project by posting the word-processed file (Word or rtf) to the "Lesson Plan" drop box on Blackboard by the due date.

** Students claiming an excused absence may be requested a documentary support for their assertion. This notification must include an explanation of why notice could not be sent prior to the absence from class. A 20-point will be reduced for each unexcused absence. If you have more than total of 2 absences regardless of excused and unexcused absence, you will be failed in this class.*

Performance Assessments:
College policy requires that all College of Education programs be performance-based. In particular, this requires that program candidates meet criteria established at each (of at least four) Transition Points in academic programs. Transition Point requirements may include passing various specific courses and obtaining certain GPAs as well as receiving acceptable ratings on certain required assessments, some of which are embedded within program coursework.

Teacher Profile: (100 points) – For this assignment you will write a profile of you as a teacher who is (will be) teaching in a middle or high school. The primary purpose of this assignment is to describe you so that your teaching style and personality become evident to your students and/or their parents. It should also

identify important features of the context within which you are working and examine how those contextual factors influence you and your teaching particularly with technologies. There are many factors that impact how we integrate technology into our classroom including institutional constraints and resources, student characteristics, personal philosophies about teaching, Next Generation Science Standards (NGSS), and your technology skills. In this project you will develop a profile of the community, district, school, and class of your first student teaching placement. Utilize the prompts provided in the district, school, classroom, community, and teacher profiles, as well as your own goals and background to create a context for your projects. You may wish to include information about your approach to teaching, technology and assessment. If you are already a working teacher then you should use your own classroom as the setting for your projects. If you have your student teaching assignment, please use that school for your project. Turn in this project by posting the word-processed file (Word or rtf) to the "Teacher Profile" assignment on Blackboard by the due date (750 words).

b. Web / Software Evaluations: (100 points) - Identify and thoroughly explore 2-4 (two 500 word evaluations or four 250 word evaluations or one 500 word and two 250 word evaluations) educational web sites and/or computer based educational programs to help you meet a Next Generation Science Standard (NGSS). You will complete an annotated list of web sites/educational programs, which will include a summary of the site/program, as well as, a critique of its content, structure, and educational value. You will be provided with a set of guidelines to help you focus your analysis.

c. Video Production Project: (100 points) Produce a 4 - 10 minute educational video that includes both visual and audio elements. You can produce one long video or multiple shorter videos. Visuals can include video from a digital video or digital still camera, video and still images from the web, still images from a digital camera, or digital images that you create. Audio can include recordings of your voice, music, or audio that you find on the web. All media must fall within fair use, creative commons, and copyright guidelines.

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a. Introduction
b. Connection to specific science concept.
c. Use of technology/media/interactive simulation – You may use the web sites/software/media that you evaluated and the presentation and video that you created.
d. Tasks & Activities
e. Assessments
f. Conclusion

You should site at least five (5) course readings to support your lesson design decisions. Turn in this

project by posting the word-processed file (Word or rtf) to the "Lesson Plan" drop box on Blackboard by the due date.

3. Remediation

a. Remediation will be allowed for students that: 1) demonstrate competency in some but not all areas required for passing the course; 2) complete all assigned work in the course; 3) utilize academic resources such as tutoring and meetings with the instructor; and 4) attend class regularly. Remediation is not allowed for students that: 1) fail all or most of the assessments, major projects or assignments in the course; or 2) earn a failing course grade that is far below the class average (e.g., greater than two standard deviations).

b. Remediation process (offered as part of a course)

Students engaging in a remediation is offered must take an "I" for the course. The "I" grade will be resolved by completing or resubmitting the final assignment, ***Technology Integrated Science Lesson Plan***, within the final exam period. Students engaging in remediation and successfully remediating will receive a grade no better than a "B" for the course.

Undergraduate vs. Graduate Credit

Undergraduate students enrolled in 700 level courses will receive undergraduate credit (not graduate credit) unless they have a previously approved senior rule application or dual/accelerated enrollment form on file in the Graduate School. Undergraduate credit earned in 700 level courses cannot later be counted toward a graduate degree.

Important Academic Dates

For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusiveness

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property

Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding

these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System
Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services
WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Other

Course Policies:
* Papers will be word processed (typed) and APA style.
* Late papers will lose 10% points for each day after the due date. Please back up your work.
* Please turn off all non-educational electronic devices during class.
* During this class, we will frequently move around and break into small groups. Please **keep all aisles clear** of books and bags.

A Recommendation—Professional Teaching Portfolio
Begin collecting artifacts and documentation that demonstrate what you have learned and your commitment to the teaching profession. Your portfolio should be self-explanatory, and say much about you. **Ensure that your portfolio truthfully portrays you, your professionalism, energy, and commitment to teaching.** This portfolio will be invaluable to you when you begin interviewing for positions. The portfolio will NOT be turned in. Its significance lies in its value to you in acquiring a position and continuing your professional development.

Tentative Schedule

Week	Date	Topics, Activities, and Assignments Due Dates
1	Jan. 21	Class introduction; Overview of the syllabus and assignments. Assignments: First reading summary (50 points) **due on Jan. 28th**. Unit Project #1: Teacher Profile (100 points) **due on Feb. 4th**.
2	Jan. 28	Presentations of reading summaries and follow-up discussion. Homework: Create a 5-slide PPT presentation about technologies in the classroom.
3	Feb. 4	Technologies for Classroom Instruction and Management: PPT, Prezi, Video Lecture, Poll Everywhere, Reflector, YouTube Channels, and* Flipped Classroom. Assignments: Second reading summary (50 points) **due on Feb. 25th**. Unit Project #2: Web/Software Evaluation (100 points) **due on Feb. 11th.**
4	Feb. 11	Technologies for (e)-Communication and Collaboration: Google Docs/Drive, Trello, Mural.ly, TalentLMS, Wikispaces, and Video Editing. Assignments: Online activity #1: e-Collaboration for your group project (50 points) **due on Feb. 18th**. Unit Project #3: Video Production Project (100 points) **due on Feb. 25th.**
5	Feb. 18	Technologies for Scientific Experiments and Hands-on Activities: Tracker Video Analysis and Modeling Tool for Physics; Vernier LabQuest®; Slomo; Assignments: Online activity #2: Interactive Simulation (50 points) **due on Feb. 25th.** Technology Integrated Science Lesson Plan, First draft **due on Mar. 3rd.**
6	Feb. 25	Emerging Technologies for Science Activities: Online Interactive Simulations; Augmented Reality & Virtual Reality Applications; Online STEM teaching and learning resources; Assignments: Group Project: e-learning lesson (100 points) **due on Mar. 3rd.** Unit Project #4: Digital Communication Project (100 points) **due on Mar. 3rd.**
7	Mar. 3	Technology Integrated Science Lessons: First Draft presentation. Assignments: Final Lesson Plan **due on Mar. 9th (200 points).**
8	Mar. 10	Final Lesson Plan online presentation (YouTube or Blackboard).

College of Education
Course Syllabus
CI 796: Family and Professional Collaboration (3)
Spring 2016

Instructor:	Dr. Vince Evans
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center, Room 151
Telephone:	(316) (214-3234) Cell Phone
Email:	vincent.evans@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	By appointment only
Classroom; Days/Time:	On-line Course

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Assists the special educator in developing the skills to collaborate and consult with parents/family members, general educators, support personnel, paraprofessionals/teaching assistants, and community agencies to facilitate the needs of children with exceptionality.

Definition of a Credit Hour
The expectation of work in order to be successful for this three credit course is that you will spend approximately nine hours per week during the semester working through your online modules, participating in synchronous and asynchronous activities, and other out-of-class work. This equates to the same amount of time you would spend if you were on campus.

Measurable Student Learning Outcomes

Course Outcomes The candidate will:	Related Assessment	Guiding Principles Unit Conceptual Framework (PR, HDD, CTA, T, CKS, C)	Guiding Principles from Guiding Program Document (Goals)	Professional Standards (KSDE, CEC)
Know the philosophical, historical, and legal foundations for special education services within the context of Family-Professional Collaboration	Online participation	PR; C	Goals 1, 8	Adaptive: S1-K3, K5 Functional: S1-K4 Gifted: S1-K5 ECSE: ECU S1-K4
Understand the historical and current roles of parents; including multicultural/diversity contexts	Project #1	PR, HDD, C	Goal 8	Adaptive: S4-K8; S5-K4; S7-K1, K3, Functional: S5-K4' D7-K2 Gifted: S2-K7; S5-K6, K7 ECSE: ECU S1-K1, S1-P1
Know family theory and family systems framework	Online participation Project #1	PR, C	Goal 8	Adaptive: S7 ECSE: ECU S1-K1
Know collaboration/teaming fundamentals: Working with diverse families, working with other professionals, working with teaching assistant and volunteers	Project #1; Project #2 Graduate project and discussion	C	Goal 8	Adaptive: S7-K2 Fnctional: S7-K1 Gifted: S7-K1 ECSE: ECU S1-K6
Know how to empower families (building capacities of families in supporting development and education of their child/youth)	Online participation Project #1; Project #2	C	Goal 8	Adaptive: S7-K6, K7 Functional: S2-K3 ECSE: ECU S1-P2
Will use effective communication skills (with families) (with other professionals) (with paraprofessionals)	Project #1; Online participation	T, C	Goal 8	Adaptive: S7-K1, K4, K5, P2, P9, P10 Functional: S7-K3, K4; S7-P1, P6 Gifted: S7-K3, K4 ECSE: ECU S1-K6
Know teaming skills: for referring, evaluating, assessing and individualizing	Project #2	C	Goal 8	Adaptive: S6-K3 Functional: S7-K2 Gifted: S6-K2, K3; S7-K5 ECSE: ECU S4-K4, K8
Know how to extend learning into the home and community	Project #1; Project #2	CTA, C	Goal 8	Adaptive: S7-K7 Functional: S6-K1, S7-K6

				Gifted: S7-K2, S7-P12 ECSE: ECU S1-K6
Know laws that pertain to general and special education, including parent rights, legal guardian rights and responsibilities in early childhood and public school programs, and right to due process and confidentiality.	On-line Participation	PR	Standard #1	
Know various professional roles and responsibilities: as consultant; as collaborative team members; as co-teachers	Online participation	PR, C	Goal 8	Adaptive: S7-K8 Functional: S7-K2 Gifted: S7-K2 ECSE: ECU S1-K4, K6
Will understand problem solving-skills and strategies	Online participation	CTA, C	Goal 8	Adaptive: S6-K3 Functional: S6-K3 Gifted: S6-K2, 3
Know how to schedule and facilitate time management skills	Online participation	CTA, C	Goal 8	Adaptive: S7-K3, K8 Gifted: S7-K2 ECSE: ECU S1-K6
Understand conflict resolution	Online participation	C	Goal 8	Adaptive: S7-K3, K8 Gifted: S7-K2 ECSE: ECU S1-K6
Understand how to train and supervise paraprofessionals and volunteers	Online participation Project #2	PR, C	Goal 8	Adaptive: S7-K3 Gifted: S7-K2 ECSE: ECU S1-K6

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook
Friend, M., & Cook, L. (2012). *Interactions: Collaboration skills for school professionals (7th ed.).* Upper Saddle River, N.J.: Pearson. ISBN: 978-0132774925.

Other Readings
American Psychological Association (APA). (2009). *Publication manual of the American Psychological Association.* (6th Ed.). Washington, D.C.: American Psychological Association.

*Please note that while an APA manual is not required, you **are** required to write in APA format. There are ample resources available online (the Purdue Owl is very popular), but you do need to find something reliable and use it.

Technology Expectations:
Students will be expected to (1) access Blackboard for course information; (2) use a WSU email account for communication with the instructor; (3) access course readings online and conduct searches for course-related information; and (4) use word processing programs for all assignments. Assignments must be submitted electronically.
The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Other Equipment/Materials
Email Expectations: Please make sure that your correct e-mail is listed in Blackboard. If you are not receiving regular emails about our course, then your email is most likely incorrect. At a minimum, one announcement will be sent by email each week from your instructor. If you need help switching your email, please reach out to the instructor or the WSU technology department.

Class Protocol
This class will be hosted online in our Blackboard classroom. There will be some opportunities for "live" assignments in the Wichita area, but alternate activities will be included that will allow students to complete the course completely online if they so desire.

Attendance: Because this is an online class, active participation is essential. Specifics about expectations for the frequency in which you participate in our online discussions will be included in our discussion board rubric.

Education Candidate Conduct Expectations:
Education candidates participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. Candidates should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and site supervisors, may receive a failing grade and/or face possible removal from the field experience.

Grading Scale
WSU grades include *A* (excellent), *B* (good), *C* (satisfactory), *D* (unsatisfactory), *F* (failure), *Cr* (credit), *NCr* (no credit), *S* (satisfactory), *U* (unsatisfactory), and *I* (incomplete). An Incomplete is a temporary grade when a student is granted an extension of time to complete the coursework. A plus/minus grading system allows a finer differentiation of effort within grades A, B, C, and D; as reflected in the credit points below.
CREDIT POINTS: For each hour of work the student takes, credit points are assigned, as follows, to permit averaging of grades: **A=4.000, A-=3.700, B+=3.300, B=3.000, B-=2.700, C+=2.300, C=2.000, C-+1.700, D+=1.300, D= 1.000, D-+ 0.700, F=0**

Grade Point Range:

Graduate Students		**Undergraduate Students**	
A	960 – 1000	A	768 - 800
A-	919 - 959	A-	735 - 767

B+	878 - 918	B+	702 - 734
B	837 - 877	B	669 - 701
B-	796 – 836	B-	636 - 668
C+	755 - 795	C+	604 - 635
C	714 - 754	C	571 - 603
C-	673 - 713	C-	538 - 570
D+	632 - 672	D+	505 - 537
D	591 - 631	D	472 - 504
D-	550 - 590	D-	440 - 471
F	0 – 549	F	0 - 439
1,000 Points Possible		800 Points Possible	

*Please note that the WSU grading system does not recognize an A+. Undergraduate students are exempt from the 200 point Parent Collaboration Research/Interview assignment during our final week.

Assignments
Students are expected to meet all assignment deadlines. Professional special educators are required to plan and develop Individualized Education Plans, student testing, re-evaluations, plan parent meetings, and perform a host of sundry administrative duties. All of these activities are expected, and in some instances, even required by law, to be conducted on time. As part of the correlation between collegiate theory and your real world practice, please make every effort to turn in your assignments on time.

Due Dates: Weekly assignments are due on the final day of each week (Sunday) at midnight. One exception is initial discussion board posts, which are due by Thursday each week at midnight.

Licensure Assessments:
Both the state of Kansas and the national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

1. Dispositions: Self-evaluation and faculty evaluation (Note: Completion of faculty disposition assessment with no indicator below a two).
2. Family Service Project
3. Grade of "C" or better. (Graduate Students: Please note that the graduate school will not accept a grade of C- on a Plan of Study.)

Information on program Transition Point requirements can be found in the program handbook. Candidates unable to successfully meet Transition Point criteria will ordinarily be assigned remediation, which may affect progress in the program (e.g., not proceeding to next semester's coursework). Meeting Transition Point criteria ultimately are necessary to secure licensure recommendation or graduation even though general GPA requirements may be met.

Remediation - Students failing to achieve an acceptable performance on this required assessment will be provided with unlimited of remediation opportunity/opportunities. The university is not able to recommend individuals for licensure/endorsement who fail to attain an acceptable rating on required assessments, even though they may receive an acceptable course grade or exceed minimum GPAs. Therefore, students who do not achieve acceptable performance on this assessment after remediation opportunity/opportunities will be subject to dismissal from the program.

Undergraduate vs. Graduate Credit
Undergraduate students enrolled in 700 level courses will receive undergraduate credit (not graduate credit) unless they have a previously approved senior rule application or dual/accelerated enrollment form on file in the Graduate School. Undergraduate credit earned in 700 level courses cannot later be counted toward a graduate degree.

Late Assignments
Late assignments will be subjected to a 10% deduction per day for every day they are late. No exceptions will be made.

Free Week: You are busy people and things will inevitably occur in your work/personal lives during the course of this class. While no exceptions will be made to our deductions for late work (described above), you **are** allowed to take one of our weeks off during our class and you will receive full credit for that week. Our final week (with the 200 point assignment for graduate students) is **not** available for "free week" credit. When you have determined which week you will designate as your "free week," send me an email to the instructor and he'll take care of the rest. You don't have to decide by any certain deadline. You can even determine your free week after the week is over if you should so desire (which would allow you to sub in a week of 100% scores for some grades that are lower than you would prefer).

Important Academic Dates
For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

Disabilities
If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing
The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusiveness
Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property
Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System
Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services
WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Tentative Schedule

Week	Assignment	Points
One	Interactions: Chapter One (Assignment)	30
	Introductions (Discussion Board)	30
1/18 – 1/24	APA Formatting Review (Quiz)	10
Two	Interactions: Chapter Two (Assignment)	30
1/25 – 1/31	PTO or Site Council Planning (Discussion Board)	30
Three	Interactions: Chapter Three (Assignment)	30
2/1 – 2/7	PTO or Site Council Observations (Discussion Board)	30
Four	Interactions: Chapter Four (Assignment)	30
2/8 – 2/14	Volunteering in the Community Planning (Discussion Board)	30
Five	Interactions: Chapter Five (Assignment)	30
2/15 – 2/21	Volunteering in the Community Observations (Discussion Board)	30
Six	Interactions: Chapter Six (Assignment)	30
2/22 – 2/28	Planning for a Parent Training (Discussion Board)	30
Seven	Interactions: Chapter Seven (Assignment)	30
2/29 – 3/6	Sharing Your Parent Training (Discussion Board)	30
Eight	Interactions: Chapter Eight (Assignment)	30
3/7 – 3/13	Planning to Volunteer at a School's Family Event (Discussion Board)	30
Spring Break 3/14 – 13/20	***Spring Break – Class Not In Session***	
Nine	Interactions: Chapter Nine (Assignment)	30
3/21–3/27	Observations of Volunteering at a School's Family Event (Discussion Board)	30
Ten	Interactions: Chapter Ten (Assignment)	30
3/28 – 4/3	Planning a Paraprofessional Training (Discussion Board)	30
Eleven	Interactions: Chapter Eleven (Assignment)	30
4/4 - 4/10	Sharing Your Paraprofessional Training (Discussion Board)	30
Twelve	Interactions: Chapter Twelve (Assignment)	30
4/11 – 4/17	Planning a Family Service Project/Community Resource (Discussion Board)	30
Thirteen	Interactions: Chapter Thirteen (Assignment)	30
4/18–4/24	Sharing a Family Service Project/Community Resource (Discussion Board)	30
Fourteen	Course Reflection (Survey)	20
4/25 - 5/1	Parent Collaboration Research/Interview (Graduate Student Assignment)	200

That's it! Let's get started! I'm looking forward to working and learning with you!

College of Education
Course Syllabus
CI 817 CRN 21225 Language to Literacy:
Meeting Needs of Students with Disabilities (2)
Spring 2016

Instructor:	Donna M. Sayman**,** Ph.D.
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center, Room 115
Telephone:	(316) (978-6877)
Email:	donna.sayman@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Wednesday & Thursday – 3:00 P.M. – 5:00 P.M. and by appointment *Virtual office hours by appointment are available
Classroom; Days/Time:	Corbin Education Center, Room 157; January 21, 2016 – May 5, 2016- Thursday- 5:30 – 7:20 P.M.
Prerequisites:	CI 749A
Corequisite	CI 817A

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Provides content relevant to language development and disorders that impact the educational achievement of students with special education classifications. This includes oral and written communication, emergent literacy and reading. Candidates learn how to apply educational interventions that are effective in meeting language and literacy needs of students including strategies for teaching oral language, reading and written expression. An emphasis on the principles of information processing as they apply to effective instructional procedures is stressed. Prerequisite: CI 749A. Corequisite: CI 817A.

Definition of a Credit Hour
Course Definition and Assignment of Credit Hours: According to the U.S. Department of Education a "credit hour" is a measure of graduate academic work represented in intended learning outcomes and verified by evidence of student achievement.

The expectation of work in order to be successful for this 2-credit course is 100-minutes of direct faculty instruction and 4 hours of out-of-class student work each week, which includes practice work, writing assignments, and assigned readings. This is also a hybrid Course (Face-to-Face and Online). For the weeks we are online, you will spend approximately 6 hours per week during the semester working through your online modules, participating in synchronous and asynchronous activities, and other out-of-class work.

Measurable Student Learning Outcomes

Course Outcomes The student will:	**Related Assessment**	**Guiding Principles from the Unit Conceptual** Framework (PR, HDD, CTA, T, CKS, C)	**KSDE Program Standards**
Demonstrate the knowledge of how language develops for individuals, differences in development based on disability diagnosis, and its impact on listening abilities and academic progress;	Book report, Discussion boards	HDD, PR	KSDE 2
Identify characteristics of individuals with disabilities that impact language and literacy;	Book report	HDD	KSDE 2
Identify the impact of multicultural and linguistic differences on learning;	Discussion activity	HDD	KSDE 1
Demonstrate how to conduct nondiscriminatory assessment to determine needs in the areas of: language, emergent literacy, reading, & written language;	Case study	CTA	KSDE 3
Write appropriate goals and objectives for language, literacy, written language, and reading improvement;	Case study Poster presentation	CTA, CKS	KSDE 4
Design a curriculum and identify/use instructional strategies that promote communication skills for individuals with disabilities;	Case study	CTA, CKS	KSDE 4, 5
Design a curriculum and identify/use instructional strategies that promote emergent literacy and reading skills in the areas of phonology, phonemic awareness, phonics, fluency, comprehension, and vocabulary;	Case study	CTA, CKS	KSDE 4, 5
Design a curriculum and identify/use instructional strategies to promote written language skills.	Case study	CTA, CKS	KSDE 4, 5
Demonstrate knowledge of augmentative and alternative communication systems and be able to use assistive technology to meet individual learning needs.	Case study	T	KSDE 3
Identify/use grouping strategies to deliver instruction within individual, small group, and large group to improve language and literacy skills	Case Study, Book report	CTA, CKS	KSDE 2

Remain up-to-date with current issues and trends in language, literacy, and reading for individuals with disabilities.	Case Study Poster Presentation	HDD, CTA, T, CKS, C	KSDE 5

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook
1.) Delpit, L. (2012). *"Multiplication is for White people". Raising expectations for other people's children.* New York, N.Y.: The New Press. ISBN – 978-159558046-7

2.) Gipe, J. P. (2014). Multiple Paths to Literacy Assessment and Differentiated Instruction for Diverse Learners, K-12. 8th edition ISBN:0132849380

Other Readings
American Psychological Association (APA). (2009). *Publication manual of the American Psychological Association.* (6th Ed.). Washington, D.C.: American Psychological Association.

Technology Expectations:
Students will be expected to (1) access Blackboard for course information; (2) use e-mail, including their WSU email account for communication with the instructor; (3) access course readings online and conduct searches for course-related information; and (4) use word processing programs for all assignments. Assignments must be submitted electronically.

PLEASE assure that your correct e-mail is listed in Blackboard.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Class Protocol
Cellphone use: As teachers in SPED, we need to use evidenced-based instruction in our practice and in relation to this, there are myriad studies demonstrating that the use of a cellphone during a class lecture, ". . . students who use their mobile phones during class lectures tend to write down less information, recall less information, and perform worse on a multiple-choice test than those students who abstain from using their mobile phones during class" (Kuznekoff & Titsworth, 2014, p. 251).
Additionally, a person may not realize how much they are checking their phone during any given time, "students also underestimated the number of times they accessed their phones while in class. While students reported an average access rate of three times per class period, observation data showed the rate was closer to seven times per period" (Fullbright, 2014, para. 2).
However, the most problematic issue with cellphone use in class is that it is distracting to other students (Tindell & Bohlander, 2012).

I am finding this to be true in my classes as it is quite distracting to me and difficult to remember my train of thought when I see someone openly on their phones.

So, the use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. I also have children and a high-needs husband, so I understand about emergencies, so if you must use your device for an emergency only, please leave the classroom so as not to distract others or the professor.

References:
Fullbright, S. (2013). Cell phones in the classroom: What's your policy? *Faculty Focus*. Retrieved from: http://www.facultyfocus.com/articles/effective-classroom-management/cell- phones-in-the-classroom-whats-your- policy/
Kuznekoff. J. H. and Titsworth, S. (2013). The impact of mobile phone usage on student learning. *Communication Education*, 62 (3), 233-252.

Attendance: Students are expected to arrive to class **on time and stay for the entire class period**. While understanding that emergencies occur in all of our lives, grades will be assigned based on your actual performance. Three (3) tardies will be counted as one (1) absence. A reduction of one full letter grade will be assigned if there are three (3) absences with a full letter grade reduction for each subsequent absence.

- IMPORTANT NOTE: If any student acquires 5 absences a grade of "F" will be assigned to the student. The instructor will NOT consider written requests for excused absences. Missing 5 scheduled class meetings means you have missed too much information and **will not pass the class**.

Education Candidate Conduct Expectations:
Education candidates participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. Candidates should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and site supervisors, may receive a failing grade and/or face possible removal from the field experience.

Grading Scale (Please note that the WSU grading system does not recognize an A+)
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

Points/percentages, as instructor chooses	**Letter grade**	**Grade Points**	**Interpretation**
960 – 1000	A	4.00	*The A range denotes excellent performance.*
919 – 959	A-	3.70	
878 – 918	B+	3.30	
837 – 877	B	3.00	*The B range denotes good performance.*
796 – 836	B-	2.70	
755 – 795	C+	2.30	
714 – 754	C	2.00	*The C range denotes satisfactory performance.*
673 – 713	C-	1.70	
632 – 672	D+	1.30	
591 – 631	D	1.00	*The D range denotes unsatisfactory performance.*
550 – 590	D-	0.70	
0 - 549	F	0.00	*F denotes failing performance.*

Assignments

Students are expected to meet all assignment deadlines. Professional educators are required to plan and develop Individualized Education Plans, student testing, re-evaluations, plan parent meetings, and perform a host of sundry administrative duties. All of these activities are expected and in some instances, even required by law, to be conducted on time. As part of the correlation between collegiate theory and in your real world practice, please make every effort to turn in your assignments on time. **That being said, the instructor realizes that emergencies do happen. Therefore, all late assignments will be deducted 10 points for every day they are late up to one week. After seven (7) days late, the assignment will no longer be accepted.**

All assignments will be given on the first day of class, and pleases plan your time accordingly.

***All assignments will be graded by Dr. Sayman. You will be expected to schedule an appointment with Dr. Sayman to discuss revisions/questions/comments and receive a copy of the graded assignments. You must also bring a copy of your APA manual to this meeting. You will not receive a copy of the graded paper unless you make an appointment to meet with the professor.

[1] Participation (400 points)

This course will be taught from both on campus meetings and on-line via Blackboard. Active participation is required. Attendance for on-campus discussion and participation in the online activities and discussions are critical for gaining the knowledge and skills necessary to meet the requirements of the class. It is also imperative that you are able to access your e-mail regularly as this will be the primary communication for announcements from the professor. Participation points are earned by: (a) bringing the text to class, (b) respectful in-class behavior, i.e., no texting on your cell phone during lecture, no chatting with your peer's while others are talking (c) knowledge of reading assignments by being prepared for the discussion through reading the assigned chapters and sharing your ideas. As part of class participation, there will be a variety of ungraded in-class, and online writing assignments and projects that will count as participation.

[2] Book Review (200 points)

Critique of a current book related to Literacy and children. **YOU MAY NOT USE ONE OF THE TEXTBOOKS TO REVIEW!!!** A worksheet and rubric will be provided.

[3] Presentation (200 points)

Prepare and present a poster presentation that provides an overview of your teaching portfolio. A rubric will be provided.

[4] Literacy Case Study (200 points)

Students will prepare a case study of literacy instruction. Various components will be assigned throughout the semester with the final project due at the end. Components include: Teacher interview, teacher observation, RTI instruction table, teaching assignment, writing assessment, reflection.

EVALUATION OF STUDENT ACHIEVEMENT AND LEARNING OUTCOMES:

Participation	400 points
Book review	200 Points
Presentation	200 Points
Portfolio	200 points
TOTAL POSSIBLE POINTS =	1,000 points

Grade Point Range – (Please note that the WSU grading system does not recognize an A+)

Licensure Assessments:
Both the state of Kansas and the national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

The Literacy Case Study. A rubric can be found in Blackboard.

Remediation - Students failing to achieve an acceptable performance on this required assessment will be provided with a limit of one remediation opportunity/opportunities. The university is not able to recommend individuals for licensure/endorsement who fail to attain an acceptable rating on required assessments, even though they may receive an acceptable course grade or exceed minimum GPAs. Therefore, students who do not achieve acceptable performance on this assessment after one remediation opportunity/opportunities will be subject to dismissal from the program.

Undergraduate vs. Graduate Credit (for 700 level courses)
Undergraduate students enrolled in 700 level courses will receive undergraduate credit (not graduate credit) unless they have a previously approved senior rule application or dual/accelerated enrollment form on file in the Graduate School. Undergraduate credit earned in 700 level courses cannot later be counted toward a graduate degree.

Important Academic Dates
For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

Disabilities
If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).
The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing
The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusiveness
Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property
Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System
Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services
WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Other

ERROR LIMITATION FOR WRITTEN PAPERS: All papers are to be written with correct grammar, mechanics, and punctuation, and formatted in APA 6th Edition format. Papers that do not meet basic APA 6th Edition format requirements will not be read and no points will be earned for the assignment. **Papers that exceed error limitations in grammar, mechanics, and punctuation, or in direct quotations or in-text citations will be returned without being graded. Note: Reference page errors count separately from errors in the text of the paper. For example, a student could have less than ten errors in grammar, mechanics, punctuation, quotations and citations within the body of the paper, but have ten or more errors on the reference page. The paper will still be returned without being graded and no points will be earned for the assignment, unless it is the first paper for the class.** See the following table for additional details.

Type of Error	Number of Errors	Penalty
APA 6th Edition Format – basic format of paper: ❑ 12 point Times New Roman font, ❑ double-spaced, 1" margins ❑ running head and page numbers ❑ required level of headings and subheadings ❑ meets page limitations	Zero tolerance	-Papers that do not meet the font, spacing, and margin requirements will not be read and no points will be earned for the assignment. -Papers that do not meet the required level of headings will not be read and no points will be earned for the assignment. -Papers that exceed page limitations will not be read and no points will be earned for the assignment.

Grammar, mechanics, punctuation: □ person first language □ written in the 3rd person □ spelling,	10 or more	Errors will be marked but not corrected. Once ten errors are marked, the paper will be returned without being read further or graded and no points will be earned for the assignment.
□ agreement with subject and verb and past and present tenses; appropriate use of punctuation and spacing, such as commas, semicolons, periods, quotation marks, parentheses, etc. □ correct sentence structure □ appropriate paragraph structure APA 6th Edition Format – direct quotations and in-text citations: □ exact quotations correctly referenced □ in-text citations correctly referenced		
APA 6th Edition Format – references page: □ 12 point font, double-spaced, 1" margins, hanging indents □ Correct format for articles, books, websites, etc. **NOTE: Errors on the Reference page count separately from errors within the text of the paper:	10 or more	Errors will be marked but not corrected. Once ten errors are marked, the paper will be returned without being graded and no points will be earned for the assignment.

Tentative Schedule

Date	Topic	Reading	Assignments Due
Class One 1/21/2016 **On Campus**	Introductions, Review syllabus, explain class structure and expectations, Instructions for online class meetings.	Syllabus – Please bring a copy to class with you along with all textbooks and the APA manual.	. Survey
Class Two 1/28/2016 **On Campus**	Fundamental Aspects of Literacy Learning The Analytic Process: Preparation for Differentiating Instruction and Data-Driven Decision Making	Chapters 1 & 2 of Multiple Pathways for Literacy	
Class Three 2/4/2016 **Online – Module #1**	Issues of race in literacy instruction	Introduction and Part One of Delipt's – *"Multiplication is for White People"* Pages xiii - 49	
Class Four 2/11/2016 **On campus**	Linguistic Diversity in Literacy Education for English Language Successful literacy instruction	1.) Chapter 3 of Multiple Pathways 2.) Delipt's – "Multiplication is for White People" – Chapter 3	**Module #1 due = 70 points**
Class Five 2/18/2016 **Online-Module #2**	Physical, Psychological, and Environmental Factors Affecting Literacy Development The importance of teachers	1.) Chapter 4 – Multiple Pathways 2.) Delipt's – "Multiplication is for White People" – Chapter 4	

College of Education
Course Syllabus
CI 817A CRN 21226 Internship/Practicum: Language to Literacy (1)
Spring 2016

Instructor:	Mary E. Spencer
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center 252D
Telephone:	31-641-1165
Email:	Mary.spencer@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	By appointment
Classroom; Days/Time:	By arrangement
Prerequisites:	CI 749A
Corequisite:	CI 817

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Provides a supervised opportunity for students to evaluate and implement learning experiences, including application of educational interventions that are effective in meeting the language and literacy needs of students. In addition, candidates implement educational interventions that are effective in meeting the language and literacy needs of students as well as implementing appropriate strategies for teaching oral language, reading and written expression. Prerequisite: CI 749A. Corequisite: CI 817.

Definition of a Credit Hour
Field placement, internship, practicum, or clinical rotation: One (1) credit hour for field placement, internship, practicum, or clinical rotation is defined as at least forty-five (45) hours of supervised work each semester. This translates to at least one observation and 12 journal reflections.

Measurable Student Learning Outcomes

Course Outcomes The student will:	**Related Assessment**	**Guiding Principles from the Unit Conceptual** Framework (PR, HDD, CTA, T, CKS, C)	**KSDE Program Standards**
Conduct nondiscriminatory assessment to determine needs in the areas of language, emergent literacy, reading, & written language;	Journal entries, Self and faculty performance evaluation	CTA	KSDE 3
Write appropriate goals and objectives for language, literacy, written language, and reading improvement;	Journal entries, Self and faculty performance evaluation	CTA, CKS	KSDE 4
Deliver instruction to meet students' needs in communication skills for individuals with disabilities;	Self and faculty performance evaluation	CTA, CKS	KSDE 4, 5
Deliver instruction to meet students' needs in emergent literacy and reading skills in the areas of phonology, phonemic awareness, phonics, fluency, comprehension, and vocabulary;	Self and faculty performance evaluation, Journal entries	CTA, CKS	KSDE 4, 5
Deliver instruction to meet students' needs in written language skills;	Self and faculty performance evaluation	CTA, CKS	KSDE 4, 5
Identify and use assistive technology as needed;	Self and faculty performance evaluation	T	KSDE 3
Use grouping strategies to deliver instruction within individual, small group, and large group to improve language and literacy skills.	Self and faculty performance evaluation, Journal entries	CTA, CKS	KSDE 2

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)

Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Technology Expectations:
Students will be expected to (1) access Blackboard for course information; (2) use WSU email account for communication with the instructor; (3) access course readings online and conduct searches for course-related information; and (4) use word processing programs for all assignments. Assignments must be submitted electronically.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Education Candidate Conduct Expectations:
Education candidates participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. Candidates should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and site supervisors, may receive a failing grade and/or face possible removal from the field experience.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

(Please note that the WSU grading system does not recognize an A+)

Points/percentages, as instructor chooses	**Letter grade**	**Grade Points**	**Interpretation**
960-1000	A	4.00	*The A range denotes excellent performance.*
919-959	A-	3.70	
878-918	B+	3.30	
837-877	B	3.00	*The B range denotes good performance.*
796-836	B-	2.70	
755-795	C+	2.30	
714-754	C	2.00	*The C range denotes satisfactory performance.*
673-713	C-	1.70	
632-672	D+	1.30	
591-631	D	1.00	*The D range denotes unsatisfactory performance.*
550-590	D-	0.70	
0-549	F	0.00	*F denotes failing performance.*

Grading/Evaluation Criteria:
Assessment of the candidate's work will be based on observations of classroom implementation of cognitive strategies instruction and the quality of the written descriptions of implementation, reflection, and self-evaluation. Observations will be evaluated using the Performance Indicators Observation Checklist—Adaptive.

An incomplete will not be recorded unless a contract for completion of course work has been developed with the instructor. The instructor will discuss any specific grade privately with the person involved outside of class. The instructor reserves the right to add to or change any of the objectives, class requirements, general policies, grading policies, or schedule. Such changes will not be made capriciously, and clear notification will be provided.

Students who earn a grade of "C" or below will be required to repeat enrollment and participation in this course and in the co-requisite course.

Assignments
Description of Responsibilities:

1. Faculty-evaluation performance/Observation = 400 points. *** Please note: It is the responsibility of the student to make sure they contact their university observer to schedule a time for the observation. If this is not done within the semester, an incomplete grade will be given until such a time as a university supervisor can conduct the observation.

2. Practical teaching in a classroom, either as a teacher, paraprofessional, long-term substitute in the same classroom, aide, or volunteer. **45 hours** is required for the semester in the same classroom. If you are not currently teaching, the instructor will find a placement for you and you must commit to at least 45 hours in that placement over the course of the semester. = 400 points

3. Self- reflection – Please complete the self-reflection after your observation = 200 points

Total: 1,000 points

Licensure Assessments:
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One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

> No embedded assessments are in this course. Transition into Comprehensive Exams requires a GPA of 3.0 or higher.

Undergraduate vs. Graduate Credit (for 700 level courses)
Undergraduate students enrolled in 700 level courses will receive undergraduate credit (not graduate credit) unless they have a previously approved senior rule application or dual/accelerated enrollment form on file in the Graduate School. Undergraduate credit earned in 700 level courses cannot later be counted toward a graduate degree.

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Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is

prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Tentative Schedule

To be developed by the administrators of participating schools, cooperating teachers, and university supervisor.

College of Education
Course Syllabus
CI 819 CRN 23434 Nonsymbolic & Symbolic Communication (2)
Spring 2016

Instructor:	Mandy E. Lusk**,** Ph.D.
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center 151
Telephone:	316-978-3322
Email:	Mandy.lusk@wichita.edu
Preferred Method of Contact:	Email; Please note: Email will be returned within 48 hours unless on the weekends.
Office Hours:	We will meet virtually for our office hours.
Classroom; Days/Time:	On-line course
Prerequisite:	CI 749F
Corequisite:	CI 819A

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Develops strategies and techniques for assessing, designing and delivering instruction in order to meet the unique communication needs of learners with severe and multiple disabilities. Prerequisite: CI 749F. Corequisite: CI819A.

Definition of a Credit Hour
For a three credit hour course, the expectation of work in order to be successful is a minimum of 45 hours over the length of the course for instruction and preparation/studying or course related activities for a total of 135 hours.

Measurable Student Learning Outcomes

Learner Outcomes The student will:	Related Assessment	Guiding Principles from the Unit Conceptual Framework (PR, HDD, CTA, T, CKS, C)	KSDE Program Standards

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook

Downing, J.E. (2005). *Teaching communication skills to students with severe disabilities* (2nd ed.). Baltimore: Paul H. Brookes.

American Psychological Association (APA). (2009). *Publication manual of the American Psychological Association.* (6th Ed.). Washington, D.C.

Other Readings

Soto, G., & Zangari, C. (2009). *Practically Speaking: Language, literacy, and academic development for students with AAC needs.* Baltimore: Paul H. Brookes.

Technology Expectations:

Students will be expected to (1) access WSU Blackboard for course information; (2) use email, including their **WSU email account** for communication with the instructor; (3) access course readings online and conduct searches for course-related information; and (4) use word processing programs for all assignments. Assignments may be submitted electronically through Blackboard.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Class Protocol

Students, please understand that your participation and disposition in this class symbolizes your professionalism. As one of the Council for Exceptional Children (CEC) and State of Kansas teaching standards, you are expected to conduct yourself in a professional manner at all times during your program at WSU. Students are expected to construct professionally written emails to all persons at WSU.

In addition, if a student has issues regarding the instructor and/or course assignments, course content, observation schedules, curriculum concerns, or issues of advising, your first step is to schedule a meeting with Dr. Lusk via email. If you are unable to resolve these issues after meeting with Dr. Lusk, your next step is to contact the department chair at 316-978-5497. Please understand that it is not professional behavior to address your concerns about a faculty member to another professor.

During online class discussions, students are expected to be respectful to their peers and the instructor. Please understand that WSU faculty reserve the right to fail a student in their classes based on unprofessionalism, lack of participation, and/or poor dispositions, regardless of the grade average of the course assignments. In short, treat others as you would want to be treated.

Education Candidate Conduct Expectations:
Education candidates participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. Candidates should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and site supervisors, may receive a failing grade and/or face possible removal from the field experience.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (Please note that the WSU grading system does not recognize an A+)

Points/percentages, as instructor chooses	Letter grade	Grade Points	Interpretation
960 – 1000	A	4.00	*The A range denotes excellent performance.*
919 – 959	A-	3.70	
878 – 918	B+	3.30	
837 – 877	B	3.00	*The B range denotes good performance.*
796 – 836	B-	2.70	
755 – 795	C+	2.30	
714 – 754	C	2.00	*The C range denotes satisfactory performance.*
673 – 713	C-	1.70	
632 – 672	D+	1.30	
591 – 631	D	1.00	*The D range denotes unsatisfactory performance.*
550 – 590	D-	0.70	
0 - 549	F	0.00	*F denotes failing performance.*

Assignments
Students are expected to meet all assignment deadlines. Professional educators are required to plan and develop Individualized Education Plans, student testing, re-evaluations, plan parent meetings, and perform a host of sundry administrative duties. All of these activities are expected and in some instances, even required by law, to be conducted on time. As part of the correlation between collegiate theory and in your real world practice, **no late assignments will be accepted**. All assignments will be distributed by Dr. Lusk, and pleases plan your time accordingly.

When submitting an assignment electronically, you will need to save your assignments. Please save them using the assignment title followed by your first and last name

[1] <u>Participation/Disposition</u>- (150 points – 10 points per week)

This course will be taught completely online via Black Board. Active participation is required. Discussion and participation in the course activities and online discussions are critical for gaining the knowledge and skills necessary to meet the requirements of the class. It is also imperative that you are

able to access your e-mail regularly as this will be the primary communication for announcements from the professor. Participation points are earned by: (a) respectful behavior to peers and instructors, (b) knowledge of reading assignments by being prepared for the discussion through reading the assigned chapters and sharing your ideas, and (c) completing course assignments and discussion. As part of class participation, there will be a variety of online assignments and projects that will count as participation. Please understand that your participation and disposition is crucial in this course and program. Your instructor will be evaluating not only your participation and disposition, but your professionalism as well. Please read the above participation/disposition/professionalism statement.

MAJOR COURSE ASSIGNMENTS:

Major assignments are required; specific assignment guidelines will be posted on Blackboard. All assignments are to be turned in through the Blackboard Assignments site. Please review Blackboard tutorials if you are not familiar with using this course management system.

AGAIN, you are expected to schedule an appointment with Dr. Lusk via email to discuss any course assignments and grading.

[2] Weekly Assignments – (750 points – 50 points per week)

Each week you will be responsible for activities that will directly relate to that weekly topic. Examples of the weekly assignments include: reflections on readings for the week, applying content from readings to case examples, identifying resources pertaining to the topic of the week, developing questions to ask peers, scavenger hunts, pop quizzes, etc. You are also expected to complete readings for each week. ***ALL ASSIGNMENTS FOR THE WEEK NEED TO BE SUBMITTED AS ONE ASSIGNMENT***

[3] Communication Plan – (100 points)

Your final project will focus on the critical area of communication, specifically relating to a student(s) with low incidence exceptionalities. This will include actually developing an aided or unaided communication system and most probably will include the development of an alternative communication device or system. You will complete a plan describing how and why you implemented this plan for your student with low incidence exceptionalities. Please keep anonymity for your student. This plan will be a minimum of 3 pages in length. You will also construct a 5 slide presentation of this plan and post it to Blackboard to share with your peers.

This project is due on Thursday, April 28th.

EVALUATION OF STUDENT ACHIEVEMENT AND LEARNING OUTCOMES:

Participation/Disposition	**150 points**
Weekly Assignments	**750 points**
Communication Plan	**100 points**
TOTAL POSSIBLE POINTS =	**1,000 points**

All assignments will need to be submitted by 9:00 a.m. on Thursdays each week. There are occasional Thursdays throughout the semester, which falls on a holiday. Feel free to either continue to submit that Thursday morning or by 11:59 the night before. Dr. Lusk will open each module roughly one to two weeks before they are due. You will submit all assignments to Blackboard. When submitting an assignment electronically, you will need to save your assignments using the assignment title followed by your first and last name.

Please understand that all activities within the module assignment submissions must include all completed activities delineated in Blackboard. If you choose not to submit ***all*** activities delineated in Blackboard, you will only receive half credit for the entire module submission. In addition to only receiving half credit, you will not earn your participation points for that particular week. Finally, you will receive half credit on other completed

APA and Writing: All papers are to be written with correct grammar, mechanics, and punctuation, and formatted in American Psychological Association (APA) 6th edition format. **Simply stated, purchase the APA manual and READ IT.** You will need to have ALL of your assignments proofread by a knowledgeable person. This manual is the format framework behind all of your professionally written

papers in this master's program. APA errors will need to be at a minimum. Matter of fact, if a paper has 10 or more APA errors, the student will earn a zero for that particular assignment. In addition, you will need to make sure all of your papers are edited by a competent, creditable person. Your WSU faculty will not serve as editors, so you will need to have your papers written and edited by one or multiple persons before the due date. Most common editing mistakes are grammatical errors, sentence structure errors, papers written in passive voice versus active voice, spelling errors. Your WSU faculty will hold your writing and assignments to a high standard. Please prepare yourselves for these expectations.
WSU has a writing center on campus. There are NO excuses. FYI…you are expected to have your APA manual at all times. (Table has been adapted; however, provided by Dr. Donna Sayman).

APA Expectations and Rubric

Type of Error	Penalty
APA 6th Edition Format – basic format of paper: ➢ 12 point Times New Roman font, ➢ double-spaced, 1" margins ➢ running head and page numbers ➢ required level of headings and subheadings ➢ meets page limitations	-Papers that do not meet the font, spacing, and margin requirements will not be read and no points will be earned for the assignment. -Papers that do not meet the required level of headings will not be read and no points will be earned for the assignment. -Papers that exceed page limitations will not be read and no points will be earned for the assignment.
Grammar, mechanics, punctuation: ➢ person first language ➢ written in the 3rd person ➢ spelling, ➢ agreement with subject and verb and past and present tenses; appropriate use of punctuation and spacing, such as commas, semicolons, periods, quotation marks, parentheses, etc. ➢ correct sentence structure ➢ appropriate paragraph structure **APA 6th Edition Format – direct quotations and in-text citations:** ➢ exact quotations correctly referenced	Errors will be marked but not corrected. Once ten errors are marked, the paper will be returned without being read further or graded and no points will be earned for the assignment.
APA 6th Edition Format – references page: ➢ 12 point font, double-spaced, 1" margins, hanging indents ➢ correct format for articles, books, websites, etc. **NOTE:** Errors on the Reference page count separately from errors within the text of the paper:	Errors will be marked but not corrected. Once ten errors are marked, the paper will be returned without being graded and no points will be earned for the assignment.

Licensure Assessments:
Both the state of Kansas and the national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

(List required licensure assessments here)

(Note: If different course-embedded assessments exist for different programs within the course, the syllabus ought to either list each of these by program or the student should be referred to another document which does list such assessments, rubrics, passing criteria, and remediation limits.)

Remediation - Students failing to achieve an acceptable performance on this required assessment will be provided with a limit of *(insert number here)* remediation opportunity/opportunities. The university is not able to recommend individuals for licensure/endorsement who fail to attain an acceptable rating on required assessments, even though they may receive an acceptable course grade or exceed minimum GPAs. Therefore, students who do not achieve acceptable performance on this assessment after *(insert number here)* remediation opportunity/opportunities will be subject to dismissal from the program.

Undergraduate vs. Graduate Credit (for 700 level courses)
Undergraduate students enrolled in 700 level courses will receive undergraduate credit (not graduate credit) unless they have a previously approved senior rule application or dual/accelerated enrollment form on file in the Graduate School. Undergraduate credit earned in 700 level courses cannot later be counted toward a graduate degree.

Extra Credit
Please feel free to ask Dr. Lusk about extra credit points, too!

Late Assignments

Students are expected to meet all assignment deadlines. **No late assignments will be accepted**. Assignment expectations are given on the first day of class, and please plan your time accordingly. Dr. Lusk will NOT be returning graded assignments to any student unless he or she schedules a virtual meeting with Dr. Lusk to discuss critiques of the assignments. Please understand that Dr. Lusk sends an email every week (and posts on Blackboard) to the entire class of the critiques from the week's assignment. However, if you still have questions, you will need to schedule a meeting. At this meeting, you will receive a copy of the critiques and Dr. Lusk will schedule approximately 30 minutes with you to give feedback to the student. It is mandatory that you bring a copy of your APA manual (6th edition)
to these virtual meetings. Please understand it is your responsibility to schedule these meetings with Dr. Lusk.

Important Academic Dates
For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

Disabilities
If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).
The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing
The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusiveness
Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property
Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System
Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services
WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Other

Communication: Email is the best form of communication for Dr. Lusk. As the beginning of the syllabus states, please allow 48 hours for returned email correspondence from Dr. Lusk. Please know that Dr. Lusk responds to EVERY email. If you sent an email and there was no correspondence within 48 hours, Dr. Lusk did not receive it. (There are times when emails go to my "junk" mail folder or the email system is down). Please email Dr. Lusk again and call her office, if no response after 48 hours.

Tentative Schedule for 15 week class

Week	Topic	Assignment Due
1/19 – 1/21 Week One	Introduction to the Course	Readings on Black Board Weekly Assignments due 1/21 at 9:00 am
1/22 – 1/28 Week Two	Chapter 1: The Importance of Teaching Communication Skills	Read Chapter 1 Weekly Assignments due by 1/28 at 9:00 am
1/29 – 2/4 Week Three	Chapter 2: Assessing Communication Skills	Read Chapter 2 Weekly Assignments due by 2/4 at 9:00 am
2/5 – 2/11 Week Four	Chapter 3: Analyzing the Communicative Environment	Read Chapter 3 Weekly Assignments due by 2/11 at 9:00 am
2/12 – 2/18 Week Five	Chapter 4: Augmentative and Alternative Communication Techniques	Read Chapter 4 Weekly Assignments due by 2/18 at 9:00 am
2/19 – 2/25 Week Six	Augmentative and Alternative Communication Readings and Activities	Readings posted on BlackBoard Weekly Assignments due by 2/25 at 9:00 am
2/26 – 3/3 Week Seven	Chapter 5: Teaching Communication Skills: First Steps	Read Chapter 5 Weekly Assignments due by 3/3 at 9:00 am
3/4 – 3/10 Week Eight	Chapter 6: Teaching a Wide Range of Communication Skills	Read Chapter 6 Weekly Assignments due by 3/10 at 9:00 am
3/11 – 3/20 Week Nine	Enjoy your Spring Break!	Be safe during your Spring Break!
3/21 – 3/24 Week Ten	Chapter 7: The Role of Communicative Partners	Read Chapter 7 Weekly Assignments due by 3/24 at 9:00 am
3/25 – 3/31 Week Eleven	Chapter 8: Integrating Team Expertise to Support Communication	Read Chapter 8 Weekly Assignments due by 3/31 at 9:00 am
4/1– 4/7 Week Twelve	Chapter 9: Commonly Asked Questions: Challenges to Effective Communication Intervention	Read Chapter 9 Weekly Assignments due by 4/7 at 9:00 am
4/8 – 4/17 Week Thirteen	Work Independently Week	Please take this time to work on your communication plan. Also, please ask me any questions you may have via email.

4/18 – 4/21 Week	Augmentative and Alternative Communication Resource List	Review Page 244 Weekly Assignments due by 4/21 at 9:00 am
4/22 – 4/28 Week Fifteen	Communication Plan and Presentation - Final Project Due	Please submit final project by 4/28 at 9:00 am

College of Education
Course Syllabus
CI 819A CRN 21228 Internship/Practicum: Communication (1)
Spring 2016

Instructor:	Mary E. Spencer
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center 252D
Telephone:	31-641-1165
Email:	Mary.spencer@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	By appointment
Classroom; Days/Time:	By arrangement
Prerequisites:	CI 749F
Corequisite:	CI 819

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Provides a supervised opportunity for candidates to evaluate and implement nonverbal and verbal communication strategies for students with functional learning needs. Prerequisite: CI 749F. Corequisite: CI 819.

Definition of a Credit Hour
Field placement, internship, practicum, or clinical rotation: One (1) credit hour for field placement, internship, practicum, or clinical rotation is defined as at least forty-five (45) hours of supervised work each semester. This translates to at least one observation and 12 journal reflections.

Measurable Student Learning Outcomes

Course Outcomes The student will:	**Related Assessment**	**Guiding Principles from the Unit Conceptual** Framework (PR, HDD, CTA, T, CKS, C)	**KSDE Program Standards**
Conduct nondiscriminatory assessment to determine needs in the areas of language, emergent literacy, reading, & written language;	Journal entries, Self and faculty performance evaluation	CTA	KSDE 3
Write appropriate goals and objectives for language, literacy, written language, and reading improvement;	Journal entries, Self and faculty performance evaluation	CTA, CKS	KSDE 4
Deliver instruction to meet students' needs in communication skills for individuals with disabilities;	Self and faculty performance evaluation	CTA, CKS	KSDE 4, 5
Deliver instruction to meet students' needs in emergent literacy and reading skills in the areas of phonology, phonemic awareness, phonics, fluency, comprehension, and vocabulary;	Self and faculty performance evaluation, Journal entries	CTA, CKS	KSDE 4, 5
Deliver instruction to meet students' needs in written language skills;	Self and faculty performance evaluation	CTA, CKS	KSDE 4, 5
Identify and use assistive technology as needed;	Self and faculty performance evaluation	T	KSDE 3
Use grouping strategies to deliver instruction within individual, small group, and large group to improve language and literacy skills.	Self and faculty performance evaluation, Journal entries	CTA, CKS	KSDE 2

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)

Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Technology Expectations:
Students will be expected to (1) access Blackboard for course information; (2) use WSU email account for communication with the instructor; (3) access course readings online and conduct searches for course-related information; and (4) use word processing programs for all assignments. Assignments must be submitted electronically.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Education Candidate Conduct Expectations:
Education candidates participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. Candidates should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and site supervisors, may receive a failing grade and/or face possible removal from the field experience.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

(Please note that the WSU grading system does not recognize an A+)

Points/percentages, as instructor chooses	**Letter grade**	**Grade Points**	**Interpretation**
960-1000	A	4.00	*The A range denotes excellent performance.*
919-959	A-	3.70	
878-918	B+	3.30	
837-877	B	3.00	*The B range denotes good performance.*
796-836	B-	2.70	
755-795	C+	2.30	
714-754	C	2.00	*The C range denotes satisfactory performance.*
673-713	C-	1.70	
632-672	D+	1.30	
591-631	D	1.00	*The D range denotes unsatisfactory performance.*
550-590	D-	0.70	
0-549	F	0.00	*F denotes failing performance.*

Grading/Evaluation Criteria:
Assessment of the candidate's work will be based on observations of classroom implementation of cognitive strategies instruction and the quality of the written descriptions of implementation, reflection, and self-evaluation. Observations will be evaluated using the Performance Indicators Observation Checklist—Adaptive.

An incomplete will not be recorded unless a contract for completion of course work has been developed with the instructor. The instructor will discuss any specific grade privately with the person involved outside of class. The instructor reserves the right to add to or change any of the objectives, class requirements, general policies, grading policies, or schedule. Such changes will not be made capriciously, and clear notification will be provided.

Students who earn a grade of "C" or below will be required to repeat enrollment and participation in this course and in the co-requisite course.

Assignments
Description of Responsibilities:

1. Faculty-evaluation performance/Observation = 400 points. *** Please note: It is the responsibility of the student to make sure they contact their university observer to schedule a time for the observation. If this is not done within the semester, an incomplete grade will be given until such a time as a university supervisor can conduct the observation.

2. Practical teaching in a classroom, either as a teacher, paraprofessional, long-term substitute in the same classroom, aide, or volunteer. **45 hours** is required for the semester in the same classroom. If you are not currently teaching, the instructor will find a placement for you and you must commit to at least 45 hours in that placement over the course of the semester. = 400 points

3. Self- reflection – Please complete the self-reflection after your observation = 200 points

Total: 1,000 points

Licensure Assessments:
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One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

> No embedded assessments are in this course. Transition into Comprehensive Exams requires a GPA of 3.0 or higher.

Undergraduate vs. Graduate Credit (for 700 level courses)
Undergraduate students enrolled in 700 level courses will receive undergraduate credit (not graduate credit) unless they have a previously approved senior rule application or dual/accelerated enrollment form on file in the Graduate School. Undergraduate credit earned in 700 level courses cannot later be counted toward a graduate degree.

Important Academic Dates
For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

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Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Tentative Schedule
To be developed by the administrators of participating schools, cooperating teachers, and university supervisor.

College of Education
Course Syllabus
CI 821 CRN 22044 Classroom Reading Practicum (3)
Spring 2016

Instructor:	Dr. Nicole L. Niessen PhD, CCC-SLP
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center
Telephone:	316-978-3322 In case of emergency Mobile: (316) 516-6637
Email:	Nicole.niessen@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Upon arrangement/by appt.
Classroom; Days/Time:	Arranged
Prerequisites:	CI 705

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Students participate in a practicum experience, delivering developmental and corrective reading instruction in a classroom setting. Prerequisite: CI 705.

Definition of a Credit Hour
The expectation of work in order to be successful in this 3 credit course is three hours of out of class work for each hour that you would spend in class. This includes work assigned on-line through Blackboard, reading, written assignments, projects and other course related activities.

Measurable Student Learning Outcomes

Course Outcomes The reading specialist: (KSDE standards)	Related Assessment	Guiding Principles from the Unit Conceptual Framework (PR, HDD, CTA, T, CKS, C)
Standard #1 The reading specialist demonstrates knowledge of the foundations of reading and writing processes and instruction.	Reading Practicum Assessment	CKS, HDD
Standard #2 The reading specialist demonstrates the use of a wide range of instructional practices, approaches, methods and curriculum materials to support reading and writing instruction.	Case Study Reading Practicum Assessment Lesson Plan rubric	CTA & CKS
Standard #3 The reading specialist demonstrates the use of a variety of assessment tools and practices to plan and evaluate effective literacy instruction.	Case Study Reading Practicum Assessment	CTA
Standard #4 The reading specialist demonstrates the use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments to create a literate environment that fosters effective reading and writing instruction.	Case Study Reading Practicum Assessment	CTA
Standard #5 The reading specialist demonstrates the importance and responsibility of continuing professional development in increasing the knowledge and skills required for teaching all students to read and write effectively.	Reading Professional Self-Assessment	PR
* Standard 7: The reading specialist is respectful and committed to the profession, participates and is involved the learning process and values literacy.	Reading Specialist Professionalism/Dispositions Rubric	C
* Standard 8: The reading specialist is able to use technology for instruction and personal and professional productivity.	Technology Competency Rubric	T
Note—KSDE has removed the requirement of a supervised internship from the umbrella of		C

the university. This internship has been moved to the district level.		

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Other Readings
You are encouraged to use texts and online readings from CI 705, 714, 736, 615 and other appropriate textbooks, resource books, and websites that contain teaching ideas for reading education.

Technology Expectations:
Computer technology, including word processing and internet use, and Blackboard software will be required for successfully completing this course. All papers are to be word processed in WORD and sent as a WORD (.doc) document. Students must have access to the internet and use their WSU email address.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Other Equipment/Materials
Conceptual Framework:
http://webs.wichita.edu/depttools/DeptToolsMemberFiles/coedean/revisedCF_2_24_03.pdf
International Reading Association: www.reading.org
National Educational Association: www.nea.org
NCATE: www.ncate.org

Class Protocol
Class Sessions: The focus of this course is to work directly with students. We will not meet as a class.

Arrangements: If you are doing the practicum in your classroom, it is your responsibility to let the building administrator know that you will be working with students in your classroom to meet course requirements. One suggestion would be to give the administrator a copy of the syllabus.

Supervision: The two video recorded lessons will be evaluated by your instructor using the "Reading Practicum Assessment form." These observations will serve as the supervised element in this practicum.

Education Candidate Conduct Expectations:
Education candidates participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. Candidates should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf

In view of these expectations, candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and site supervisors, may receive a failing grade and/or face possible removal from the field experience.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

Percentages	Letter Grade	Grade Points	Interpretation
93.0-100	A	4.00	*The A range denotes excellent performance.*
90.0-92.9	A-	3.67	
87.0-89.9	B+	3.33	
83.9-86.9	B	3.00	*The B range denotes good performance.*
80.0-82.9	B-	2.67	
77.0-79.9	C+	2.33	
73.0-76.9	C	2.00	*The C range denotes satisfactory performance.*
70.0-72.9	C-	1.67	
67.0-69.9	D+	1.33	
63.0-66.9	D	1.00	*The D range denotes unsatisfactory performance.*
60.0-62.9	D-	0.67	
0-59.9	F	0.00	*F denotes failing performance.*

Your grade will be based on meeting the minimum number of contact hours, your reflective journal entries, the quality of your case study, completion and quality of your video analyses, and the Reading Practicum Assessment Form evaluations.

Assignments

Assignment #1 Log of hours	**Due May 10**	**(25 pts)**
Assignment #2 Recorded lesson & reflection (#1)	**Due February 22**	**(50 pts)**
Assignment #2 Recorded lesson & reflection (#2)	**Due March 21**	**(50 pts)**
Assignment #3 Lesson Plan (#1)	**Due February 8**	**(50 pts)**
Assignment #3 Lesson Plan (#2)	**Due March 14**	**(50 pts)**
Assignment #4 Case Study	**Due May 10**	**(100 pts)**
Assignment #5 Reflective Journal	**Due May 10**	**(50 pts)**
Assignment #6 Professional self-assessment Part 1 (pre-survey and PD plan)	**Due February 8**	**(25 pts)**
Part 2 (survey-post and reflective statement)	**Due May 10**	**(25 pts)**

TOTAL POINTS: 425

Course Requirements:
1. Ninety (90) clock hours are required for this experience. A minimum of 60 clock hours must involve direct instruction/assessment with students and 30 clock hours can involve planning and instructional materials development. The hours should be reported in a log, which contains the date, time spent and a brief description of what you did. This can be in a three-column format. (See sample log document). If you are at a school that does not meet NCATE's requirements for diversity (i.e., 15% special education, 15% free/reduced lunch, 15% ELL, 15% minority—must meet at lease one of these criteria), you will be required to complete 15 clock hours (part of the 90) in a placement that provides experiences working with diverse students (e.g., Boy and Girls Club after school program).

2. Conduct and video/audio record **two 20-30 minute lessons** with the camera focused on you. View the video clip and word process a one-page reflection analyzing what you see. Focus on what you taught, how you taught, and what you were trying to accomplish. Look at the video from the perspective of the student. If you were the student how would your instruction impact you? What would you not change and what would you change and why? Do not focus on the negative and be overly critical. Rather focus on how well you accomplished the lesson's objectives and how motivating the instruction is for the student/s. Include some positive comments and some points that need improving. (see Video Analysis document) Additionally, using the Reading Practicum assessment form, complete a self-assessment. A copy of this tape and your one-page reflection should be forwarded to your instructor and/or sent digitally. Determine how you would like to submit your video (e.g., youtube, google docs) and obtain permission from the instructor. DVDs may be made and mailed; however, they will not be returned. Your video will be reviewed and assessed by the instructor using the Reading practicum assessment form (see BB).

3. Provide instruction for an individual student or group of students. These students should be identified as less proficient readers, who would benefit from focused, small group instruction. You will turn in 2 detailed lesson plans describing 2 literacy lessons you taught (see BB for sample template and rubric. You do not have to use this template but should make sure all components on the rubric are covered by the lesson plan). These will be posted on a discussion board thread so we can share ideas/thoughts with our colleagues. One of the two lesson plans should focus on either students who are linguistically/culturally diverse or who have identified exceptionalities.

4. Complete a **case study** on one student or a small group of students. Use the student's first name only (or an alternate name) when completing the case study or referring to the student in class discussions. (See example posted on BB.) The case study must include the following sections:

A. Pre-assessment information should include data, such as IRI results, sight word knowledge, decoding ability, comprehension performance, fluency, and attitude information. This could be assessment data from the previous semester or school term along with some informal assessments.
B. A description of student's strengths and weaknesses in the language arts and attitude toward reading and writing based on the pre-assessment information.
C. 2-3 recommendations of instructional strategies to address the student's strengths and weaknesses and including specific referrals for further testing.
D. The course of study you designed to address each recommendation. This can be one or more paragraphs describing the instructional focus you recommend.
E. Post assessment information that will describe gains achieved. Where possible, administer the same assessments as pre- and post tests.

5. Keep a reflective journal of your experiences and conclusions about your teaching each day. Include relevant information that documents your work with the student – what worked and what didn't work very well. What did you learn about the student and what did you learn about yourself? You should document lessons and activities by briefly summarizing the instructional focus and results including reflection for each day of literacy instruction in a journal. (See reflective journal document.) The journal will be submitted through Assignments at the end of the semester.

6. Complete the RS professional self assessment. Any area scoring lower than a 3, create a self professional development plan. Implement the plan over the semester then complete the survey again at the end of the semester. You will turn this in in pieces (self-assessment –pre and PD plan first then final survey and reflections last).

Performance Assessments:
College policy requires that all College of Education programs be performance-based. In particular, this requires that program candidates meet criteria established at each (of at least four) Transition Points in academic programs. Transition Point requirements may include passing various specific courses and obtaining certain GPAs as well as receiving acceptable ratings on certain required assessments, some of which are embedded within program coursework.

Please see attached rubrics for details pertaining to required assessments, including rubrics and passing criteria.

Remediation Candidates unable to successfully meet Transition Point criteria will ordinarily be assigned remediation, which may affect progress in the program (e.g., not proceeding to next semester's coursework). Meeting Transition Point criteria ultimately is necessary for graduation even though general GPA requirements may be met. Students who do not achieve acceptable performance on this/these assessment(s) after *(insert number here)* remediation opportunity/opportunities will be subject to dismissal from the program.

Undergraduate vs. Graduate Credit (for 700 level courses)
Undergraduate students enrolled in 700 level courses will receive undergraduate credit (not graduate credit) unless they have a previously approved senior rule application or dual/accelerated enrollment form on file in the Graduate School. Undergraduate credit earned in 700 level courses cannot later be counted toward a graduate degree.

Important Academic Dates
For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

Disabilities
If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing
The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusiveness
Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has

been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property
Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System
Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services
WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Other

Program: Reading Specialist

KSDE Assessment #4

Name of the assessment: Case Study

Course # CI 821

Level of performance: **Target** (3) Candidate demonstrates depth and breadth of knowledge and skills of assessing, designing and providing individualized services to students at high levels of ability as described in detail in the rubric. **Acceptable** (2) Candidate demonstrates depth and breadth of knowledge and skills of assessing, designing and providing individualized services to students at sufficient levels of ability as described in detail in the rubric. **Unacceptable** (1) Candidate does not demonstrate the required depth and breadth of knowledge and skills of assessing, designing and providing individualized services to students.

Passing Criteria: Minimum competency for passing the assessment is the Acceptable (2) level on each trait.

Traits/Subjects	Level of Performance	Program	Transition

	Unacceptable – 1	Acceptable – 2	Target – 3	Standard	Point
Trait A: Pre Assessment	Pre-assessment data supports the strengths and weaknesses and instructional priorities and section is clear and concise. There are a wide variety of assessment tools and practices used to plan effective literacy instruction.	Pre-assessment data supports the strengths and weaknesses cited and suggested instructional priorities are appropriate. There are a variety of assessment tools and practices to plan effective literacy instruction.	Too few or inappropriate pre-assessments given to establish instructional priorities. Only one instrument or assessment practice used to plan effective literacy instruction.	3	III
Trait B: Post Assessment	Post-assessments are appropriate and clearly measures gains based on instructional emphasis. Section could serve as a model for others. There are a wide range of assessment tools and practices used to evaluate effective literacy instruction.	Post-assessments are related to pre-assessments and measures gains based on instructional emphasis. There are a range of assessment tools and practices used to evaluate effective literacy instruction.	Post-assessments are not related to pre-assessments and/or information is poorly presented. Only one assessment tool or practice was used to evaluate effective literacy instruction.	3	III
Trait C:	The course of study is clearly described, appropriate to student needs, with strategies and materials to be used clearly documented. A wide range of instructional practices, approaches, methods, and curriculum materials are used to provide effective literacy instruction.	The course of study is related to student needs as identified in strengths and weaknesses. Some materials and strategies are included as examples. A range of instructional practices, approaches, methods, and curriculum materials are used to provide effective literacy instruction.	The course of study is inappropriate for student needs or is poorly presented. There is no description of the instructional practices, approaches, methods, or curriculum materials provided OR the ones described are not empirically supported as being effective in literacy instruction.	2	III
Trait D:	Fully describes the literacy environment of the classroom (strengths and areas of improvement—ways in which changes to the environment could foster student growth). Fully describes the use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments to create	Describes the literacy environment of the classroom (strengths and areas of improvement—ways in which changes to the environment could foster student growth). Describes the use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments to create a literate environment	Does not describe the literacy environment of the classroom (strengths and areas of improvement—ways in which changes to the environment could foster student growth). Does not describe the use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments to	4	III

	a literate environment that fosters effective reading and writing instruction.	that fosters effective reading and writing instruction.	create a literate environment that fosters effective reading and writing instruction.		

(For STEP programmer only) Pass the assessment: Yes No

Unit Conceptual Framework and Guiding Principle Proficiencies Coding

(1) Professionalism and reflection on the vocation (PR): The WSU teacher preparation program uses a reflective model to develop professional dispositions in candidates for the improvement of professional practice. Candidates are expected to value knowledge and continuous learning to improve professional practice (**dl)***. Candidates understand and implement the legal and ethical practices of the profession. Candidates are familiar with major learning theories and strategies to enhance educational knowledge and are able to evaluate instructional decisions for their impact on students/clients.

(2) Human development and respect for diversity (HDD): Candidates demonstrate a commitment to the basic principles and theories of human development, learning, and diversity and apply this knowledge to their own learning, teaching, guiding, and clinical situations which includes a commitment to "fairness" in all aspects of their work and the expectation that all students/clients can learn **(df)*.** Candidates consider family, community, and school in advocating for students and clients **(da)*** and have knowledge of relevant historical, philosophical, social and cultural factors.

(3) The connection of teaching and assessment (CTA): Candidates know and understand current theory, research and practice that inform the cyclical and interactive processes of good teaching (e.g., analysis, preparation, instruction, assessment [qualitative and quantitative], and decision making based on assessment results). The candidates apply this knowledge across all facets of their work. The candidates develop skills to plan, implement, and evaluate developmental, cultural, and ethically appropriate techniques and strategies for addressing student and client needs. Respects and holds high expectations and fairness for all learners (df)*.

(4) Technology integration (T): Candidates can demonstrate skills in the use of technology appropriate to the respective disciplines. Technology is used to enhance professional productivity in planning, teaching, student learning, and assessment. The candidates seek opportunities to continually learn and improve professional practice **(dl)*.**

(5) Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS): Candidates identify, understand, and use and continue to build knowledge in the disciplinary field(s). Candidates apply this knowledge to teaching within the structure of the standards and seek opportunities to continually learn and improve professional practice **(dl)***.

(6) Collaboration with stakeholders (C): Candidates identify, understand, and use processes to work, and advocate cooperatively and professionally, with students/clients, colleagues, parents and community to move toward mutual goals. Candidates collectively plan, gather, and build resources to create innovative solutions to existing problems. Candidates demonstrate effective communication and interpersonal skills and attitudes. The candidates plan, implement and sustain an appropriate environment that promotes effective professional practice**s.** Candidates value working cooperatively with colleagues and others to advance best interest of students and clients **(dc)*.**

***Underlined portions designate dispositions**

NCATE Knowledge Coding

For Teacher Ed Program

- Content Knowledge (CK)
- Dispositions (D)
- Student Learning (SL)
- Pedagogical Content Knowledge & Skills (PCKS)
- Professional and Pedagogical Knowledge and Skills (PPKS)

For Other School Professional

Dispositions (D)
Student Learning (SL)
Professional Knowledge and Skills (PKS)

Program: Reading Specialist

KSDE Assessment #2

Name of the assessment: Lesson Plan Rubric

Course # CI 821

Level of performance: **Target** (3) Candidate demonstrates depth and breadth of knowledge and skills of assessing, designing and providing individualized services to students at high levels of ability as described in detail in the rubric. **Acceptable** (2) Candidate demonstrates depth and breadth of knowledge and skills of assessing, designing and providing individualized services to students at sufficient levels of ability as described in detail in the rubric. **Unacceptable** (1) Candidate does not demonstrate the required depth and breadth of knowledge and skills of assessing, designing and providing individualized services to students.

Passing Criteria: Minimum competency for passing the assessment is the Acceptable (2) level on each trait.

Traits/Subjects	**Level of Performance**			**Program Standard**	**Transition Point**
	Target 3	**Acceptable – 2**	**Unacceptable 1**		
Trait A: Reading	The candidate demonstrates the use of	The candidate demonstrates the use of a	The candidate does not demonstrate the use of a	2	III

instruction	a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction.	range of instructional practices, approaches, methods, and curriculum materials to support reading instruction.	range of instructional practices, approaches, methods, and curriculum materials to support reading instruction.		
Trait B: Writing Instruction	The candidate demonstrates the use of a wide range of instructional practices, approaches, methods, and curriculum materials to support writing instruction.	The candidate demonstrates the use of a range of instructional practices, approaches, methods, and curriculum materials to support writing instruction.	The candidate does not demonstrate the use of a range of instructional practices, approaches, methods, and curriculum materials to support writing instruction.	2	III

(For STEP programmer only) Pass the assessment: Yes No

Unit Conceptual Framework and Guiding Principle Proficiencies Coding

(1) Professionalism and reflection on the vocation (PR): The WSU teacher preparation program uses a reflective model to develop professional dispositions in candidates for the improvement of professional practice. Candidates are expected to value knowledge and continuous learning to improve professional practice (**dl)***. Candidates understand and implement the legal and ethical practices of the profession. Candidates are familiar with major learning theories and strategies to enhance educational knowledge and are able to evaluate instructional decisions for their impact on students/clients.

(2) Human development and respect for diversity (HDD): Candidates demonstrate a commitment to the basic principles and theories of human development, learning, and diversity and apply this knowledge to their own learning, teaching, guiding, and clinical situations which includes a commitment to "fairness" in all aspects of their work and the expectation that all students/clients can learn **(df)*.** Candidates consider family, community, and school in advocating for students and clients **(da)*** and have knowledge of relevant historical, philosophical, social and cultural factors.

(3) The connection of teaching and assessment (CTA): Candidates know and understand current theory, research and practice that inform the cyclical and interactive processes of good teaching (e.g., analysis, preparation, instruction, assessment [qualitative and quantitative], and decision making based on assessment results). The candidates apply this knowledge across all facets of their work. The candidates develop skills to plan, implement, and evaluate developmental, cultural, and ethically appropriate techniques and strategies for addressing student and client needs. Respects and holds high expectations and fairness for all learners (df)*.

(4) Technology integration (T): Candidates can demonstrate skills in the use of technology appropriate to the respective disciplines. Technology is used to enhance professional productivity in planning, teaching, student learning, and assessment. The candidates seek opportunities to continually learn and improve professional practice **(dl)*.**

(5) Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS): Candidates identify, understand, and use and continue to build knowledge in the disciplinary field(s). Candidates apply this knowledge to teaching within the structure of the standards and seek opportunities to continually learn and improve professional practice **(dl)***.

(6) Collaboration with stakeholders (C): Candidates identify, understand, and use processes to work, and advocate cooperatively and professionally, with students/clients, colleagues, parents and community to move toward mutual goals. Candidates collectively plan, gather, and build resources to create innovative solutions to existing problems. Candidates demonstrate effective communication and interpersonal skills and attitudes. The candidates plan, implement and sustain an appropriate environment that promotes effective professional practice**s.** Candidates value working cooperatively with colleagues and others to advance best interest of students and clients **(dc)*.**

***Underlined portions designate dispositions**

NCATE Knowledge Coding

For Teacher Ed Program

- Content Knowledge (CK)
- Dispositions (D)
- Student Learning (SL)
- Pedagogical Content Knowledge & Skills (PCKS)
- Professional and Pedagogical Knowledge and Skills (PPKS)

For Other School Professional

Dispositions (D)
Student Learning (SL)
Professional Knowledge and Skills (PKS)

Program: Reading Specialist

KSDE Assessment #3

Name of the assessment: Reading Specialist Practicum Assessment

Course # CI 821

Level of performance: **Target** (3) Candidate independently demonstrate the importance and responsibility of continuing professional development at high levels of ability as described in detail in the rubric. **Acceptable** (2) Candidate demonstrates the importance and responsibility of continuing professional development at sufficient levels of ability as described in detail in the rubric. **Unacceptable** (1) Candidate does not demonstrate the importance and responsibility of continuing professional development.

Passing Criteria: Minimum competency for passing the assessment is the Acceptable (2) level on each trait.

Traits/Subjects	**Level of Performance**			**Program Standard**	**Transition Point**
	Unacceptable – 1	**Acceptable – 2**	**Target – 3**		

Trait A: The reading specialist demonstrates knowledge of the foundations of reading and writing processes and instruction.	The candidate demonstrates minimal knowledge of reading and writing processes and instruction. He/She is unable to articulate the empirical evidence for differentiated instruction.	The candidate demonstrates knowledge of reading and writing processes and instruction. He/She is able to articulate the empirical evidence for differentiated instruction.	The candidate demonstrates an extensive knowledge of reading and writing processes and instruction. He/She is able to clearly articulate the empirical evidence for differentiated instruction.	1	III
Trait B: The reading specialist demonstrates the use of a wide range of instructional practices, approaches, methods and curriculum materials to support reading and writing instruction.	The candidate demonstrates lack of a range of tools to support reading and writing instruction. The tools that are used are from a restricted resource base and are not scientifically-based. He/She is unable to articulate how the tools are used to lead to improved student learning.	The candidate demonstrates use of a range of tools to support reading and writing instruction. These tools are pulled from a variety of scientifically-based resources. He/She is able to articulate how the tools are used to lead to improved student learning.	The candidate demonstrates use of a wide range of tools to support reading and writing instruction. These tools are pulled from a wide variety of scientifically-based resources. He/She is able to clearly articulate how the tools are used to lead to improved student learning.	2	III
Trait C: The reading specialist demonstrates the use of a variety of assessment tools and practices to plan and evaluate effective literacy instruction.	The candidate demonstrates a lack of variety of assessment tools and practices. He/She is unable to interpret data and help teachers interpret data. He/She does not use assessment to drive instruction and to evaluate the impact of instruction.	The candidate demonstrates use of a variety of assessment tools and practices. He/She is able to interpret data and help teachers interpret data. He/She uses assessment to drive instruction and to evaluate the impact of instruction.	The candidate demonstrates use of a wide variety of assessment tools and practices. He/She is able to independently interpret data and help teachers interpret data. He/She effectively uses assessment to drive instruction and to evaluate the impact of instruction.	3	III
Trait D: The reading specialist demonstrates the use of instructional	The candidate demonstrates a lack of variety of tools to create a literate environment to	The candidate uses a variety of tools to create a literate environment to support reading and writing instruction. He/She articulates the	The candidate uses a wide variety of tools to create a literate environment to support reading and writing instruction.	4	III

practices, approaches and methods, curriculum materials, and the appropriate use of assessments to create a literate environment that fosters effective reading and writing instruction.	support reading and writing instruction. He/She is unable to articulate the importance of a literate environment to enhance reading and writing instruction. He/She is unable to link assessment to changes in the environment to better meet the needs of readers and writers.	importance of a literate environment to enhance reading and writing instruction. He/She is able to link assessment to changes in the environment to better meet the needs of readers and writers.	He/She clearly articulates the importance of a literate environment to enhance reading and writing instruction. He/She is able to independently link assessment to changes in the environment to better meet the needs of readers and writers.		

(For STEP programmer only) Pass the assessment: Yes No

Unit Conceptual Framework and Guiding Principle Proficiencies Coding

(1) Professionalism and reflection on the vocation (PR): The WSU teacher preparation program uses a reflective model to develop professional dispositions in candidates for the improvement of professional practice. Candidates are expected to value knowledge and continuous learning to improve professional practice (**dl)***. Candidates understand and implement the legal and ethical practices of the profession. Candidates are familiar with major learning theories and strategies to enhance educational knowledge and are able to evaluate instructional decisions for their impact on students/clients.

(2) Human development and respect for diversity (HDD): Candidates demonstrate a commitment to the basic principles and theories of human development, learning, and diversity and apply this knowledge to their own learning, teaching, guiding, and clinical situations which includes a commitment to "fairness" in all aspects of their work and the expectation that all students/clients can learn **(df)*.** Candidates consider family, community, and school in advocating for students and clients **(da)*** and have knowledge of relevant historical, philosophical, social and cultural factors.

(3) The connection of teaching and assessment (CTA): Candidates know and understand current theory, research and practice that inform the cyclical and interactive processes of good teaching (e.g., analysis, preparation, instruction, assessment [qualitative and quantitative], and decision making based on assessment results). The candidates apply this knowledge across all facets of their work. The candidates develop skills to plan, implement, and evaluate developmental, cultural, and ethically appropriate techniques and strategies for addressing student and client needs. Respects and holds high expectations and fairness for all learners (df)*.

(4) Technology integration (T): Candidates can demonstrate skills in the use of technology appropriate to the respective disciplines. Technology is used to enhance professional productivity in planning, teaching, student learning, and assessment. The candidates seek opportunities to continually learn and improve professional practice **(dl)*.**

(5) Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS): Candidates identify, understand, and use and continue to build knowledge in the disciplinary field(s). Candidates apply this knowledge to teaching within the structure of the standards and seek opportunities to continually learn and improve professional practice **(dl)***.

(6) Collaboration with stakeholders (C): Candidates identify, understand, and use processes to work, and advocate cooperatively and professionally, with students/clients, colleagues, parents and community to move toward mutual goals. Candidates collectively plan, gather, and build resources to create innovative solutions to existing problems. Candidates demonstrate effective communication and interpersonal skills and attitudes. The candidates plan, implement and sustain an appropriate environment that promotes effective professional practice**s.** Candidates value working cooperatively with colleagues and others to advance best interest of students and clients **(dc)*.**

***Underlined portions designate dispositions**

NCATE Knowledge Coding

For Teacher Ed Program

- Content Knowledge (CK)
- Dispositions (D)
- Student Learning (SL)
- Pedagogical Content Knowledge & Skills (PCKS)
- Professional and Pedagogical Knowledge and Skills (PPKS)

For Other School Professional

Dispositions (D)
Student Learning (SL)
Professional Knowledge and Skills (PKS)

Program: Reading Specialist

KSDE Assessment #6

Name of the assessment: Reading Professional Self Assessment Rubric

Course # CI 821

Level of performance: **Target** (3) Candidate independently demonstrate the importance and responsibility of continuing professional development at high levels of ability as described in detail in the rubric. **Acceptable** (2) Candidate demonstrates the importance and responsibility of continuing professional development at sufficient levels of ability as described in detail in the rubric. **Unacceptable** (1) Candidate does not demonstrate the importance and responsibility of continuing professional development.

During CI 821, candidates are asked to complete a self assessment rating. Using the ratings from the self assessment, the candidates develop a professional development plan for themselves. This plan is then implemented during CI 821. At the completion of 821, the candidate writes a reflection paper discussing professional growth that has resulted. The course instructor then evaluates the plan, implementation of the plan, and the reflection paper using this rubric.

Passing Criteria: Minimum competency for passing the assessment is the Acceptable (2) level on each trait.

Traits/ Subjects	Level of Performance			Program Standard	Transition Point	CF Prof	NCATE Knowledge
	Unacceptable – 1	Acceptable – 2	Target – 3				
Trait A: Reading	The reading specialist demonstrates, with prompting and scaffolding, the importance and responsibility of continuing professional development in increasing the knowledge and skills required for teaching all students to read effectively.	The reading specialist demonstrates the importance and responsibility of continuing professional development in increasing the knowledge and skills required for teaching all students to read effectively.	The reading specialist consistently and independently demonstrates the importance and responsibility of continuing professional development in increasing the knowledge and skills required for teaching all students to read effectively.	5	IV	PR	D
Trait B: Writing	The reading specialist demonstrates, with prompting and scaffolding, the importance and responsibility of continuing professional development in increasing the knowledge and skills required for teaching all students to write effectively.	The reading specialist demonstrates the importance and responsibility of continuing professional development in increasing the knowledge and skills required for teaching all students to write effectively.	The reading specialist consistently and independently demonstrates the importance and responsibility of continuing professional development in increasing the knowledge and skills required for teaching all students to write effectively.	5	IV	PR	D

(For STEP programmer only) Pass the assessment: Yes No

Reading Professional Self Assessment Task

It is important for reading specialists to demonstrate the importance and responsibility of continuing professional development in increasing the knowledge and skills required to teach all students to read and write effectively. Please complete the following reading professional self assessment (CI 824). 5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree. The items from this assessment are adapted from the International Reading Association's Standards for Reading Professionals (2003).

When you are done completing the assessment, examine the items you scored a 3, 2, or 1. Write a professional development plan for yourself targeting these areas. Following implementation of your professional development plan, you will complete this assessment again to re-assess your knowledge and skills (CI 825).

Question	5	4	3	2	1
1. I am able to independently refer to major theories of reading and learning. I can independently explain, compare, contrast, and critique the theories.					
2. I am able to independently determine if students are appropriately integrating the components of reading (i.e., phonemic awareness, phonics, vocabulary, fluency, comprehension, motivation, and background knowledge) in fluent reading.					
3. I am able to independently support classroom teachers and paraprofessionals in their use of instructional grouping options. I am also able to independently explain the evidence for changing configurations to best meet the needs of all students.					
4. I am able to independently support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, methods, and curriculum materials.					
5. I am able to independently compare, contrast, use, interpret, and recommend a wide range of assessment tools and practices. I can independently train teachers to administer and interpret these assessments.					
6. I am able to independently support the classroom teacher in the assessment of individual students, extending the assessment to determine proficiencies and difficulties for appropriate services.					
7. I am able to independently assist the classroom teacher in using assessment data to drive instruction. I can independently collect, analyze, and use school-wide assessment data to implement and revise school reading programs.					
8. I am able to independently communicate assessment information to various audiences.					
9. I am able to independently assist the classroom teacher and paraprofessional in selecting materials that match reading levels, interests, and cultural/linguistic backgrounds.					
10. I am able to independently demonstrate and model reading and writing for real purposes in interactions with students and professionals.					
11. I am able to independently use methods to effectively revise instructional plans to motivate all students. I can articulate the research base behind these practices.					

12. I can independently articulate the theories related to the connections between teacher dispositions and student achievement.					
13. I can independently conduct professional study groups for paraprofessionals and teachers.					
14. I can independently advocate to advance the professional base to expand knowledge-based practices.					
15. I can independently and constructively provide an evaluation of my own or others' teaching practices. I exhibit leadership skills in professional development.					

Areas of strength (rated 4 or 5):

Areas of need (rated 3, 2, or 1):

Plans for continued professional development:

Reflections upon re-assessment at conclusion of CI 821:

Tentative Schedule

Date	Topics, Readings, Assignments, Deadlines
Due May 10	Assignment #1 Log of hours
Due February 22	Assignment #2 Recorded lesson & reflection (#1)
Due March 21	Assignment #2 Recorded lesson & reflection (#2)
Due February 8	Assignment #3 Lesson Plan (#1)
Due March 14	Assignment #3 Lesson Plan (#2)
Due May 10	Assignment #4 Case Study
Due May 10	Assignment #5 Reflective Journal
Due February 8	Assignment #6 Professional self-assessment Part 1 (pre-survey and PD plan)
Due May 10	Part 2 (survey-post and reflective statement)

College of Education
Course Syllabus
CI 822 CRN 21563 Principles of Nondiscriminatory Assessment for Students with Exceptionalities (2)
Spring 2016

Instructor:	Donna M. Sayman**,** Ph.D.
Department:	Curriculum and Instruction
Office Location:	115 Corbin Education Center
Telephone:	(316) (978-6877)
Email:	donna.sayman@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Wednesday & Thursday – 3:00 P.M. – 5:00 P.M. and by appointment * Please note: Virtual office hours are available by appointment.
Classroom; Days/Time:	January 20, 2016 – May 4, 2016 Wednesday 5:30 P.M. – 7:10 P.M. Corbin Education Center Rm. 157
Prerequisites:	CI 749A, 749F, or 749G

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. Note: Weather Cancellations – Call 978-6633 (select 2) to obtain information on weather related class cancellations.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Applies standardized and informal evaluation techniques including critical evaluation of standardized tests, their appropriateness for special populations (including school- age individuals with exceptionalities and reading disabilities as well as young children and culturally and linguistically diverse learners), and alternative methods of assessment and intervention techniques based on diagnostic profiles. Historical, racial, gender, and social disproportionalities issues within special education are also addressed. Prerequisites: CI 749A, 749F, or 749G.

Definition of a Credit Hour
Course Definition and Assignment of Credit Hours: According to the U.S. Department of Education a "credit hour" is a measure of graduate academic work represented in intended learning outcomes and verified by evidence of student achievement.

The expectation of work in order to be successful for this 2-credit course is 100-minutes of direct faculty instruction and 4 hours of out-of-class student work each week, which includes practice work, writing assignments, and assigned readings. This is also a hybrid Course (Face-to-Face and Online). For the weeks we are online, you will spend approximately 6 hours per week during the semester working through your online modules, participating in synchronous and asynchronous activities, and other out-of-class work.

Measurable Student Learning Outcomes

Course Outcomes **The candidate will:**	**Related Assessment**	**Guiding Principles Unit Conceptual Framework (PR, HDD, CTA, T, CKS, C)**	**Guiding Principles From Guiding Program Document**	**Professional Standards (KSDE)**
Gain knowledge about the historical, ethical, and legal foundations and provisions regarding assessment and special education	Discussion boards, Journal Critiques	PR	Goal 3	1 A, G 7A 8A, G 8 ECSE
Understand a variety of screening, evaluation and assessment instruments in the identification of learners with exceptionalities	Assessment; In and out of class	CTA	Goal 3	2A 3G 4ECSE
Know the principles of measurement and test construction	Discussion board	CTA	Goal 3	3 A, F, G 4 ECSE
Know the purpose and types of assessment procedures needed to both classify/diagnose and design individual plans (IFSP/IEP)	Discussion boards, Assessment assignments	HDD CTA	Goal 3	3 A, F, G 4 ECSE
Understand assessment processes needed to identify challenges/needs in the physical, cognitive, adaptive, behavior, achievement, language, behavioral, and career/vocational domains	Journal article critiques	HDD CTA	Goal 3	3 A, F, G 4 ECSE
Understand assessment processes and procedures of young children	Assessment; In and out of class	HDD CTA	Goal 3	3 A, F, G 4 ECSE
Understand assessment processes and procedures of students with gifts and talents	Assessment; In and out of class	HDD CTA	Goal 3	3 ECSE 3 A, F, G 4 ECSE

Know alternative assessment procedures	Discussion board	HDD CTA	Goal 3	3 A, F, G 4 ECSE
Know assessment accommodations	Discussion board	HDD CTA	Goal 3	2 A 3 A, F, G 4 ECSE
Interpret and communicate assessment results	In and out of class assessments and participation	C	Goal 3	2 A 3 A, F, G 4 ECSE
Use assessment information to develop IEP's, plan instruction, and monitor performance	Discussion board, class participation	CTA	Goal 3	2 A 3 A, F, G 4 ECSE

* A=Adapted; F=Functional; G=Gifted; ECSE=Early Childhood Special Education

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook

- Venn, J.J. (2014). Assessing students with special needs. (5th ed.) ISBN: 0133400026

- Harry, B., & Klinger, J. (2014). Why Are So Many Minority Students in Special Education?: Understanding Race & Disability in Schools (2nd ed.) . New York, N.Y.: Teachers College Press. ISBN: 0807755068

- Kauffman, J. (2011). Toward a science of education. Verona, WI: Attainment Company, Inc.ISBN-13: 978-1578617449

Other Readings

- American Psychological Association (APA). (2009). *Publication manual of the American Psychological Association.* (6th Ed.). Washington, D.C.: American Psychological Assoc.

Technology Expectations:
Students will be expected to (1) access Blackboard for course information; (2) use e-mail, including their WSU email account for communication with the instructor; (3) access course readings online and conduct searches for course-related information; and (4) use word processing programs for all assignments. Assignments must be submitted electronically.
PLEASE assure that your correct e-mail is listed in Blackboard.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Class Protocol

Attendance: Students are expected to arrive to class **on time and stay for the entire class period**. While understanding that emergencies occur in all of our lives, grades will be assigned based on your actual performance. Three (3) tardies will be counted as one (1) absence. A reduction of one full letter grade will be assigned if there are three (3) absences with a full letter grade reduction for each subsequent absence.

- **IMPORTANT NOTE**: If any student acquires 5 absences a grade of "F" will be assigned to the student. The instructor will NOT consider written requests for excused absences. Missing 5 scheduled class meetings means you have missed too much information and **will not pass the class**.

Cellphone use: As teachers in SPED, we need to use evidenced-based instruction in our practice and in relation to this, there are myriad studies demonstrating that the use of a cellphone during a class lecture, ". . . students who use their mobile phones during class lectures tend to write down less information, recall less information, and perform worse on a multiple-choice test than those students who abstain from using their mobile phones during class" (Kuznekoff & Titsworth, 2014, p. 251).

Additionally, a person may not realize how much they are checking their phone during any given time, "students also underestimated the number of times they accessed their phones while in class. While students reported an average access rate of three times per class period, observation data showed the rate was closer to seven times per period" (Fullbright, 2014, para. 2).

However, the most problematic issue with cellphone use in class is that it is distracting to other students (Tindell & Bohlander, 2012).

I am finding this to be true in my classes as it is quite distracting to me and difficult to remember my train of thought when I see someone openly on their phones.

So, the use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. I also have children and a high-needs husband, so I understand about emergencies, so if you must use your device for an emergency only, please leave the classroom so as not to distract others or the professor.

References:

Fullbright, S. (2013). Cell phones in the classroom: What's your policy? *Faculty Focus*. Retrieved from: http://www.facultyfocus.com/articles/effective-classroom-management/cell-phones-in-the-classroom-whats-your- policy/

Kuznekoff. J. H. and Titsworth, S. (2013). The impact of mobile phone usage on student learning. *Communication Education*, 62 (3), 233-252.

Error Limitation for Written Papers: All papers are to be written with correct grammar, mechanics, and punctuation, and formatted in APA 6th Edition format. **Papers that do not meet basic APA 6th Edition format requirements will not be read and no points will be earned for the assignment**. **Papers that exceed error limitations in grammar, mechanics, and punctuation, or in direct quotations or in-text citations will be returned without being graded, with the exception of the first paper due. See the following table for additional details.**

Type of Error	Number of errors	Penalty
APA 6th Edition Format – basic format of paper: ❑ 12 point Times New Roman font, ❑ double-spaced, 1" margins ❑ running head and page numbers ❑ required level of headings and subheadings ❑ meets page limitations	Zero tolerance	-Papers that do not meet the font, spacing, and margin requirements will not be read and no points will be earned for the assignment. -Papers that do not meet the required level of headings will not be read and no points will be earned for the assignment. -Papers that exceed page limitations will not be read and no points will be earned for the assignment.
Grammar, mechanics, punctuation: ❑ person first language ❑ written in the 3rd person ❑ spelling, ❑ agreement with subject and verb and past and present tenses; appropriate use of punctuation and spacing, such as commas, semicolons, periods, quotation marks, parentheses, etc. ❑ correct sentence structure ❑ appropriate paragraph structure APA 6th Edition Format – direct quotations and in-text citations: ❑ exact quotations correctly referenced ❑ in-text citations correctly referenced	10 or more	Errors will be marked but not corrected. Once ten errors are marked, the paper will be returned without being read further or graded and no points will be earned for the assignment.
APA 6th Edition Format – references page: ❑ 12 point font, double-spaced, 1" margins, hanging indents ❑ Correct format for articles, books, websites, etc. **NOTE: Errors on the Reference page count separately from errors within the text of the paper:	10 or more	Errors will be marked but not corrected. Once ten errors are marked, the paper will be returned without being graded and no points will be earned for the assignment.

Education Candidate Conduct Expectations:
Education candidates participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. Candidates should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and site supervisors, may receive a failing grade and/or face possible removal from the field experience.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

Points/percentages, as instructor chooses	Letter grade	Grade Points	Interpretation
960 – 1000	A	4.00	*The A range denotes excellent performance.*
919 – 959	A-	3.70	
878 – 918	B+	3.30	
837 – 877	B	3.00	*The B range denotes good performance.*
796 – 836	B-	2.70	
755 – 795	C+	2.30	
714 – 754	C	2.00	*The C range denotes satisfactory performance.*
673 – 713	C-	1.70	
632 – 672	D+	1.30	
591 – 631	D	1.00	*The D range denotes unsatisfactory performance.*
550 – 590	D-	0.70	
0 – 549	F	0.00	*F denotes failing performance.*

Assignments

Students are expected to meet all assignment deadlines. Professional educators are required to plan and develop Individualized Education Plans, student testing, re-evaluations, plan parent meetings, and perform a host of sundry administrative duties. All of these activities are expected and in some instances, even required by law, to be conducted on time. As part of the correlation between collegiate theory and in your real world practice, please make every effort to turn in your assignments on time. **That being said, the instructor realizes that emergencies do happen. Therefore, all late assignments will be deducted 10 points for every day they are late up to one week. After seven (7) days late, the assignment will no longer be accepted.**

All assignments will be given on the first day of class, and pleases plan your time accordingly.

***All assignments will be graded by Dr. Sayman. You will be expected to schedule an appointment with Dr. Sayman to discuss revisions/questions/comments and receive a copy of the graded assignments. You must also bring a copy of your APA manual to this meeting. You will not receive a copy of the graded paper unless you make an appointment to meet with the professor.

[1] Participation (400 points)

This course will be taught from both on campus meetings and on-line via Blackboard. Active participation is required. Attendance for on-campus discussion and participation in the online activities and discussions are critical for gaining the knowledge and skills necessary to meet the requirements of the class. It is also imperative that you are able to access your WSU e-mail regularly as this will be the primary communication for announcements from the professor.

Participation points are earned by: (a) bringing the text to class, (b) respectful in-class behavior, i.e., no texting on your cell phone during lecture, no chatting with your peer's while others are talking (c) knowledge of reading assignments by being prepared for the discussion through reading the assigned chapters and sharing your ideas. As part of class participation, there will be a variety of ungraded in-class, and online writing assignments and projects that will count as participation.

[2] Race/Gender within SPED article critique (100 points)

Students will critique a journal article from peer-reviewed journal that address race and special education. This will be a 5-7 page paper (typed and double-spaced, not counting the title page, abstract, or references) will be prepared to summarize the journal article's salient ideas and the anticipated application of those ideas to your current or future professional practice:

- **Summary**: This summary of article
- **Discussion of the Methodology** (Quantitative, Qualitative or mixed methods)
- **Synopsis** of the article's salient (relevant ideas)
- **Application** to your current or future professional practice
- **Reflection**

Follow this required format, and turn each journal article summary into the designated Blackboard drop box on the due date. The evaluation rubric for the journal articles is as follows:

Journal Article Summary Evaluation:	
Summary of article and synopsis of salient ideas	50 pts
Application to current or future professional practice and personal reflection	30 pts
APA 6th edition reference, grammar and organization	20 pts
Total Points Possible	100 pts

[3] Screening Instrument Analysis (200 points)

Select an evaluation instrument and locate the date of copyright, history of the test, information about the population on which the test was normed, the purpose for which this test is to be used, how it is administered, and for what ages the test is appropriate. Write a 3-5 page summary of your findings. Instruments might include: group administered academic testing for grades K – 12 for students with exceptionalities in the areas of adaptive disabilities and/or gifted, DIAL for early childhood, observation reports for students with functional disabilities and/or early childhood

[4] Assessment Assignment (300 points)

Students will be required to use a norm-referenced instrument and administer the test to an actual student out of class. You will select a child who is not your student. Parental permission will be obtained to administer the test (consent forms to be provided). The test will be administered at a time convenient for the child's family and then scored using the examiner's manual. Students will then write a professional report (5 to 7 pages) interpreting the results following these guidelines: date of copyright, history of the test, including the person/s who developed it, information about the population on which the test was normed, the purpose for which this test is to be used, how it is administered, and for what ages the test is appropriate. Students are required to score at least 80% on this assignment per the required common assessment for this course.
Reports should contain: Student Demographics, Reason for Testing, Test Administration Setting, Tabulated Results, Behavioral Observations and Recommendations.

EVALUATION OF STUDENT ACHIEVEMENT AND LEARNING OUTCOMES:

Participation	**400 points**
Race, or Gender & SPED	**100 Points**
Screening Instrument analysis	**200 points**
Assessment Assignment	**300 points**
TOTAL POSSIBLE POINTS =	**1,000 points**

Licensure Assessments:
Both the state of Kansas and the national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

Test Administration and Evaluation Report. A rubric can be found in Blackboard.

Remediation - Students failing to achieve an acceptable performance on this required assessment will be provided with a limit of one remediation opportunity/opportunities. The university is not able to recommend individuals for licensure/endorsement who fail to attain an acceptable rating on required assessments, even though they may receive an acceptable course grade or exceed minimum GPAs. Therefore, students who do not achieve acceptable performance on this assessment after one remediation opportunity/opportunities will be subject to dismissal from the program.

Undergraduate vs. Graduate Credit (for 700 level courses)
Undergraduate students enrolled in 700 level courses will receive undergraduate credit (not graduate credit) unless they have a previously approved senior rule application or dual/accelerated enrollment form on file in the Graduate School. Undergraduate credit earned in 700 level courses cannot later be counted toward a graduate degree.

Important Academic Dates
For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

Disabilities
If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).
The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing
The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusiveness
Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property
Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System
Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services
WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Tentative Schedule

The instructor reserves the right to alter the syllabus, the reading materials, assignment due dates and specifics as needed. Any changes will be announced in class at least one week in advance and will automatically become part of the course syllabus

Date	Topic	Reading	Assignment
Class One: 1/20/2016 **On Campus**	Introductions Course Overview and Syllabus Introduction to Assessment	Bring a copy of the syllabus, all 3 textbooks, and the APA 6th manual!	
Class Two: 1/27/2016 **On campus**	Ethnic disproportionality in SPED, School structure & Nuances of racism What science is and isn't.	Harry & Klinger -*Why are so many minority students in special education?* - Chapter 1 – 3 Kauffman- *Toward a science of education* – Chapter 1	
Class Three:		Venn Chapter 1 & 2	
2/3/2016 Online – Module #1			
Class Four: 2/10/2016 On campus	Practical Measurement concepts Opportunities to learn	Venn - Assessing learner's with special needs- Chapter 3 Harry & Klinger -Why are so many minority students in special education? - Chapter 4	Module #1 due = 80 points
Class Five: 2/17/2016 Online – Module #2	Test scores and what they mean Selecting and using assessment instruments Measurements & Manuals in Education.	Venn - Assessing learner's with special needs- Chapter 4 & 5 Kauffman- Toward a science of education – Chapter 3	Race/gender & SPED article critique due by 2/17/2016 at midnight
Class Six: 2/24/2016 On campus	Assessing intelligence and Adaptive behavior Science of Instruction	Venn- Assessing learner's with special needs – Chapter 6 Kauffman- Toward a science of education- Chapter 5	Module #2 – due= 80 points

Class Seven: 3/2/2016 **Online – Module #3**	Developmental assessment Cultural capital & Identity construction	Venn - *Assessing learner's with special needs* – Chapter 7 Harry &Klinger -*Why are so many minority students in special education?* – Chapter 5 & 6	
Class Eight: 3/9/2016 On campus	Language and Bilingual assessment Bilingual Issues	Venn - Assessing learner's with special needs – Chapter 8 Harry &Klinger -Why are so many minority students in special education? – Chapter 7	Module #3 due = 80 points
Class Nine: 3/16/2016 NO CLASS!!	Spring Break!!!	No Reading	No Assignments
Class Ten: 3/23/2016 On campus	Assessing Behavior Constructing Intellectual disabilities	Venn - Assessing learner's with special needs – Chapter 9 Harry &Klinger -Why are so many minority students in special education? – Chapter 8	Screening instrument assessment due – 3/23/2016 by midnight.
Class Eleven: 3/30/2016 Online – Module #4	Career and vocational assessment Grouping students for Instruction	Venn - Assessing learner's with special needs- Chapter 10 Kauffman- Toward a science of education – Chapter 6	
Class Twelve: 4/6/2016 On campus	Assessing academic achievement Constructing Learning Disabilities	Venn - Assessing learner's with special needs- Chapter 11 Harry &Klinger -Why are so many minority students in special education?- Chapter 9	Module #4 due = 80 points
Class Fourteen: 4/20/2016 **On campus**	Assessing Reading Achievement Constructing E/BD	Venn - *Assessing learner's with special needs*- Chapter 12 Harry &Klinger -*Why are so many minority students in special education?* Chapter 10	**Assessment Assignment due by 4/20/2016 by midnight**
Class Thirteen: 4/13/2016	Independent work week	Complete your final project	

Class Fifteen: 4/27/2016 **Online – Module #5**	Assessing Mathematics achievement Science and Labels	Venn - *Assessing learner's with special needs*- Chapter 13 Kauffman- *Toward a science of education* – Chapter 7	
Class Sixteen: 5/6/2016 **On campus**	Assessing written expression Into SPED or Exile? Toward a science of education	Venn - *Assessing learner's with special needs*- Chapter 14 Harry &Klinger -*Why are so many minority students in special education?*- Chapter 11 & 12 Kauffman- *Toward a science of education -9*	**Module #5 due = 80 points**

College of Education
Course Syllabus
CI 849 CRN 25912 Practices and Trends in Action Research (2)
Spring, 2016

Instructor:	Dr. Jeri A. Carroll
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center Room 112
Telephone:	(316) 978-3322 Office (316) 393-1008 Cell
Email:	jeri.carroll@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Tuesday before class; or by appointment
Classroom; Days/Time:	(5:30-7:20 p.m. Thursdays, WSU West Campus, Room 120
Prerequisites T2T and MLS Residency:	CI 748, 848 and continued employment by a school district. Corequisite: CI 749 or 781.
Prerequisite ECU Residency:	CI 603. Corequisite: CLES 801

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
In the transition to teaching or residency licensure program, this course introduces techniques of action research and requires students to apply these techniques to specific learning environments. Transition to teaching and MLS Residency prerequisites: CI 748, 848, and continued employment by a school district. Corequisite: CI 749 or 781. ECU Residency prerequisite: CI 603. Corequisite: CLES 801.

Definition of a Credit Hour
Success in this two-credit hour course is based on the expectation that students will spend, for each unit of credit, six hours per week with two of the hours of class time. Although undergraduate courses typically require one hour of outside work for each hour of course load, for graduate coursework you can expect to spend a minimum of two hours per credit hour (4 hours) for studying/preparation outside of class time. Time spent outside of class might include readings, written assignments, work assigned on-line through Blackboard, and other course related activities.

Measurable Student Learning Outcomes

Learner Outcome	Related Assessment	Guiding Principles Unit Conceptual Framework (PR, HDD, CTA, T, CKS, C)	KSDE Early Childhood Unified Standards
Demonstrate professional dispositions & behaviors appropriate for a teacher educator.	Evidenced in attendance, participation, timely completion of assignments, attitudes that foster collegial interactions-Bb & class.	PR	KSDE ECU St. 2
Develop an action research plan that identifies a need and provides a plan to implement research based practices and scholarship.	Action Research Project	HDD, CTA, T, CKS, C	KSDE ECU St. 3 KSDE ECU St. 4. KSDE ECU St. 6

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook
A collection of 10 research studies related to Early Intervention and Early Childhood Special Education
McLean, M. E., & Snyder, P. A. (Eds). (2011). *Gathering information to make informed decisions. Contemporary perspectives about assessment in early intervention and early childhood special education.* Washington, DC: The Division for Early Childhood of the Council for Exceptional Children**.**

Online
Sagor, R. (2000). *Guiding School Improvement with Action Research* (Ch 1. What is action research?). Washington, DC: Association for Supervision and Curriculum Development. Retrieved from http://www.ascd.org/publications/books/100047/chapters/What-Is-Action-Research¢.aspx

Other Readings (Additional Resources: Action Research)

Action Research (purpose, benefits, steps, and common data sources)
http://www.wou.edu/~girodm/library/ch9.pdf

Action Research in Education (quick review)
http://study.com/academy/lesson/action-research-in-education-examples-methods-quiz.html

How to do Action Research in Your Classroom (NAEYC)
https://www.naeyc.org/files/naeyc/Action_Research_Booklet.pdf

Action Research in the Classroom (Articles 1-6)
http://education.enmu.edu/cte/pdf's/2006-07ARGBook.pdf

Themes in Education: Action Research
http://www.brown.edu/academics/education-alliance/sites/brown.edu.academics.education-alliance/files/publications/act_research.pdf

Technology Expectations:
Students will demonstrate use of technology through Blackboard interactions, electronic submission of assignments, and communication through e-mail. Class sessions will provide opportunities for students to participate in technology explorations and utilize technology in classroom presentations.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Class Protocol
Course Requirements: Professional behavior becoming of a teacher is expected. Enthusiastic participation in class discussions and activities is also anticipated.

Participation: (10 points per week). Attendance and punctuality are required attributes for prospective teachers, and for you, as students. You are expected to be involved and stay involved. This means you MUST actively participate in class. Each class will add some new dimensions to your ability to teach.

**Regular reading assignments will be given as homework. The in-class activities and interactions, and your work as a professional will be built upon knowledge gained through the readings and resulting class conversations.

Education Candidate Conduct Expectations:
Education candidates participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. Candidates should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and site supervisors, may receive a failing grade and/or face possible removal from the field experience.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

All in-class activities and posted assignments will be graded. Because additional assignments may be added to the tentative schedule, the total of points is unknown as we begin. The standard WSU grading scale, noted in the Grading System (WSU Graduate School Catalog, 2015-2016, p. 20) will be used.
"Wichita State grades include A (excellent), B (good), C (satisfactory), D (unsatisfactory), F (failure), W (withdrawal), Cr (credit), NCr (no credit), S (satisfactory), U (unsatisfactory), I (incomplete), IP (in progress), NGS (no grade submitted), and Au (audit). Passing grades include A, B, C, D, Cr and S. The grades F, NCr and U indicate that the quality of work was such that, to obtain credit, the student must repeat regular coursework. A plus/minus grading system was adopted beginning fall 2009. It applies to grades of A, B, C and D. Credit Points. For each hour of work the student takes, credit points are assigned, as follows, to permit averaging of grades:

A = 4.000	C = 2.000
A- = 3.700	C- = 1.700

B+ = 3.300	D+ = 1.300
B = 3.000	D = 1.000
B- = 2.700	D- = 0.700
C+ = 2.300	F = 0

Related details:

- B or better grade required: B- will fulfill this requirement unless otherwise indicated.
- C or better grade required: C- will fulfill this requirement unless otherwise indicated.
- I Incomplete. Temporarily recorded as a grade when a student is granted an extension of time to complete coursework. Credit is postponed and the course is not included in the student's grade point average until it is completed and a regular letter grade is assigned. An incomplete grade should be assigned only when instructor and student have communicated and agreed upon the conditions and time frame for completing the work. See Change of Grades section for details."

Grades are to be determined by active classroom performance and assignments.

Activity	**Points per activity**	**Total**
Active classroom performance	10 points weekly (1-15)	150
Article Review (summary; key points)	20 points weekly (2-11)	200
Article-related focused observations	5 points weekly (2-11)	50
Possible Research Project Design(s)	In-class, weeks (12-15)	50

Assignments

- Online Reading: Sagor, R. (2000). *What is Action Research?* (Chapter 1).
- Do a quick examination action research projects of others in our masters' programs for topics, strategies, process.
- Read the following, and create a list of key points from the article. "*Improving Child Find through Tailored Outreach to Primary Referral Sources."*
- Read the following, and create a list of key points from the article. "*Developmental Screening in Early Childhood: Potential Roadmaps for those Considering the Journey"*
- Read the following, and create a list of key points from the article. *"Assessment of Family-Identified Needs through the Routines-Based Interview."*
- Read the following, and create a list of key points from the article. "*Using the Assessment of Family Activities and Routines to Develop Embedded Programming."*
- Read the following, and create a list of key points from the article. "*Using your Good Judgment: Informed Opinion for Early Interventions."*
- Read the following, and create a list of key points from the article. "*Using Digital Video to Enhance Authentic Assessment."*
- Read the following, and create a list of key points from the article. "*Bringing Pieces Together: Assessment of Young Children's Social Emotional Competence."*
- Read the following, and create a list of key points from the article. "*Evaluating Young Children Who are Dual Language Learners: Gathering and Interpreting Multiple Sources of Data to Make Informed Decisions."*
- Read the following, and create a list of key points from the article. "*Using Goal Attainment Scaling to Monitor the Developmental Progress of Young Children with Disabilities."*
- Read the following, and create a list of key points from the article. "*Building Good Assessment into Accountability Systems for Early Childhood Programs."*
- Identify something you want to collect data on.
- Generate a list of questions you have about young children, the work they do, how they work, how they play, how they socialize, etc.

Licensure Assessments:

Both the state of Kansas and the national accreditation body require that university programs for the

preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

- No Licensure Assessments are found in this course.

Undergraduate vs. Graduate Credit (for 700 level courses)
Undergraduate students enrolled in 700 level courses will receive undergraduate credit (not graduate credit) unless they have a previously approved senior rule application or dual/accelerated enrollment form on file in the Graduate School. Undergraduate credit earned in 700 level courses cannot later be counted toward a graduate degree.

Important Academic Dates
For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

Disabilities
If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing
The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusiveness
Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property
Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System
Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at

www.wichita.edu/alert.

Student Health Services
WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Tentative Schedule

Dates	CI 849 Assignments
1-21-16	No Homework; First Night of Classes
1-28-16	**Online Reading:** Sagor, R. (2000). *What is Action Research?* (Chapter 1). From the reading, create a sequential checklist of the steps to assure that you could an action research project. Upload to the Assignments section of Blackboard. Blackboard Discussion Board: Post a response to the Discussion Board Prompt Part of the role of teaching is not just to teach, but to observe what is happening in order to understand. Once one figures out what is happening, a change of some kind might be needed. However, we want to know clearly what is happening to begin with in order to try something different to see if it works. Find a key quote in the chapter that stood out to you in terms of defining the **a step** in the action research process, **for you individually, just one step.** Post the quote in this discussion board and cite your source. Because this is an electronic source without page numbers, see APA OWL for information on how to cite the source appropriately (APA OWL, Sources without Page Numbers, https://owl.english.purdue.edu/owl/resource/560/03/). After you have posted your key quote, read the quotes of at least two other classmates and rather than posting a "brief" response (ex, "I agree!"), provide a substantive (1) response extending your classmate's entry, (2) making your own personal connections, and (3) how you think it will be to implement that specific step in the action research projects you may do in classrooms where you are interns, or later in classrooms where you teach.
2-4-16	Do a quick examination action research projects of others in our masters' programs for topics, strategies, process. (See Sample WSU Action Research Projects at the end of the CI 849 Schedule). Select one to read to see what action research projects might look like. Email the title of the paper you have selected to jeri.carroll@wichita.edu for approval **before you start**, so that she can assure that no one project is elected by multiple students. **Blackboard Discussion Board: Post the abstract of the action research project you read to the discussion board, using the title of the paper (5 points). Post a response to these two questions to one post you posted (10 points)** (1) What questions do you have? (2) What ideas can you glean from the project and/or process? **Finally**, respond substantively to at each of your classmates (5) related to the action research project, the questions their project has generated, and the ideas they generated (10 points--2 points per classmate).
2-11-16	Read the following, and create a list of key points from the article. If the key point is quoted, use quotation marks, and the page number of the point. If the key point is not quoted, do not use quotation marks, but instead, put the page number in parentheses. *Improving Child Find through Tailored Outreach to Primary Referral Sources.* Skim the following resources to see if any are of interest or possible use for you in the work you do, and for ideas about a possible research project you might explore for next year. We will discuss these in class.

Dates	CI 849 Assignments
	Kansas Connections to Child Find *Research Synthesis on Screening and Assessing Social-Emotional Competence*
2/18/16	Read the following, and create a list of key points from the article. If the key point is quoted, use quotation marks, and the page number of the point. If the key point is not quoted, do not use quotation marks, but instead, put the page number in parentheses. *Developmental Screening in Early Childhood: Potential Roadmaps for those Considering the Journey* Skim the following resources to see if any are of interest or possible use for you in the work you do, and for ideas about a possible research project you might explore for next year. We will discuss these in class. *Early Intervention: Sedgwick Co (Rainbows)* Focus on Assessment. *The Power of Documentation in Early Childhood Classrooms* (NAEYC)
2/25/16	Read the following, and create a list of key points from the article. If the key point is quoted, use quotation marks, and the page number of the point. If the key point is not quoted, do not use quotation marks, but instead, put the page number in parentheses. *Assessment of Family-Identified Needs through the Routines-Based Interview* Be prepared to discuss the information in class: *Changing the Way We do Business* (19 minute , movie)
3/3/16	Read the following, and create a list of key points from the article. If the key point is quoted, use quotation marks, and the page number of the point. If the key point is not quoted, do not use quotation marks, but instead, put the page number in parentheses. Read *Using the Assessment of Family Activities and Routines to Develop Embedded Programming* Skim the following resources to see if any are of interest or possible use for you in the work you do, and for ideas about a possible research project you might explore for next year. We will discuss these in class. *Family Engagement and Early Childhood Education* *Early Childhood Curriculum, Assessment, and Program Evaluation*
3-10-16	Read the following, and create a list of key points from the article. If the key point is quoted, use quotation marks, and the page number of the point. If the key point is not quoted, do not use quotation marks, but instead, put the page number in parentheses. Read *Using your Good Judgment: Informed Opinion for Early Interventions* Skim the following resources to see if any are of interest or possible use for you in the work you do, and for ideas about a possible research project you

Dates	CI 849 Assignments
	might explore for next year. We will discuss these in class. *Informed Clinical Opinions* (update)
3/17/16	**SPRING BREAK**
3-24/16	Read the following, and create a list of key points from each. If the key point is quoted, use quotation marks, and the page number of the point. If the key point is not quoted, do not use quotation marks, but instead, put the page number in parentheses. *Using Digital Video to Enhance Authentic Assessment* Skim the following resources to see if any are of interest or possible use for you in the work you do, and for ideas about a possible research project you might explore for next year. We will discuss these in class. Using Digital Video in Early Care and Education and Early Intervention.
3-31-16	Read the following, and create a list of key points from the article. If the key point is quoted, use quotation marks, and the page number of the point. If the key point is not quoted, do not use quotation marks, but instead, put the page number in parentheses. *Bringing Pieces Together: Assessment of Young Children's Social Emotional Competence* Skim the following resources to see if any are of interest or possible use for you in the work you do, and for ideas about a possible research project you might explore for next year. We will discuss these in class. *Social-Emotional Competence of Children* *Research Synthesis on Screening and Assessing Social-Emotional Competence*
4-7-16	Read the following, and create a list of key points from the article. If the key point is quoted, use quotation marks, and the page number of the point. If the key point is not quoted, do not use quotation marks, but instead, put the page number in parentheses. *Evaluating Young Children Who are Dual Language Learners: Gathering and Interpreting Multiple Sources of Data to Make Informed Decisions* Skim the following resources to see if any are of interest or possible use for you in the work you do, and for ideas about a possible research project you might explore for next year. We will discuss these in class. *Impact of Parent Implemented Early-Literacy Interventions for Spanish-speaking Children with Language Impairments* (requires WSU Login) (great, lengthy article, skim for assessment strategies)
4-14-16	Read the following, and create a list of key points from the article. If the key point is quoted, use quotation marks, and the page number of the point. If the key point is not quoted, do not use quotation marks, but instead, put the page number in parentheses. *Using Goal Attainment Scaling to Monitor the Developmental Progress of Young Children with Disabilities* Skim the following resources to see if any are of interest or possible use for you in the work you do, and for ideas about a possible research project you

Dates	CI 849 Assignments
	might explore for next year. We will discuss these in class. *Goal Attainment Scaling….Prosocial Interventions in Autism* (Ages 3-8)
4-21-16	Read the following, and create a list of key points from the article. If the key point is quoted, use quotation marks, and the page number of the point. If the key point is not quoted, do not use quotation marks, but instead, put the page number in parentheses. *Building Good Assessment into Accountability Systems for Early Childhood Programs* Skim the following resources to see if any are of interest or possible use for you in the work you do, and for ideas about a possible research project you might explore for next year. We will discuss these in class. *Taking Stock: Assessing and Improving Early Childhood Learning and Program Quality*
4-28-16	Identify something you want to collect data on. Describe it carefully. Design a data collection instrument. Collect data. Bring the data to class.
5-4-16	Generate a list of questions you have about young children, the work they do, how they work, how they play, how they socialize, etc.

Sample WSU Action Research Projects

Henning, K. (2013). Attitude and achievement: A study of parent and (3rd grade) student attitudes towards education and their effects on achievement. *Shocker Open Access Repository*. Retrieved from http://soar.wichita.edu/handle/10057/10634

Compton, M. (2013). Parent involvement in pre-kindergarten and the effects on student achievement. *Shocker Open Access Repository*. Retrieved from http://soar.wichita.edu/handle/10057/10630

Palmer, K. (2013). Let's see the facts: The effects of text mapping on comprehension and visual representation of expository text with fourth-grade students. *Shocker Open Access Repository*. Retrieved from http://soar.wichita.edu/handle/10057/6832

Lewis, T. (2013). The impact of learning-style based instruction on student engagement and reading comprehension in a third grade classroom. *Shocker Open Access Repository*. Retrieved from http://soar.wichita.edu/handle/10057/6825

Reed, S. (2012). Teaching young children with autism to write. *Shocker Open Access Repository*. Retrieved from http://soar.wichita.edu/handle/10057/5538

Hepner, T. (2012). Integrating math and language arts in the classroom: a study on the effectiveness of math journals on language skills needed to solve word problems for third graders learning English as a second language. *Shocker Open Access Repository*. Retrieved from http://soar.wichita.edu/handle/10057/5529

Braden, M. (2012). Impacting attitudes towards reading in the second grade classroom: a reading role model intervention. *Shocker Open Access Repository*. Retrieved from http://soar.wichita.edu/handle/10057/5524

Ramirez, J. (2011). What are effective strategies for reducing transition between activities? *Shocker Open Access Repository*. Retrieved from http://soar.wichita.edu/handle/10057/3619

Jennings, D. (2010). The effects of reading comprehension with individualizing vocabulary and fluency

strategies to third grade students scoring below the first quartile. *Shocker Open Access Repository*. Retrieved from http://soar.wichita.edu/handle/10057/3311

Miller, J. A. (2010). The effect of goal setting on reading comprehension and vocabulary in a first grade classroom. *Shocker Open Access Repository*. Retrieved from http://soar.wichita.edu/handle/10057/2054

Harris, C. R. (2008). The impact on computational fluency through instruction in number sense. *Shocker Open Access Repository*. Retrieved from http://soar.wichita.edu/handle/10057/2047

Wilson, H. (2008). The effect of rereading text at a student's instructional level upon reading fluency. *Shocker Open Access Repository*. Retrieved from http://soar.wichita.edu/handle/10057/1409

College of Education
Course Syllabus

CI 851 CRN 23037: Special Education Research (2)

Spring 2016

Instructor:	Donna M. Sayman**,** Ph.D.
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center Room 115
Telephone:	316-978-6877
Email:	donna.sayman@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Wednesday & Thursday – 3:00 P.M. – 5:00 P.M. and by appointment * Please note: Virtual office hours are available by
Classroom; Days/Time:	Class Times: Online *Please note that although this is an online class, a new "module" will be posted online every Thursday. You will have until the following Wednesday to complete all components of the module.
Prerequisites:	CI 749A, CI 749F, or CI 749G

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Students learn research methodologies from the field of special education. Students develop research questions, review relevant literature, and develop skills to conduct ethical research that leads to improvement in their educational practices. Fulfills the university's professional and scholarly integrity training requirement covering research misconduct, publication practices and responsible authorship, conflict of interest and commitment, ethical issues in data acquisition, management, sharing and ownership. Prerequisite(s): CI 749A, CI 749F, or CI 749G.

Definition of a Credit Hour
Course Definition and Assignment of Credit Hours: According to the U.S. Department of Education a "credit hour" is a measure of graduate academic work represented in intended learning outcomes and verified by evidence

of student achievement. The expectation of work in order to be successful for this 2-credit course is that you will spend approximately 6 hours per week during the semester working through your online modules, participating in synchronous and asynchronous activities, and other out-of-class work.

Measurable Student Learning Outcomes

Course Outcomes The candidate will:	**Related Assessment**	**Guiding Principles from the Unit Conceptual Framework (PR, HDD, CTA, T, CKS, C)**	**Professional Standards (KSDE)**
Know quality indicators and guidelines for evidence of effective practices with quantitative methodology (including single-subject design).	Journal Article Critique assignment	PR, CKS	A, F = 4 G = 5 ECU = 3, 8-13
Know quality indicators and guidelines for evidence of effective practices with qualitative methodology.	Journal Article Critique assignment	PR, CKS	A, F = 4 G = 5 ECU = 3, 8-13
Know quality indicators and guidelines for evidence of effective practices with	Journal Article Critique assignment	PR, CKS	A, F = 4 G = 5 ECU = 3, 8-13
mixed methods methodology.			
The role of teachers as researchers	Class Participation	PR, CKS	A, F = 4 G = 5 ECU = 3, 8-13
Develop research questions and hypotheses	Research Question/Hypothesis Assignment	PR, CKS	A, F = 4 G = 5 ECU = 3, 8-13
Conduct literature reviews	Literature Review Paper	PR, CKS	A, F = 4 G = 5 ECU = 3, 8-13
Understand how to read, understand and critique research in order to become active consumers of research	Journal Article Critique Assignment	PR, CKS	A, F = 4 G = 5 ECU = 3, 6, 8-13

Know how to determine if curriculum, instruction and specialized intervention practices have research/evidence-based foundations	Journal Article Critique Assignment	PR, CTA, CKS	A, F = 4 G = 5 ECU = 3, 6, 8-13
Understand and use ethical considerations of research (including how to develop and obtain IRB/approval).	Class Participation	PR, CKS	A, F = 4 G = 5 ECU = 3, 8-13
Use of APA writing style for all professional-based papers	Literature Review Paper	PR	A, F = 4 G = 5 ECU = 3, 8-13

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook

- Gall, M.D., Gall, J.D., Borg, W.R. (2014). Applying educational research: How to read, do, and use, research to solve problems of practice. (7th ed.). Upper Saddle River: Pearson. ISBN-13: 978-0133831573

- American Psychological Association (2009). *Publication manual of the American psychological association* (6th ed.). Washington, DC: Author.

Technology Expectations:
Students will be expected to (1) access Blackboard for course information; (2) use WSU email account for communication with the instructor; (3) access course readings online and conduct searches for course-related information; and (4) use word processing programs for all assignments. Assignments must be submitted electronically through Blackboard.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Other Equipment/Materials
See Course Documents (Blackboard)

Class Protocol

Attendance policy: Because this is an online class, active participation is essential. An active participant:

- Logs into Blackboard a minimum of **3** out of **7** days every week that the class is held. If the student does not, then an absence will be recorded for that week's class.
- **Reads**, **posts** and **replies** to peers' discussions at least once a week
- Participates in group activities, finishing all assignments
- It is important to complete ALL aspects of the online module. If a student doesn't complete all components of the module, an absence will be recorded for that week.
- Keeps up with each week's scheduled readings.

*****Please note that attendance is part of the disposition grade. There will be a reduction of one full letter grade if seven (7) days pass without a student logging in and participating in the class activities.**

IMPORTANT NOTE: If any student acquires 3 absences a grade of "F" will be assigned to the student. The instructor will NOT consider written requests for excused absences. Missing 3 scheduled class modules means you have missed too much information and **will not pass the class**.

Education Candidate Conduct Expectations:

Education candidates participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. Candidates should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and site supervisors, may receive a failing grade and/or face possible removal from the field experience.

Grading Scale

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (*Note: the chart on the next page is a sample that may be used*). (Other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.)

Points/percentages, as instructor chooses	**Letter grade**	**Grade Points**	**Interpretation**
960 – 1000	A	4.00	*The A range denotes excellent performance.*
919 – 959	A-	3.70	
878 – 918	B+	3.30	
837 – 877	B	3.00	*The B range denotes good performance.*
796 – 836	B-	2.70	
755 – 795	C+	2.30	
714 – 754	C	2.00	*The C range denotes satisfactory performance.*
673 – 713	C-	1.70	
632 – 672	D+	1.30	
591 – 631	D	1.00	*The D range denotes unsatisfactory performance.*
550 – 590	D-	0.70	
0 – 549	F	0.00	*F denotes failing performance.*

Assignments

Students are expected to meet all assignment deadlines. Professional educators are required to plan and develop Individualized Education Plans, student testing, re-evaluations, plan parent meetings, and perform a host of sundry administrative duties. All of these activities are expected and in some instances, even required by law, to be conducted on time. As part of the correlation between collegiate theory and in your real world practice, please make every effort to turn in your assignments on time. That being said, the instructor realizes that emergencies do happen.
Therefore, all late assignments will be deducted 10 points for every day they are late up to one week. After seven (7) days late, the assignment will no longer be accepted. All assignments will be given on the first day of class, and pleases plan your time accordingly.

***All assignments will be graded by Dr. Sayman. You will be expected to schedule an appointment with Dr. Sayman to discuss revisions/questions/comments and receive a copy of the graded assignments. You must also bring a copy of your APA manual to this meeting. You will not receive a copy of the graded paper unless you make an appointment to meet with the professor.

[1] Participation (400 points): This course will be taught on-line via Blackboard. Active participation is required. Attendance counts for participation in the online activities and discussions are critical for gaining the knowledge and skills necessary to meet the requirements of the class. It is also imperative that you are able to access your WSU e-mail regularly as this will be the only communication for announcements from the professor. Participation points are earned by knowledge of reading assignments by being prepared for the discussion through reading the assigned chapters and sharing your ideas.

[2] Completion of Professional and Scholarly Integrity Training that is required by the WSU Graduate School. (100 points)

A.) First go to https://www.citiprogram.org
and fill out the WSU CITI Registration Form.

B.) Next click on the link Social & Behavior Research complete the five modules and one case study listed below:

Module – Human Subjects Research
Module – Belmont Report & CITI Introduction
Module – History & Ethical Principles
Module – Conflict of Interest in research involving human subjects

C.) Next Click on the link for Social and Behavioral Responsible Conduct of Research and complete the following modules:

Case Study – Plagiarism Module –
Research Misconduct Module –
Authorship
Module – Data Management

D.) When you have completed the training, save your results as a pdf and email them to your CI 851 instructor.

***Please note: This assignment is mandatory and must be completed before other assignments can be accepted.

[3] Article Critique (100 points): In preparation for the development of a review of literature and to increase your knowledge as a professional educator, you will read two journal articles from peer-reviewed journals that address effective instruction for students with mild/moderate disabilities. A 3-5 page papers will be prepared to

summarize the journal article's salient ideas and the anticipated application of those ideas to your current or future professional practice. The following headings/subsections are to be included in your article summary:

- Overall summary of article
- Synopsis of the article's salient (relevant ideas)
- Anticipation to your current or future professional practice
- Personal Reflection

The evaluation rubric for the journal articles is as follows: Journal Article Summary Evaluation:
TITLE OF ARTICLE: NAME OF PUBLICATION:
DATE, ISSUE, PAGE NUMBER(S)
AUTHOR(S) (and provide professional affiliation if available):

FOCUS OF THE ARTICLE (the topic, theme, or category):	25 points
SUMMARY OF MAIN POINTS:	25 pts
YOUR PERCEPTIONS AND VIEWPOINTS RELATED TO THE ARTICLE:	25 points
APPLICATION TO YOUR TEACHING PRACTICE:	25 pts
Total Points Possible	100 pts

[4] Research Question and Key Words (200 points): The student will provide a written research question, with identified key words and data-base systems that will link to the Literature Review Paper assignment. This must be placed in the template and following APA 6th style.

[5] Literature Review Paper (200 points): Candidate/student will provide a written literature review of an approved topic (with use of APA style). The paper must include a (a) Title Page, (b) Abstract, (c) Research Question (that guides the literature review), (d) Key words for literature search, (e) Literature Review with appropriate major and sub headings, (d) Conclusion, and (e) References. A rubric will be provided.

EVALUATION OF STUDENT ACHIEVEMENT AND LEARNING OUTCOMES:

Participation	400 points
CITI Module	100 Points
Article Critique	100 Points
Research question & Keywords	200 points
Literature Review Paper	200 points
TOTAL POSSIBLE POINTS =	1,000 points

ERROR LIMITATION FOR WRITTEN PAPERS: All papers are to be written with correct grammar, mechanics, and punctuation, and formatted in APA 6th Edition format. **Papers that do not meet basic APA 6th Edition format requirements will not be read and no points will be earned for the assignment. Papers that exceed error limitations in grammar, mechanics, and punctuation, or in direct quotations or in-text citations will be returned without being graded.** Note: Reference page errors count separately from errors in the text of the paper. For example, a student could have less than ten errors in grammar, mechanics, punctuation, quotations and citations within the body of the paper, but have ten or more errors on the reference page. The paper will still be returned without being graded and no points will be earned for the assignment, unless it is the first paper for the class. See the following table for additional details.

Type of Error	Number of errors	Penalty

APA 6th Edition Format – basic format of paper: □ 12 point Times New Roman font, □ double-spaced, 1" margins □ running head and page numbers □ required level of headings and subheadings □ meets page limitations	Zero tolerance	-Papers that do not meet the font, spacing, and margin requirements will not be read and no points will be earned for the assignment. -Papers that do not meet the required level of headings will not be read and no points will be earned for the assignment. -Papers that exceed page limitations will not be read and no points will be earned for the assignment.
Grammar, mechanics, punctuation: □ person first language □ written in the 3rd person □ spelling, □ agreement with subject and verb and past and present tenses; appropriate use of punctuation and spacing, such as commas, semicolons, periods, quotation marks, parentheses, etc. □ correct sentence structure □ appropriate paragraph structure APA 6th Edition Format – direct quotations and in-text citations: □ exact quotations correctly referenced □ in-text citations correctly referenced	10 or more	Errors will be marked but not corrected. Once ten errors are marked, the paper will be returned without being read further or graded and no points will be earned for the assignment.
APA 6th Edition Format – references page: □ 12 point font, double-spaced, 1" margins, hanging indents	10 or more	Errors will be marked but not corrected. Once ten errors are marked, the paper will
□ Correct format for articles, books, websites, etc. **NOTE: Errors on the Reference page count separately from errors within the text of the paper:		be returned without being graded and no points will be earned for the assignment.

Licensure Assessments:
Both the state of Kansas and the national accreditation body require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive acceptable ratings on certain required assessments. Many of those assessments are embedded within a program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows:

- No embedded assessments are in this course.

Undergraduate vs. Graduate Credit (for 700 level courses)
Undergraduate students enrolled in 700 level courses will receive undergraduate credit (not graduate credit) unless they have a previously approved senior rule application or dual/accelerated enrollment form on file in the Graduate School. Undergraduate credit earned in 700 level courses cannot later be counted toward a graduate degree.

Important Academic Dates
For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a

class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

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Diversity and Inclusiveness
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Intellectual Property
Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System
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The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be

modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Other

Performance Assessment: Both the state of Kansas and national accreditation organizations require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that program candidates meet criteria established for each of at least four Transition Points. Transition Point requirements may include passing various specific courses and obtaining certain GPAs as well as receiving satisfactory ratings on certain required assessments some of which are embedded within program coursework.

Transition requirements for this course include:

1. Dispositions—Self-evaluation, faculty evaluation.
   (Note: Completion of faculty disposition assessment with no indicator below 2.)
2. Grade of "C" or better. Please note that the graduate school will not accept a grade of C- on a Plan of Study.

Information on program Transition Point requirements can be found in the program handbook. Candidates unable to successfully meet Transition Point criteria will ordinarily be assigned remediation, which may affect progress in the program (e.g., not proceeding to next semester's coursework). Meeting Transition Point criteria ultimately are necessary to secure licensure recommendation or graduation even though general GPA requirements may be met.

Tentative Schedule

The instructor reserves the right to alter the syllabus, the reading materials, assignment due dates and specifics as needed. Any changes will be announced in class at least one week in advance and will automatically become part of the course syllabus

Week/Date	Major Topic	Readings	Assignments Due
Class One 1/21/2016 **Module #1**	Syllabus Review, Introduction, Assignments, On-line Learning Expectations; Review of Bb Resources	Textbook: No Readings Course Documents: Read through the syllabus Fact versus opinion!	1.) Go through the **APA tutorial** online module. 2.) Listen to the **Introduction panopto**. This will give all information required to successfully complete this online class. **3.) Complete the CITI Module – Due by 1/28/16 – Note: You will not be able to access the rest of the modules until you complete the CITI Test.**
Class Two 1/28/2016 **Module #2**	Using research to improve practice	Applying Ed. Research – Chapter 1	**Module #1 – Due 30 points**
Class Three 2/4/2016 **Module #3**	Doing your own research	Applying Ed. Research – Chapter 2	**Module #2 – due 30 points**
Class Four 2/11/2016 Module #4	The literature review	Applying Ed. Research – Chapter 3	**Module #3 – due 30 points**
Class Five 2/18/2016 Module #5	Search Engines and Library search A virtual tour through the Ablah Library. How to find materials. Also, a tour of Google Scholar.	Applying Ed. Research – Chapter 4	**Module #4 – due – 30 points**
Class Six 2/25/2016 Module #6	Quant research	Applying Ed. Research – Chapter 5	**Module #5 – due 30 points**

Class Seven 3/3/2016 **Module #7**	Case studies in Qualitative research	Applying Ed. Research – Chapter 13	**Module #6 – due – 30 points** **Article Critique Due by 3/3/2016 at midnight**
Class Eight 3/10/2016 **Module #8**	Ethnography	Applying Ed. Research – Chapter 14	**Module #7 – due-30 points**
Class Nine 3/17/2016	**SPRING BREAK!**	**No readings**	**No assignments!**
Class Ten 3/24/2016 **Module #9**	Narrative research	Applying Ed. Research – Chapter 15	**Module - #8 – due – 30 points** **Research Question and Key Words assignment due by 3/24/2016 by midnight**
Class Eleven 3/31/2016 Module	Historical Research	Applying Ed. Research – Chapter 16	**Module - #9 – due 30 points**
Class Twelve 4/7/2016 Module	Mixed Methods	Applying Ed. Research – Chapter 17	**Module - #10 due – 30 points**
Class Thirteen 4/14/2016 No Module!	Independent work	No readings!	**Independent work on paper**

Class Fourteen 4/21/2016 **Module #12**	Action Research	Applying Ed. Research – Chapter 18	**Module - #11 – due – 30 points** **Final Literature review is due 4/21/2016 at midnight.**
Class Fourteen 4/30/2016 Module #13	Evaluation Research	Applying Ed. Research – Chapter 19	**Module - #12 – due worth 30 points**
Class Sixteen 5/5/2016 Module #14	Final conclusions – Course wrap up, Course evaluations		**Online Module - #13 – due worth 40 points**

College of Education
Course Syllabus
CI 862-23045: Evidence-Based Inquiry:
Capstone Project Proposal (2)
Spring 2016

Instructor:	Dr. Donna M. Sayman	Dr. Jennifer Stone
Department:	Curriculum and Instruction	Curriculum and Instruction
Office Location:	Corbin Education Center Room 115	Corbin Education Center Room 118
Telephone:	316-978-6877	316-978-3876
Email:	Donna.sayman@wichita.edu	Jennifer.stone@wichita.edu
Preferred Method of Contact:	Email	Email
Office Hours:	Arranged	Arranged
Classroom; Days/Time:	Arranged	Arranged
Prerequisites:	CI 851 or 860 or 885	

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description

Students develop a research-based inquiry proposal as a process for increasing skills as evidence-based practitioners. A formal proposal is written to research and evidence-based practices or other important knowledge bases relevant to learning and instruction. Prerequisite(s): CI 851 or 860 or 885 or instructor's consent.

Definition of a Credit Hour
According to the U.S. Department of Education a "credit hour" is a measure of graduate academic work represented in intended learning outcomes and verified by evidence of student achievement. The expectation of work in order to be successful for this 2-credit course is that you will spend approximately 6 hours per week during the arranged course.

Measurable Student Learning Outcomes

Course Outcomes The candidate will:	**Related Assessment**	**Guiding Principles Unit Conceptual Framework (PR, HDD, CTA, T, CKS, C)**	**KSDE Professional Standards**
Use skills of being a reflective practitioner before, during and after conducting research-based inquiry	Research Inquiry Proposal Paper	PR, CTA, CKS	Adaptive 8 Functional 8 Gifted 8 ECU 3
Develop research questions to guide their evidence-based inquiry investigations	Research Inquiry Proposal Paper	PR, CKS	Adaptive 8 Functional 8 Gifted 8 ECU 3
Conduct literature reviews (Through Library Systems) to gain the information (data) needed to fully answer their research question(s).	Research Inquiry Proposal Paper	PR, T, CKS	Adaptive 8 Functional 8 Gifted 8 ECU 3
Analyze the data gained from past research to fully answer the research question	Research Inquiry Proposal Paper	PR, T, CKS	Adaptive 8 Functional 8 Gifted 8 ECU 3
Prepare a professional literature review paper (APA style) per required assignment instructions	Research Inquiry Proposal Paper	PR, T, CKS	Adaptive 8 Functional 8 Gifted 8 ECU 3

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook

- American Psychological Association (APA). (2009). *Publication manual of the American Psychological Association*. (6th Ed.). Washington, D.C.: American Psychological Assoc.

Technology Expectations:

Students will be expected to (1) access Blackboard for course information; (2) use their WSU email account for communication with the instructor; (3) access course readings online and conduct searches for course- related information; and (4) use word processing programs for all assignments.
Assignments must be submitted electronically.
***PLEASE assure that your correct e-mail is listed in Blackboard. Also, when you send me an email, please send through Blackboard. Make sure your email is professionally written and must include:

Diversity Expectations:
"'A university is a place where the universality of the human experience manifests itself."--Albert Einstein

This instructor is committed to providing an atmosphere of learning that is representative of a variety of multicultural perspectives. In this class, you will have the opportunity to express and experience cultural diversity as we focus on issues such as: sexual orientation, gender, race, and abilities. In order to learn, we must be open to the views of people different than ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time, we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students' opinions and refrain from personal attacks or demeaning comments of any kind (Based on the University of Alabama's syllabus guide: http://www.comstudies.ua.edu/pdf/UAsyllabusconstruction.pdf)

Finally, remember to keep confidential all issues of a personal or professional nature that are discussed in class. Remember that e- mail is NOT secure nor is it private. In keeping with F.E.R.P.A. regulations, do not use the real names of students or co-workers in any e-mail post, reflections, case study, or in-class/online discussion.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Education Candidate Conduct Expectations:
Education candidates participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. Candidates should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and site supervisors, may receive a failing grade and/or face possible removal from the field experience.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (Please note that the WSU grading system does not recognize an A+).

A	960 –1000
A-	919 - 959
B+	878 - 918
B	837 - 877
B-	796 – 836
C+	755 - 795
C	714 - 754
C-	673 - 713
D+	632 - 672
D	591 - 631
D-	550 - 590
F	0 – 549

GRADING SYSTEM: Wichita State grades include *A* (excellent), *B* (good), *C* (satisfactory), *D* (unsatisfactory), *F* (failure), *Cr* (credit), *NCr* (no credit), *S* (satisfactory), *U* (unsatisfactory), and *I* (incomplete). An Incomplete is a temporary grade when a student is granted an extension of time to complete the coursework. A plus/minus grading system allows a finer differentiation of effort within grades A, B, C, and D; as reflected in the credit points below.

CREDIT POINTS: For each hour of work the student takes, credit points are assigned, as follows, to permit averaging of grades: **A=4.000, A-=3.700, B+=3.300, B=3.000, B-=2.700, C+=2.300, C=2.000, C-+1.700, D+=1.300, D= 1.000, D-+ 0.700, F=0**

Assignments
Students are expected to meet all assignment deadlines. Professional educators are required to plan and develop Individualized Education Plans, student testing, re-evaluations, plan parent meetings, and perform a host of sundry administrative duties. All of these activities are expected and in some instances, even required by law, to be conducted on time. As part of the correlation between collegiate theory and in your real world practice, please make every effort to turn in your assignments on time. **That being said, the instructor realizes that emergencies do happen.**

Therefore, all late assignments will be deducted 10 points for every day they are late up to one week. After seven (7) days late, the assignment will no longer be accepted. All assignments will be given on the first day of class, and pleases plan your time accordingly. **[1]**

[1] Orientation (100 points).
There will be a mandatory orientation on Thursday, January 21st, 2016 at 7:00 P.M. in Corbin Room 157. We will go over all aspects of your capstone project and also details for APA.

[2] Capstone agreement test (100 points) – This is an online quiz.
Due February 5th, 2016.

[3] Research Questions, Problem Statement, 3 suggested conferences for submission (200 points) This submission starts the drafts of your capstone project! Using the template, include:

- A Title page
- Table of contents
- Abstract with at least five search terms
- Problem statement
- Purpose statement
- RESEARCH QUESTION (S) that will drive your research!
- Key terms,
- At least five references
- IDENTIFY at least 3 local, state, or national conferences to which you could submit your study.

To begin, you first identify a curriculum, instructional model, or specific intervention method or approach in which you are currently using (or are interested).Develop a working purpose statement for your research. This will also include a problem statement.

Formulate a well-written question that guides your search for research-based evidence for your identified curriculum, instructional model or specific intervention method or approach. Remember to write this in the form of a question.
Begin development of your research question. Make sure your question is both observable and measurable. Due February 28, 2016 at midnight.

[4] Chapter 1 (300 points) –Locate past professional research (quantitative, qualitative or mixed methods) to investigate whether use of the curriculum/instruction/method has been validated or proven effective by past researchers. This will be the first draft of Chapter 1. Follow the template. This will also include a rough draft of Chapter.
2. Be sure to address the History, population, and implications sections of Chapter 2. Include 5 new references in addition to the ones you have already submitted. Make sure you have a solid outline of Chapter 2 that leads readers through a logical sequence. –
Due on March 27th, 2016 at midnight.

[5] Chapter 1 & Draft of 2 (300 points) – This will be an edited Chapter 1 & Draft of Chapter 2 with all of the edits**–**

Due on April 24th, 2016

ERROR LIMITATION FOR WRITTEN PAPERS: All papers are to be written with correct grammar, mechanics, and punctuation, and formatted in APA 6th Edition format. **Papers that do not meet basic APA 6th Edition format requirements will not be read and no points will be earned for the assignment**. Papers that exceed error limitations in grammar, mechanics, and punctuation, or in direct quotations or in-text citations will be returned without being graded. Note: Reference page errors count separately from errors in the text of the paper. For example, a student could have less than ten errors in grammar, mechanics, punctuation, quotations and citations within the body of the paper, but have ten or more errors on the reference page. The paper will still be returned without being graded and no points will be earned for the assignment, unless it is the first paper for the class. See the following table for additional details.
ALSO: You must make any corrections from an edited paper that has been returned to you from the professor. If the same errors are listed on the second submission, it will be returned to you.

Performance Assessments:
College policy requires that all College of Education programs be performance-based. In particular, this requires that program candidates meet criteria established at each (of at least four) Transition Points in academic programs. Transition Point requirements may include passing various specific courses and obtaining certain GPAs as well as receiving acceptable ratings on certain required assessments, some of which are embedded within program coursework.

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Other

CI 862/863 - Evidenced-Based Practices-

The term **evidence-based practices** (EBP) refers to preferential use of special education interventions for which systematic empirical research has provided evidence of statistically significant effectiveness as treatments for specific problems. In recent years, EBP has been stressed by professional organizations such as the American Psychological Association and the Council for Exceptional Children, which have also strongly encouraged their members to carry out investigations to provide evidence supporting or rejecting the use of specific interventions. Use of scientific-based interventions is also required under No Child Left Behind.

Many areas of professional practice have had periods in their pasts where practice was based on loose bodies of knowledge, and much of it had no truly scientific evidence on which to justify various practices. The notion of evidence- based practice has had an influence in the field of education.

Some critiques have suggested that the lack of any conspicuous progress in grounding our methods in research-based evidence is attributable to educators who do not conduct searches, so there is a failure to learn from scientific evidence about 'what works'.

EBP is an approach which tries to specify the way in which professionals or other decision-makers should make decisions by identifying such evidence that there may be for a practice, and rating it according to how scientifically sound it may be. Its goal is to eliminate unsound or excessively risky practices in favor of those that have better outcomes.

EBP uses various methods (e.g. carefully summarizing research, putting out accessible research summaries, educating professionals in how to understand and apply research findings) to encourage, and in some instances to force, professionals and other decision-makers to pay more attention to evidence that can inform their decision-making. Where EBP is applied, it encourages professionals to use the best evidence possible, i.e. the most appropriate information available.

Your final project demonstrates how you can review the literature to determine the effectiveness of a particular intervention, strategy, and/or discipline practice within special education. There is no rubric for the capstone project because the department believes it would interfere with your creativity. This project is at a higher level than anything you have done in your program. This **independent study** is a culmination of everything you have learned and you are actually proving to the university that you can do **independent research** as is required for a Master's level degree.

Please note the sentence in the template: "Other headings will include, but are not limited to:" Again, I want you to have freedom with this, not a cookie cutter project. There are hundreds and hundreds of examples which you can follow.

Within the WSU library there is a section containing the online completed Thesis and

dissertations of students who have graduated. It is strongly suggested you go there and review some of those projects. Although the format will be different, you will get a good idea of what needs to be included in each section. You could also search Google Scholar as they will have examples. Make sure you are looking at examples within education as other disciplines will be different.

CI 862-23045: Evidence-Based Inquiry Capstone Project
Proposal (2 credit hours)
Course
Syllabus
Spring 2016

Class Times: By arrangement

Instructors: Donna M. Sayman & Jennifer Stone

Email: donna.sayman@wichita.edu; Jennifer.stone@wichita.edu

How to use this syllabus

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves

Academic Honesty

Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Catalog Description: Students develop a research-based inquiry proposal as a process for increasing skills as evidence-based practitioners. A formal proposal is written to research and evidence-based practices or other important knowledge bases relevant to learning and instruction. **Prerequisite(s): CI 851 or 86 or 885 or instructor's consent.**

Definition of a Credit Hour

According to the U.S. Department of Education a "credit hour" is a measure of graduate academic work represented in intended learning outcomes and verified by evidence of student achievement. The expectation of work in order to be successful for this 2-credit course is that you will spend approximately 6 hours per week during the arranged course.

CI 862/863 - Evidenced-Based Practices-

The term **evidence-based practices** (EBP) refers to preferential use of special education interventions for which systematic empirical research has provided evidence of statistically significant effectiveness as treatments for specific problems. In recent years, EBP has been stressed by professional organizations such as the American Psychological Association and the Council for Exceptional Children, which have also strongly encouraged their members to carry out investigations to provide evidence supporting or rejecting the use of specific interventions.

Use of scientific-based interventions is also required under No Child Left Behind.

Many areas of professional practice have had periods in their pasts where practice was based on loose bodies of knowledge, and much of it had no truly scientific evidence on which to justify various practices. The notion of evidence- based practice has had an influence in the field of education.

Some critiques have suggested that the lack of any conspicuous progress in grounding our methods in research-based evidence is attributable to educators who do not conduct searches, so there is a failure to learn from scientific evidence about 'what works'.

EBP is an approach which tries to specify the way in which professionals or other decision-makers should make decisions by identifying such evidence that there may be for a practice, and rating it according to how scientifically sound it may be. Its goal is to eliminate unsound or excessively risky practices in favor of those that have better outcomes.

EBP uses various methods (e.g. carefully summarizing research, putting out accessible research summaries, educating professionals in how to understand and apply research findings) to encourage, and in some instances to force, professionals and other decision-makers to pay more attention to evidence that can inform their decision-making. Where EBP is applied, it encourages professionals to use the best evidence possible, i.e. the most appropriate information available.

Your final project demonstrates how you can review the literature to determine the effectiveness of a particular intervention, strategy, and/or discipline practice within special education. There is no rubric for the capstone project because the department believes it would interfere with your creativity. This project is at a higher level than anything you have done in your program. This **independent study** is a culmination of everything you have learned and you are actually proving to the university that you can do **independent research** as is required for a Master's level degree.

Please note the sentence in the template: "Other headings will include, but are not limited to:" Again, I want you to have freedom with this, not a cookie cutter project. There are hundreds and hundreds of examples which you can follow.

Within the WSU library there is a section containing the online completed Thesis and dissertations of students who have graduated. It is strongly suggested you go there and review some of those projects. Although the format will be different, you will get a good idea of what needs to be included in each section. You could also search Google Scholar as they will have examples. Make sure you are looking at examples within education as other disciplines will be different.

Major Topics: All programs in the College of Education are designed to be consistent with the college vision and a set of guiding principles. **The vision statement is to prepare candidates who are highly competent, collaborative and reflective professionals.** Guiding principles associated with major topics being addressed in this course are indicated in the table below:

	Framework*					
Major Topics	Professionalism and Reflection (PR)	Human Development and Diversity (HDD)	Connection of Teaching Experiences and Assessment (CTA)	Technology (T)	Content Knowledge, Pedagogical Content Knowledge, and Alignment with Standards (CKS)	Collaboration (C)
Reflective practice and research-based inquiry	X		X		X	
Research Questions	X				X	
Literature Reviews (Library Systems)	X			X	X	
Conducting research	X			X	X	
Literature-based data collection – integrating results	X			X	X	

Interpreting and arriving at conclusions based on data from past research to answer practitioner-based research question					X	
Implementing research findings into Special Education practices	X	X	X		X	

* http://webs.wichita.edu/depttools/DeptToolsMemberFiles/coedean/revisedCF_2_24_03.pdf

Learner Outcomes: (assessment, guiding principles, guiding program document, professional standards)

Course Outcomes The candidate will:	**Related Assessment**	**Guiding Principles Unit Conceptual Framework (PR, HDD, CTA, T, CKS, C)**	**KSDE Professional Standards**
Use skills of being a reflective practitioner before, during and after conducting research-based inquiry	Research Inquiry Proposal Paper	PR, CTA, CKS	Adaptive 8 Functional 8 Gifted 8 ECU 3
Develop research questions to guide their evidence-based inquiry investigations	Research Inquiry Proposal Paper	PR, CKS	Adaptive 8 Functional 8 Gifted 8 ECU 3
Conduct literature reviews (Through Library Systems) to gain the information (data) needed to fully answer their research question(s)	Research Inquiry Proposal Paper	PR, T, CKS	Adaptive 8 Functional 8 Gifted 8 ECU 3
Analyze the data gained from past research to fully answer the research question	Research Inquiry Proposal Paper	PR, T, CKS	Adaptive 8 Functional 8 Gifted 8 ECU 3
Prepare a professional literature review paper (APA style) per required assignment instructions	Research Inquiry Proposal Paper	PR, T, CKS	Adaptive 8 Functional 8 Gifted 8 ECU 3

Textbook(s) and Related Material: Capstone project Handbook. This is obtained from instructor.

- American Psychological Association (APA). (2009). *Publication manual of the American Psychological Association*. (6th Ed.). Washington, D.C.: American Psychological Assoc.

Technology Expectations: Students will be expected to (1) access Blackboard for course information; (2) use their WSU email account for communication with the instructor; (3) access course readings online and conduct searches for course- related information; and (4) use word processing programs for all assignments.
Assignments must be submitted electronically.
***PLEASE assure that your correct e-mail is listed in Blackboard. Also, when you send me an email, please send through Blackboard. Make sure your email is professionally written and must include:

Diversity Expectations:
"'A university is a place where the universality of the human experience manifests itself."--Albert Einstein

This instructor is committed to providing an atmosphere of learning that is representative of a variety of multicultural perspectives. In this class, you will have the opportunity to express and experience cultural diversity as we focus on issues such as: sexual orientation, gender, race, and abilities. In order to learn, we must be open to the views of people different than ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students' opinions and refrain from personal attacks or demeaning comments of any kind (Based on the University of Alabama's syllabus guide: http://www.comstudies.ua.edu/pdf/UAsyllabusconstruction.pdf)

Finally, remember to keep confidential all issues of a personal or professional nature that are discussed in class. Remember that e- mail is NOT secure nor is it private. In keeping with F.E.R.P.A. regulations, do not use the real names of students or co-workers in any e-mail post, reflections, case study, or in-class/online discussion.

Education Candidate Conduct Expectations:
Education candidates participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. Candidates should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and site supervisors, may receive a failing grade and/or face possible removal from the field experience.

Performance Assessment: Both the state of Kansas and national accreditation organizations require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that program candidates meet criteria established for each of at least four Transition Points. Transition Point requirements may include passing various specific courses and obtaining certain GPAs as well as receiving satisfactory ratings on certain required assessments some of which are embedded within program coursework.

Transition requirements for this course include:

1. **Dispositions—Self-evaluation, faculty evaluation. (Note: Completion of faculty disposition assessment with no indicator below**
2. **Grade of "C" or better. Please note that the graduate school will not accept a grade of C- on a Plan of Study.**

Information on program Transition Point requirements can be found in the program handbook. Candidates unable to successfully meet Transition Point criteria will ordinarily be assigned remediation, which may affect progress in the program (e.g., not proceeding to next semester's coursework). Meeting Transition Point criteria ultimately are necessary to secure licensure recommendation or graduation even though general GPA requirements may be met.

ERROR LIMITATION FOR WRITTEN PAPERS: All papers are to be written with correct grammar, mechanics, and punctuation, and formatted in APA 6th Edition format. **Papers that do not meet basic APA 6th Edition format requirements will not be read and no points will be earned for the assignment**. Papers that exceed error limitations in grammar, mechanics, and punctuation, or in direct quotations or in-text citations will be returned without being graded. Note: Reference page errors count separately from errors in the text of the paper. For example, a student could have less than ten errors in grammar, mechanics, punctuation, quotations and citations within the body of the paper, but have ten or more errors on the reference page. The paper will still be returned without being graded and no points will be earned for the assignment, unless it is

the first paper for the class. See the following table for additional details.
ALSO: You must make any corrections from an edited paper that has been returned to you from the professor. If the same errors are listed on the second submission, it will be returned to you.

Course Assignments:

Students are expected to meet all assignment deadlines. Professional educators are required to plan and develop Individualized Education Plans, student testing, re-evaluations, plan parent meetings, and perform a host of sundry administrative duties. All of these activities are expected and in some instances, even required by law, to be conducted on time. As part of the correlation between collegiate theory and in your real world practice, please make every effort to turn in your assignments on time. **That being said, the instructor realizes that emergencies do happen.**
Therefore, all late assignments will be deducted 10 points for every day they are late up to one week. After seven (7) days late, the assignment will no longer be accepted. All assignments will be given on the first day of class, and pleases plan your time accordingly. **[1]**

[1] Orientation (100 points).

There will be a mandatory orientation on Thursday, January 21st, 2016 at 7:00 P.M. in Corbin Room 157. We will go over all aspects of your capstone project and also details for APA.

[2] Capstone agreement test (100 points) – This is an online quiz.
Due February 5th, 2016.

[3] Research Questions, Problem Statement, 3 suggested conferences for submission (200 points) This submission starts the drafts of your capstone project! Using the template, include:

- A Title page
- Table of contents
- Abstract with at least five search terms
- Problem statement
- Purpose statement
- RESEARCH QUESTION (S) that will drive your research!
- Key terms,
- At least five references
- IDENTIFY at least 3 local, state, or national conferences to which you could submit your study.

To begin, you first identify a curriculum, instructional model, or specific intervention method or approach in which you are currently using (or are interested).Develop a working purpose statement for your research. This will also include a problem statement.
Formulate a well-written question that guides your search for research-based evidence for your identified curriculum, instructional model or specific intervention method or approach. Remember to write this in the form of a question.
Begin development of your research question. Make sure your question is both observable and measurable. Due February 28, 2016 at midnight.

[4] Chapter 1 (300 points) –Locate past professional research (quantitative, qualitative or mixed methods) to investigate whether use of the curriculum/instruction/method has been validated or proven effective by past researchers. This will be the first draft of Chapter 1. Follow the template. This will also include a rough draft of Chapter.

2. Be sure to address the History, population, and implications sections of Chapter 2. Include 5 new references in addition to the ones you have already submitted. Make sure you have a solid outline of Chapter 2 that leads readers through a logical sequence. –

Due on March 27th, 2016 at midnight.

[5] Chapter 1 & Draft of 2 (300 points) – This will be an edited Chapter 1 & Draft of Chapter 2 with all of the edits–

Due on April 24th, 2016 at midnight.

Grade Point Range – (Please note that the WSU grading system does not recognize an A+)

A	**960 –1000**
A-	**919 - 959**
B+	**878 - 918**
B	**837 - 877**
B-	**796 – 836**
C+	**755 - 795**
C	**714 - 754**
C-	**673 - 713**
D+	**632 - 672**
D	**591 - 631**
D-	**550 - 590**
F	**0 – 549**

GRADING SYSTEM: Wichita State grades include *A* (excellent), *B* (good), *C* (satisfactory), *D* (unsatisfactory), *F* (failure), *Cr* (credit), *NCr* (no credit), *S* (satisfactory), *U* (unsatisfactory), and *I* (incomplete). An Incomplete is a temporary grade when a student is granted an extension of time to complete the coursework. A plus/minus grading system allows a finer differentiation of effort within grades A, B, C, and D; as reflected in the credit points below.

CREDIT POINTS: For each hour of work the student takes, credit points are assigned, as follows, to permit averaging of grades: **A=4.000, A-=3.700, B+=3.300, B=3.000, B-=2.700, C+=2.300, C=2.000, C-+1.700, D+=1.300, D= 1.000, D-+ 0.700, F=0**

Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing

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Diversity and Inclusiveness

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Intellectual Property

Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

College of Education
Course Syllabus
CI 863 CRN 22723 Evidence-Based Inquiry: Capstone Project (1)
Spring 2016

Instructor:	Dr. Janice K. Ewing
Department:	(Your department)
Office Location:	Corbin Education Building – Room 124
Telephone:	316-978-5355
Email:	janice.ewing@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Tuesday – 3:30PM-4:30PM and Wednesday 1:30PM-2:30PM or by appointment
Classroom; Days/Time:	Corbin Education 156C, Wednesday 4:30PM-6:30PM
Prerequisites:	CI 862

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
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Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Students complete and present a research-based inquiry report as a process for increasing skills as evidence-based practitioners. This formal report is presented to a pre-identified audience describing the results of an inquiry into a knowledge base relevant to the fields of learning and instruction. Prerequisite: CI 862

Definition of a Credit Hour
The expectation of work in order to be successful in this 1 credit course is three hours of out of class work for each hour spent in class. This includes writing and research preparation.

Measurable Student Learning Outcomes

Learner Outcomes **The candidate will**	**Related Assessment**	**Guiding Principles -Unit Conceptual Framework**	**MAT Program Goals**
Identify their own areas of professional interest and/or need for experience	Capstone Project Statement of the Problem	PR	Conduct & understand educational research

Document & reflect critically on their own or other educators professional growth over time or in a particular area	Capstone Project Conclusions-Discussion Capstone Project Research Question and Hypothesis	PR	Conduct & understand educational research
Formulate questions or problems that warrant investigation & explain their significance	Capstone Project	CTA	Conduct & understand educational research
Locate & evaluate relevant research & scholarship through the systematic use of library resources, publications & databases.	Capstone Project Literature Review	PR	Effective classroom instructional strategies & practices
Read, analyze, evaluate, synthesize & identify practical applications of various types of educational research & scholarship related to their areas of interest (demonstrating awareness of the range of issues, questions, variables, & constructs, research designs & investigative approaches currently being considered or used)	Capstone Project Methodology	CTA	Conduct & understand educational research
Design an investigation related to their teaching field	Capstone Project Methodology	CTA	Conduct & understand educational research
Collect, analyze, & interpret data (qualitative, ethnographic, or bibliographic) for one or more purposes such as the following: describing, documenting, & reflecting critically on their own professional growth; answering specific researchable questions, formulating or testing theories, identifying or testing the interaction of two variables, developing or evaluating curriculum or instructional material	Capstone Project Data Analysis	CTA	Conduct & understand educational research
Report the results of their work in a clear, well-organized manner	Capstone Project Findings & Presentation	C	Technology applications for instruction & productivity

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Other Readings

Mertler, C. (2014). *Action research: Improving schools and empowering educators* (4th ed.). Thousand Oaks, CA: Sage.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author

Technology Expectations:

The use of Microsoft Word, Excel, PowerPoint/Prezi, Blackboard and WSU online library are required of all students in the class. Students may also consider using Online Reference Tools such as Endnote, and Google docs, or Dropbox while working on written assignments. Students will be expected to check their Wichita State University e-mail account regularly and if necessary forward e-mails from this account to one that is regularly checked.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Education Candidate Conduct Expectations:

Education candidates participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. Candidates should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and site supervisors, may receive a failing grade and/or face possible removal from the field experience.

Grading Scale

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

Percentages	Letter Grade	Grade Points	Interpretation
100-95%	A	4.00	The A range denotes excellent performance.
94-90%	A-	3.70	
89-87%	B+	3.30	
86-84%	B	3.00	The B range denotes good performance.
83-80%	B-	2.70	
79-77%	C+	2.30	
76-74%	C	2.00	The C range denotes satisfactory performance.
73-70%	C-	1.70	
69-67%	D+	1.30	

66-64%	D	1.00	The D range denotes unsatisfactory performance.
63-60%	D-	0.70	
60% &below	F	0.00	F denotes failing performance.

The following descriptive and numerical criteria are used for all graded assignments in this course. All assignments unless otherwise indicated will conform to APA guidelines. The final capstone project will be submitted to Safe-Assign.

Grade of A-, A (90-100)
"A" level work exudes "excellence". Excellence is demonstrated through completeness, reason, reflection, a high level of critical thinking, creativity, original thought and application of knowledge, readings, experiences, class discussions, and theory beyond what would be expected. This is a **WOW** assignment.

Grade of B-, B, B+ (80-89)
"B" level work shows a clear understanding of concepts/topics/processes and is well-organized, clear, concise and complete. Originality of thought, reflection, and creativity are evident although not to the extent found in "A" work. Application of prior knowledge, experiences, readings, and theory is evident. This is a **GOOD** assignment.

Grade of C or C+ (74-79)
"C or C+" level work shows a completed assignment with minimal critical thinking. Little original thought, reflection or application of knowledge, experience, readings, or theory is evident. Creativity is lacking. This work demonstrates a very basic understanding of the course concepts/topics/processes. This is a **FAIR** assignment.

"Grades lower than C (generating less than 2.000 grade points) , cannot be used to meet degree requirements but…may be repeated" (Graduate Catalog, p. 20).

Assignments
Final Written Capstone Project 75%
Capstone Presentation 25%

Performance Assessments:
College policy requires that all College of Education programs be performance-based. In particular, this requires that program candidates meet criteria established at each (of at least four) Transition Points in academic programs. Transition Point requirements may include passing various specific courses and obtaining certain GPAs as well as receiving acceptable ratings on certain required assessments, some of which are embedded within program coursework.

No required assessment for the Master of Arts in Teaching (MAT) program occurs in this course.

Undergraduate vs. Graduate Credit (for 700 level courses)
Undergraduate students enrolled in 700 level courses will receive undergraduate credit (not graduate credit) unless they have a previously approved senior rule application or dual/accelerated enrollment form on file in the Graduate School. Undergraduate credit earned in 700 level courses cannot later be counted toward a graduate degree.

Important Academic Dates
For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

Disabilities
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Shocker Alert System
Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services
WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Tentative Schedule

Date	Assignment
Week of 1-20-16	Review and Discuss Syllabus
Week of 1-27-16	Work Session
Week of 2-3-16	Work Session - **IRB and Consent Letters Must Be Approved**
Week of 2-10-16	Work Session – Data Collection and Analysis
Week of 2-17-10	Work Session – Data Collection and Analysis
Week of 2-24-16	Work Session – Data Collection and Analysis
Week of 3-2-16	Work Session – Findings
Week of 3-9-16	Work Session – Findings **Graduate Showcase Registration and Proposal**
Week of 3-16-16	**Spring Break**
Week of 3-23-16	Work Session - Paper
Week of 3-30-16	Work Session **Paper Due to Committee for Review and Feedback**
Week of 4-6-16	Work Session **Paper Due to Committee for Review and Feedback**
Week of 4-13-16	Work Session **Paper Due to Committee for Review and Feedback**
Week of 4-20-16	Work Session - Design Power Points/Posters for Showcase
Week of 4-27-16	Work Session - Design Power Points/Posters for Showcase **IRB Final Report (one page form)**
Week of 4-30-16	**Graduate Showcase Presentation**
Week of 5-4-16	**Due: Power Points, Posters, Final Paper** **All hard copies of data/evaluations, the signed parent consent forms, and student assent forms need to be turned in to Dr. Ewing**
5-14-16	**Graduation**

College of Education
Course Syllabus
CI 875 CRN 22707 Master's Thesis, (2)
Spring 2016

Instructor:	Dr. Mara Alagic
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center, Room 205
Telephone:	(316) 978 - 6974
Email:	Mara.alagic@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Wednesdays 1:30 – 4:30 or by appointment
Classroom; Days/Time:	On-line Course
Prerequisites:	CI 858 or 860 or 885

How to use this syllabus
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Course Description
Students complete the research proposal accepted by their thesis committee. Students work closely with their advisor and committee. Students receive credit for this course when their thesis has been completed and defended. Prerequisite: CI 858 or 860 or CI 885.

Measurable Student Learning Outcomes

Course Outcomes:	Related Assessment:	Guiding Principles
Candidate will prepare and submit an IRB proposal that is approved by the IRB.	Committee and IRB acceptance	PR
Candidate will complete a draft of the first three chapters of the thesis including a chapter for introduction, literature review and methods that is accepted by the thesis committee.	Committee acceptance	CKS

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook

Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications, Incorporated.

Cronk, B. C. (2008). *How to use SPSS: A step-by-step guide to analysis and interpretation*. Pyrczak Pub.

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC

AND/OR use

APA Owl http://owl.english.purdue.edu/owl/resource/560/01/

Microsoft Word, Reference tool: Endnote or other reference management software tool

(2011). *Guide to the preparation of theses and dissertations*. Graduate School, Wichita State University: Wichita, KS. http://webs.wichita.edu/depttools/depttoolsmemberfiles/gradschool/ThesisDissert ationManual.pdf

(2000). *Master's Thesis Preparation Guide*. Department of Curriculum and Instruction.
College of Education, Wichita State University.
http://webs.wichita.edu/depttools/depttoolsmemberfiles/ci/MastersThesisPrepGui de.pdf

Technology Expectations:

The use of technology will be a critical requirement for this course. At a minimum, students will have to be fluent in word processing, have access to a word processing program capable of inserting pictures and hyperlinks, a color printer, and have Internet connectivity and access to email. All of the above are available in the COE Technology Center for students in the teacher education program.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Education Candidate Conduct Expectations:

Education candidates participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. Candidates should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and site supervisors, may receive a failing grade and/or face possible removal from the field experience.

Grading Scale

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

Candidates receive an "I" in CI 875 until the thesis is completed in CI 876 and is successfully defended to the thesis committee. Once the thesis committee accepts the thesis, the incomplete in CI 875 is changed to a letter grade.

Assignments

1. IRB proposal that is accepted by the IRB panel and thesis committee.

2. First three chapters of the thesis including a chapter for the introduction, a chapter for the literature review and a chapter for methods; which is presented to and accepted by the thesis committee.

Performance Assessments:

College policy requires that all College of Education programs be performance-based. In particular, this requires that program candidates meet criteria established at each (of at least four) Transition Points in academic programs. Transition Point requirements may include passing various specific courses and obtaining certain GPAs as well as receiving acceptable ratings on certain required assessments, some of which are embedded within program coursework.

None of those required assessments occur in this course.

Undergraduate vs. Graduate Credit

Undergraduate students enrolled in 700 level courses will receive undergraduate credit (not graduate credit) unless they have a previously approved senior rule application or dual/accelerated enrollment form on file in the Graduate School. Undergraduate credit earned in 700 level courses cannot later be counted toward a graduate degree.

Important Academic Dates

For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

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Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of

Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property
Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System
Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services
WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Other

Program Goals:
Goal #1:
Graduates of the program will be able to identify, analyze, and explain (a) successful curricular models and instructional strategies and explore the basis for their success, and (b) curricular and instructional problems impeding the improvement of learning and teaching in classrooms and schools, and propose sound solutions.

Goal #2:
Graduates of this program will be able to monitor, evaluate, and suggest means to improve instructional practice, including the evaluation of educational outcomes and programs.

Goal #3:
Graduates of this program will be able to assume responsibility for the development, implementation, evaluation, and revision of curricula or programs of study in particular disciplines and/or for particular populations.

Goal #4:
Graduates of this program will be able to locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical educational problems in curriculum and instruction.

Goal #5:
Graduates of this program will be able to plan and conduct action/applied research, using sound theory and appropriate research designs, to investigate educational questions related to the improvement of curriculum and instruction.

Goal #6:
Graduates of this program will be able to demonstrate professional leadership skills and continued professional growth in curriculum and instruction.

College of Education
Course Syllabus
CI 880 CRN 25923 Learning Theory and Curriculum Design (3)
Spring 2016

Instructor:	JaeHwan (Jay) Byun, Ph.D.	Mara Alagic, Ph.D.
Department:	Curriculum and Instruction	Curriculum and Instruction
Office Location:	Corbin Education Center, Room	Corbin Education Center, Room 205
Telephone:	316-978-6870	316-978-6974
Email:	jaehwan.byun@wichita.edu	mara.alagic@wichita.edu
Preferred Method of	Email	Email
Office Hours:	Monday & Wednesday 10:30 – 1:00, or by appointment	By appointment
Classroom;	On-Line Course	
Prerequisites:	Graduate standing or departmental consent	

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Focuses on cognitive science relative to how people learn and how instruction is designed to facilitate and optimize learning. Students explore several different theoretical perspectives on learning, cognition, and cognitive development. Using current learning theories and a range of tools, students come to understand effective curriculum design for a variety of settings. Prerequisite: graduate standing or departmental consent.

Definition of a Credit Hour
Success in this 3 credit hour course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction and preparation/studying or course related activities for a total of 135 hours.

Measurable Student Learning Outcomes

Course Topics (T1-T12)		Related Assessments (A1-A5) /Learner Outcomes		Program Goals	Conceptual Framework
T1	Foundational knowledge of cognitive theory, motivation, epistemological beliefs and cultural differences	A1	Literature Review including Annotated Bibliography *[TLW analyze & evaluate* T1-T11*]*	PG #4	HDD
T2	Human Development and Learning	A2	Co-reflective analysis of the learner's own professional practice with regard to learner, content and context - working with a partner (potential stakeholder) *[TLW analyze & evaluate* T2, T3, T5*]*	PG#2	PR; C
T3	Learning Theories: Learner, content and context	A2	Co-reflective analysis of the learner's own professional practice with regard to learner, content and context - working with a partner (potential stakeholder) *[TLW analyze & evaluate* T2, T3, T5*]*	PG#2	PR; C
T4	Adult Learning - Transformative/change theory	A3	Critical reflection of a personal experience; lessons learned *[TLW analyze & evaluate* T4 &T8*]*	PG#1	PR
T5	Foundation for reflective thinking	A2	Co-reflective analysis of the learner's own professional practice with regard to learner, content and context - working with a partner (potential stakeholder) *[TLW analyze & evaluate* T2, T3, T5*]*	PG#2	PR: C
T6	Role of the instructional leader	A5	Instructional role play in the instructional setting using one's professional expertise; co-reflective analysis of learning outcomes *[TLW apply, analyze & evaluate T6, T7]*	PG#1	CTA
T7	Curriculum Design and Models	A5	Instructional role play in the instructional setting using one's professional expertise; co-reflective analysis of learning outcomes *[TLW apply, analyze & evaluate T6, T7]*	PG#2	CTA
T8	Current issues in curriculum/ instructional design	A5	Instructional role play in the instructional setting using one's professional expertise; co-reflective analysis of learning outcomes *[TLW apply, analyze & evaluate T6, T7]*	PG#2	CTA
T9	Nurturing and guiding learners to facilitate effective learning; self-regulation	A3	Critical reflection of a personal experience; lessons learned *[TLW analyze & evaluate* T4 &T8*]*	PG#1	PR
T10	Zone of proximal development and scaffolding	A4	Theoretical preparation for A5; presentation of a plan; Performance learning standards (T9-T11) *[TLW create]*	PG#3	T

T11	Differentiated Instruction: Design	A4	Theoretical preparation for A5; presentation of a plan; Performance learning standards (T9-T11) *[TLW create curriculum for A5 including elements of differentiated instruction]*	PG#3	CKS

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook
Reif, F. (2008). *Applying Cognitive Science to Education: Thinking and Learning in Scientific and other Complex Domains.* Bradford Books.

Other Readings

Anderson, L.W. & Krathwohl, D.R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives.* New York, USA: Addison-Wesley Longman.

Driscoll, M. P. (2005). *Psychology of learning for instruction (3rd ed.).* Boston, MA: Pearson Education, Inc.

Greeno, J. G. (2006). Learning in activity. In K. Sawyer (ed.) *Handbook of the Learning Sciences* (pp. 79–96), Cambridge, MA: Cambridge University Press.

Greeno, J. G., Collins, A. M., & Resnick, L. (1996). Cognition and learning. In D. Berliner and R. Calfee (Eds.) *Handbook of Educational Psychology,* (pp. 15–46). New York: MacMillan.

Mezirow, J. (1991). *Transformative dimensions of adult learning.* San Francisco: Jossey-Bass.

Mezirow, J. (1981). A Critical Theory of Adult Learning and Education. *Adult Education* 32 (1981): 3–23.

Rimmington, G. M., & Alagic, M. (2008). T*hird place learning. Reflective inquiry into intercultural and global cage painting.* Charlotte, NC: Information Age Publishing Inc.

Thagard, Paul (2nd, 2005). *Mind: Introduction to Cognitive Science.* Cambridge, MA: The MIT Press.

Technology Expectations:
Students will demonstrate use of technology through Blackboard interactions, electronic submission of assignments, and communication through email and other online tools. Class sessions will provide opportunities for students to participate in online research and utilize technology in classroom presentations. Students will be expected to check their Wichita State University email account regularly, it is recommended that you forward this account to an account that you regularly check.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Education Candidate Conduct Expectations:
Education candidates participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. Candidates should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and site supervisors, may receive a failing grade and/or face possible removal from the field experience.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (*Note: the chart on the next page is a sample that may be used*). (Other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.)

Percentages (tentative)	Letter grade	Grade Points	Interpretation
100-95%	A	4.00	*The A range denotes excellent performance.*
94-90%	A-	3.67	
89-87%	B+	3.33	
86-84%	B	3.00	*The B range denotes good performance.*
83-80%	B-	2.67	
79-77%	C+	2.33	
76-74%	C	2.00	*The C range denotes satisfactory performance.*
73-70%	C-	1.67	
69-67%	D+	1.33	
66-64%	D	1.00	*The D range denotes unsatisfactory performance.*
63-60%	D-	0.67	
60%-	F	0.00	*F denotes failing performance.*

Assignments

	Assignment	Percent (tentative)
A1	Literature Review including Annotated Bibliography *[TLW analyze & evaluate* T1-T11*]*	30
A2	Co-reflective analysis of the learner's own professional practice with regard to learner, content and context - working with a partner (potential stakeholder) *[TLW analyze &* evaluate T2, T3, T5*]*	15
A3	Critical reflection of a personal experience; lessons learned *[TLW analyze & evaluate* T4 &T8*]*	15
A4	Theoretical preparation for A5; presentation of a plan; Performance learning standards (T9-T11) *[TLW create]*	20
A5	Instructional role play in the instructional setting using one's professional expertise; co-reflective analysis of learning outcomes *[TLW apply, analyze & evaluate T6, T7]*	20

Performance Assessments:

College policy requires that all College of Education programs be performance-based. In particular, this requires that program candidates meet criteria established at each (of at least four) Transition Points in academic programs. Transition Point requirements may include passing various specific courses and obtaining certain GPAs as well as receiving acceptable ratings on certain required assessments, some of which are embedded within program coursework.

<No or a #> required assessments occur this course for the <insert name> Program. <If 1 or more, add: The title of such assessments, associated rubrics and passing criteria follow:>

1 required assessments occur this course for the Master of Education in Learning and Instructional Design Program.
Assessment Title: Reflective Inquiry Project
Passing Criteria: Minimum competency for passing the assessment is no rubric score below a 2 – Acceptable level.
Rubric:

Traits/Subjects	Level of Performance		
	Unacceptable (1point)	Acceptable (2 points)	Target (3 points)
Trait A- Introduction and Purpose	No rationale, focus unclear, too many variables, and design is weak	At least three (3) of the following exist: **(a)** identifies a single study, **(b)** includes a description of the context, **(c)** rational is the sufficient, **(d)** research is feasible to accomplish	Well-supported rationale including a brief description of context for a single, focused study that can be realistically implemented by the researcher(s).
Trait B- Research Questions	There is no evidence that the questions come from data sources, not measurable, are not supported by the literature cited. Student learning is not at the forefront of the question	Evidence showing research questions that **(a)** result from multiple data sources, **(b)** are measureable, and **(c)** well capture the purpose of the research. The question focuses on the improvement of student learning.	Evidence showing research questions that **(a)** result from multiple data sources **(b)** are supported by at least three (3) articles of current literature, **(c)** are measurable, and **(d)** capture the purpose of the research. The question clearly focuses on the improvement of student learning.
Trait C- Contextual Factors	The contextual factors are not described with sufficient detail to allow the study's findings to be applied to similar contexts.	The contextual factors are described in some detail so that the study's findings can be applied to similar contexts.	The contextual factors are described precisely so that the study's findings can be applied to similar contexts.
Trait D- Data Collection and Analysis	Methods and types of data collection are vague. There are no definite trends or patterns cited to support the research questions	Data types and methods are appropriate, but there are not 3 different types. Most support the research questions. Trends and patterns are described, but	Types of data collected, and data collection methods are appropriate. At least 3 kinds of data are collected which support research questions. Trends and patterns are

		somewhat vague.	identified to provide answers to the research questions.
Trait E- Results and Informed Action	Not attempted or neither is accurate. Unclear	Action is based on improvement of student learning for all students, but some inaccuracies are present.	An accurate summary of the findings with regard to student learning is prepared including steps to be taken for future action based on findings to assure that all students learn.
Trait F- Writing Quality	APA format is mostly followed, but needs minor revisions. Ideas, organization, voice, word choice, sentence fluency and conventions are of poor quality.	APA format is followed and paper is mostly flawless. Ideas, organization, voice, word choice, sentence fluency and conventions are of acceptable quality that engages the reader.	APA format is followed expertly. Ideas, organization, voice, word choice, sentence fluency and conventions are of expert quality compelling and engaging the reader. Paper is flawless and an excellent model for others.

Remediation Candidates unable to successfully meet Transition Point criteria will ordinarily be assigned remediation, which may affect progress in the program (e.g., not proceeding to next semester's coursework). Meeting Transition Point criteria ultimately is necessary for graduation even though general GPA requirements may be met. Students who do not achieve acceptable performance on this/these assessment(s) after 1 remediation opportunity/opportunities will be subject to dismissal from the program.

Undergraduate vs. Graduate Credit (for 700 level courses)
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Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Other

The COE vision is to prepare candidates who are highly competent, collaborative, and reflective professionals. Each guiding principle, associated with a major topic, is addressed and assessed in this course.

The Curriculum and Instruction Master's Degree is designed around six major goals:
1. Program Goal #1: Graduates of the program will be able to identify, analyze, and explain (a) successful curricular models and instructional strategies and explore the basis for their success, and (b) curricular and instructional problems impeding the improvement of learning in instructional settings and propose effective solutions.

2. Program Goal #2: Graduates of this program will be able to monitor, evaluate, and suggest means to improve instructional practice, including the evaluation of learning outcomes and programs.
3. Program Goal #3: Graduates of this program will be able to assume responsibility for the development, implementation, evaluation, and revision of curricula, training, or programs of study in particular disciplines and/or for particular populations.
4. Program Goal #4: Graduates of this program will be able to locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical educational/training problems in instructional settings.
5. Program Goal #5: Graduates of this program will be able to plan and conduct research using appropriate theory and research designs to investigate educational/training questions related to the improvement of learning and instruction.
6. Program Goal #6: Graduates of this program will be able to demonstrate professional leadership skills and continued growth in instructional leadership and learning.

Tentative Schedule

Week	Topics, Readings, Assignments, Deadlines
1	What is learning? (Ch. 1)
2	What is learning theory?
3	Discussion about learning theories Intellectual Performance (Ch. 2)
4	Performance and Cognitive Needs Usability (Ch. 3-4)
5	Performance and Cognitive Needs Usability (Ch. 5-6)
6	Performance and Cognitive Needs Effectiveness (Ch. 7-8)
7	Performance and Cognitive Needs Effectiveness (Ch. 9)
8	Performance and Cognitive Needs Flexibility (Ch. 10)
9	Spring Break
10	Performance and Cognitive Needs Flexibility (Ch. 11-12)
11	Performance and Cognitive Needs Flexibility (Ch. 13)
12	Performance and Cognitive Needs Efficiency (Ch. 14) Reliability (Ch. 15)
13	Prior knowledge Unfamiliar knowledge domains (Ch. 16) Naïve scientific knowledge (Ch. 17)
14	Learning and Teaching Developing instruction (Ch. 18) Designing the learning process: Goals (Ch. 19)
15	Learning and Teaching Designing the learning process: Means (Ch. 20) Producing instruction to foster learning (Ch. 21)
16	Implementing Practical Instruction Traditional instructional methods (Ch. 22) Innovative instructional methods (Ch. 23) Some educational challenges (Ch. 24)

College of Education
Course Syllabus
CI 885 CRN 25924 Inquiry into Instructional Practice: Part 2 (3)
Spring 2016

Instructor:	Dr. Mara Alagic
Department:	Curriculum and Instruction
Office Location:	Corbin Education Center, Room 205
Telephone:	(316) 978 - 6974
Email:	mara.alagic@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	Wednesday 2:00 – 4:30 pm or by appointment
Virtual Office Hours:	Flexible; announced weekly in the learning
Classroom; Days/Time:	On-line Course
Prerequisites:	CI 884

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves. *(Indicate if any changes will be made and how they will be communicated to the student.)*

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Provides students with the skills necessary to conduct research relevant to their professional practice. Includes elements of quantitative as well as qualitative data analysis. Students critically analyze data-based decision making and the potential implications for instructional practice. Fulfills the university's professional and scholarly integrity training requirement covering research misconduct, publication practices and responsible authorship, conflict of interest and commitment, ethical issues in data acquisition, management, sharing and ownership. Prerequisite: CI 884.

Definition of a Credit Hour
The expectation of work in order to be successful in this 3 credit course is three hours of out of class work for each hour spent in class. This includes work assigned on-line through Blackboard, reading, written assignments and other course related activities.

Measurable Student Learning Outcomes

Course Topics		Related Assessments/ *Learner Outcomes [The Learner Will…]*		Program Goals	Conceptual Framework
T1	Interpreting and Understanding	A1	Research Project (Research Proposal completed in the CI 7XX Inquiry into Instructional Practice: Part 1)	PG#2, 4, 5	PR
	Quantitative and Qualitative Data		[*TLW understand, apply and present all components of a research project*]		
T2	Measures of central tendency, variability, and correlation	A2	Given scenarios with statistical data [*TLW be able to (a) interpret the results based on tables of data and other information of effects and interactions in ANOVA, or slope & intercept in regression; (b) distinguish between uses and misuses of statistics, (c) effectively use Excel or SPSS for statistical applications such as computation of averages, measures of variability, and correlation coefficients; and (d) interpret results from applications of measures of central tendency, variability & correlation.*]	PG#2	T, CTA
T3	Statistical Data Inference				
T4	Triangulation and Credibility of Data and Research	A1	Research Project (Research Proposal completed in the CI 7XX Inquiry into Instructional Practice: Part 1) [*TLW understand, apply and present all components of a research project*]	PG#2, 5	HDD, CTA
T5	Rethinking Relationship between General and Particular	A3	Creative essay on the topic (T5) based on selected literature focused on various types of (a) sampling techniques and (b) research methodologies [*TLW present a critical analysis of relationship between general in particular in educational research*]	PG#4	PR
T6	Inquiry into Your Professional Practice	A1	Research Project (Research Proposal completed in the CI 7XX Inquiry into Instructional Practice: Part 1) [*TLW understand, apply and present all components of a research project*]	PG#2, 5	HDD, CTA
T7	Decision-making and Implications for Instructional Practice				

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook
Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches.* Sage Publications, Incorporated.

Glyn Rimmington & Mara Alagic (2008). *Third Place Learning: Reflective Inquiry Into Intercultural & Global Cage Painting*. Charlotte, NC: Information Age Publishing Inc.

Cronk, B. C. (2008). *How to use SPSS: A step-by-step guide to analysis and interpretation*. Pyrczak Pub.

Access to SPSS software

Other Readings

Creswell, J. W. (2009). *Research design: Qualitative, Quantitative, and Mixed Methods Approaches*. Los Angeles: Sage.

Crotty, M. (2006). *The foundations of social research: Meaning and perspective in the research process*. Thousand Oaks, CA: SAGE Publications, Inc.

Field, A. (2005). Discovering statistics using SPSS (2nd ed.). London: SAGE Publications.

Heiman, G. W. (2011). *Basic statistics for the behavioral sciences (6th ed)*. Boston, MA: Houghton Mifflin.

Johnson, R. & Christensen, L. (2010). *Educational Research: Quantitative, Qualitative, and Mixed Approaches*. Thousand Oaks, CA: Sage Publications.

King, B.M. & Minimum, E.W. (2008). Statistical Reasoning in the Behavioral Sciences. 5th edition, John Wiley & Sons, Inc.: New York.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage Publications.

Ott, R.L., & Longnecker, M. (2010). *An Introduction to Statistical Methods and Data Analysis*. Brooks/Cole, Belmont, CA

Shavelson, R.J. (1996). *Statistical reasoning for the behavioral sciences* (3rdEd.). Boston: Allyn & Bacon.

Yin, R. K. (1994). *Case study research: Design and methods* (2nd ed.). Newbury Park, CA: Sage Publications.

Technology Expectations:

Students will demonstrate use of technology through Blackboard interactions, electronic submission of assignments, and communication through email and other online tools. Class sessions will provide opportunities for students to participate in online research and utilize technology in classroom presentations. Students will be expected to check their Wichita State University email account regularly, it is recommended that you forward this account to an account that you regularly check.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Education Candidate Conduct Expectations:

Education candidates participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. Candidates

should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and site supervisors, may receive a failing grade and/or face possible removal from the field experience.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (*Note: the chart on the next page is a sample that may be used*). (Other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.)

Percentages (tentative)	Letter grade	Grade Points	Interpretation
100-95%	A	4.00	*The A range denotes excellent performance.*
94-90%	A-	3.67	
89-87%	B+	3.33	
86-84%	B	3.00	*The B range denotes good performance.*
83-80%	B-	2.67	
79-77%	C+	2.33	
76-74%	C	2.00	*The C range denotes satisfactory performance.*
73-70%	C-	1.67	
69-67%	D+	1.33	
66-64%	D	1.00	*The D range denotes unsatisfactory performance.*
63-60%	D-	0.67	
60%-	F	0.00	*F denotes failing performance.*

Assignments

	Assignment	Percent (tentative)
A1	Research Project	50
A2	Given scenarios with statistical data to analyze	30
A3	Creative essay on the topic *Rethinking Relationship between General and Particular*	20

Performance Assessments:
College policy requires that all College of Education programs be performance-based. In particular, this requires that program candidates meet criteria established at each (of at least four) Transition Points in academic programs. Transition Point requirements may include passing various specific courses and obtaining certain GPAs as well as receiving acceptable ratings on certain required assessments, some of which are embedded within program coursework.

No required assessments occur in this course for the Master of Education in Learning and Instructional Design Program.

Remediation Candidates unable to successfully meet Transition Point criteria will ordinarily be assigned remediation, which may affect progress in the program (e.g., not proceeding to next semester's coursework). Meeting Transition Point criteria ultimately is necessary for graduation even though general GPA requirements may be met. Students who do not achieve acceptable performance on this/these assessment(s) after three remediation opportunity/opportunities will be subject to dismissal from the program.

Undergraduate vs. Graduate Credit (for 700 level courses)
Undergraduate students enrolled in 700 level courses will receive undergraduate credit (not graduate credit) unless they have a previously approved senior rule application or dual/accelerated enrollment form on file in the Graduate School. Undergraduate credit earned in 700 level courses cannot later be counted toward a graduate degree.

Important Academic Dates
For spring semester 2016, classes begin January 19, 2016, and end May 5, 2016. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is April 1, 2016. There are no classes on March 14 - 20, 2016. The final exam period is May 7 - 13, 2016.

Disabilities
If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing
The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusiveness
Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property
Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System
Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at

www.wichita.edu/alert.

Student Health Services
WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Other

The COE vision is to prepare candidates who are highly competent, collaborative, and reflective professionals. Each guiding principle, associated with a major topic, is addressed and assessed in this course.

The Curriculum and Instruction Master's Degree is designed around six major goals:

1. Program Goal #1: Graduates of the program will be able to identify, analyze, and explain (a) successful curricular models and instructional strategies and explore the basis for their success, and (b) curricular and instructional problems impeding the improvement of learning in instructional settings and propose effective solutions.
2. Program Goal #2: Graduates of this program will be able to monitor, evaluate, and suggest means to improve instructional practice, including the evaluation of learning outcomes and programs.
3. Program Goal #3: Graduates of this program will be able to assume responsibility for the development, implementation, evaluation, and revision of curricula, training, or programs of study in particular disciplines and/or for particular populations.
4. Program Goal #4: Graduates of this program will be able to locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical educational/training problems in instructional settings.
5. Program Goal #5: Graduates of this program will be able to plan and conduct research using appropriate theory and research designs to investigate educational/training questions related to the improvement of learning and instruction.
6. Program Goal #6: Graduates of this program will be able to demonstrate professional leadership skills and continued growth in instructional leadership and learning.

Tentative Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	January 22	Literature Review
2	January 29	Literature Review
3	February 5	Research Methodology
4	February 12	Research Methodology
5	February 19	Research Proposal
6	February 26	Research Proposal
7	March 4	Research Proposal
8	March 11	Research Proposal
9	March 25	IRB approval
10	April 1	Data Collection
11	April 8	Data Collection
12	April 15	Data Analysis
13	April 22	Data Analysis
14	April 25	Limitations and Delimitations
15	April 29	Conclusions and Literature connection
16	May 6	Implications
Final	May 9	Research Report

College of Education
Course Syllabus
CI 893 CRN 23629 Instructional Leadership:
Professionalism and Collaboration
Syllabus (3)
Spring 2016

Instructor:	Dr. Dennis J. Kear
Department:	(Your department)
Office Location:	No office on campus
Telephone:	((316) 993-1941
Email:	dennis.kear@wichita.edu
Preferred Method of Contact:	Email
Office Hours:	An appointment can be scheduled via email and conducted through Blackboard Collaborate or Skype.
Classroom; Days/Time:	Fully Online
Prerequisites:	CI 880, 884, 885

How to use this syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Section 4.012 of the College of Education Policies and Procedures Manual http://webs.wichita.edu/?u=coedhome&p=/policies_procedures specifies the college's policy and processes relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options.

Course Description
Focuses on the role of the instructional leader to facilitate the implementation and sustainability of change necessary to support individual and organizational learning. Candidates acquire the skills necessary to facilitate, nurture and maintain partnerships. Prerequisites: CI 880, 884, 885.

Definition of a Credit Hour
The expectation of work in order to be successful in this 3 credit course is the equivalent amount of work in a face-to-face class.

Measurable Student Learning Outcomes

Major topics	Learner Outcomes The student will	Related Assessment	Guiding Principles from the Unit Conceptual Framework (PR, HDD, CTA, T, CKS, C)	Program Goals
Leadership to promote learning	Develop and apply an understanding of the principles of leadership as related to promoting learning	Written Paper	PR	GOAL 6
Leadership Theory, Styles and Development	Analyze and evaluate leadership theory, determine personal leadership style and identify next steps in leadership development	Reflection	HDD	GOAL 6
Problem Solving in Different Contexts	Identify and evaluate a variety of problems and problem solving strategies	White Paper	CTA, CKS, C	GOAL 4,6
Systems Theory and Analysis	Apply systems theory to teaching and learning	White Paper	CKS	GOAL 1
Communication Models	Determine effective models of communication for their context	Reflection	CKS	GOAL 6
Collaboration Fundamentals	Evaluate the fundamental components of collaboration	Collaborative Project	C	GOAL 4,6
Partnerships	Use the components of collaboration and develop partnerships that support teaching and learning	Collaborative Project	C	GOAL 4,5,6
Resource Awareness and Utilization	Use resources and participate in a leadership opportunity utilizing these resources	Collaborative Project Discussion Boards	T,C	GOAL 6

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)
Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)

Required Texts/Readings Textbook (Suggested)
Houston, P.D., Blankstein, A.M., & Cole, R.W.(Eds.). (2010). Leadership for family and community involvement. Thousand Oaks, CA: Corwin Press.

Sanders, M.G. (2006). Building school-community partnerships: Collaboration for student success. New York, NY: Skyhorse Publishing.

Other Readings

Other selected readings will be assigned to address partnerships and leadership.

Technology Expectations:
Students will demonstrate use of technology through Blackboard interactions, electronic submission of assignments, and communication through e-mail and other on-line tools. Students will be expected to check their Wichita State University e-mail account regularly and if necessary forward e-mails from this account to one that is regularly checked.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

Education Candidate Conduct Expectations:
Education candidates participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. Candidates should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
In view of these expectations, candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and site supervisors, may receive a failing grade and/or face possible removal from the field experience.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

Percentages	Letter Grade	Grade Points	Interpretation
100-95%	A	4.00	The A range denotes excellent performance.
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89-87%	B+	3.33	
86-84%	B	3.00	The B range denotes good performance.
83-80%	B-	2.67	
79-77%	C+	2.33	
76-74%	C	2.00	The C range denotes satisfactory performance.
73-70%	C-	1.67	
69-67%	D+	1.33	
66-64%	D	1.00	The D range denotes unsatisfactory performance.
63-60%	D-	0.67	
60% &below	F	0.00	F denotes failing performance.

Grade of A-, A (90-100)
"A" level work exudes "excellence". Excellence is demonstrated through completeness, reason, reflection, a high level of critical thinking, creativity, original thought and application of knowledge, readings, experiences, class discussions, and theory beyond what would be expected. This is a **WOW** assignment.

Grade of B-, B, B+ (80-89)
"B" level work shows a clear understanding of concepts/topics/processes and is well-organized, clear, concise and complete. Originality of thought, reflection, and creativity are evident although not to the extent found in "A" work. Application of prior knowledge, experiences, readings, and theory is evident. This is a **GOOD** assignment.
Grade of C or C+ (74-79)

"C or C+" level work shows a completed assignment with minimal critical thinking. Little original thought, reflection or application of knowledge, experience, readings, or theory is evident. Creativity is lacking. This work demonstrates a very basic understanding of the course concepts/topics/processes. This is a **FAIR** assignment.

Grade of D+, D, D- or C- (60-73)
"D or C-" level work demonstrates a lack of understanding of the theories and concepts/topics/processes addressed in class and in the coursework. Minimal or no effort is observable. No original thought or application of knowledge is demonstrated. Oral or written communication skills are poor, and the work may be incomplete. This is an **UNACCEPTABLE** assignment.
Grade of F (below 60)
"F" quality work is not expected in this course.

NOTE: Both the state of Kansas and national accreditation requires that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that students not only pass required courses/attain certain GPAs, but also receive satisfactory ratings on certain required assessments, many of those assessments are embedded within the program's coursework.

One or more of those required assessments occur in this course. A title/description of any assessments and associated rubrics and passing criteria follows: **Collaborative Project (Collaborative Project Rubric)**

Students failing to attain a satisfactory rating on a required assessment may be provided special assistance.

Assignments
Assignments will include readings, discussion board posts, blog posts, reflective papers, white paper, and projects. Collaboration will be required on a project and interaction is expected via comments on blogs ad discussion boards. Specific directions are posted on the Blackboard course under the Weekly Units folder.

Performance Assessments:
College policy requires that all College of Education programs be performance-based. In particular, this requires that program candidates meet criteria established at each (of at least four) Transition Points in academic programs. Transition Point requirements may include passing various specific courses and obtaining certain GPAs as well as receiving acceptable ratings on certain required assessments, some of which are embedded within program coursework.

- **Collaborative Project (Collaborative Project Rubric)**

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Undergraduate vs. Graduate Credit (for 700 level courses)
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Intellectual Property
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Other
The Curriculum and Instruction Master's Degree is designed around six program goals:

Program Goal 1: Graduates of the program will be able to identify, analyze and explain (a) successful curricular models and instructional strategies and explore the basis for their success, and (b) curricular and instructional problems impeding the improvement of learning in instructional settings and propose effective solutions.

Program Goal 2: Graduates of this program will be able to monitor, evaluate, and suggest means to improve instructional practice, including the evaluation of learning outcomes and programs.

Program Goal 3: Graduates of this program will be able to assume responsibility for the development, implementation, evaluation and revision of curricula, training or programs of student in particular disciplines and/or for particular populations.

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Program Goal 5: Graduates of this program will be able to plan and conduct research using appropriate theory and research designs to investigate educational/training questions related to the improvement of learning and instruction.

Program Goal 6: Graduates of this program will be able to demonstrate professional leadership skills and continued growth in instructional leadership and learning.

The COE vision is to prepare candidates who are highly competent, collaborative, and reflective professionals. Each guiding principle, associated with a major topic, is addressed and assessed in this course.

Conceptual Framework Guiding Principles

- Professionalism and reflection on the vocation (PR)
- Human development and respect for diversity (HDD)
- Connection of teaching and assessment (CTA)
- Technology integration (T)
- Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
- Collaboration with stakeholders (C)

Major Topics:

- Leadership to Promote Learning
- Leadership Theory, Styles and Professional Development
- Problem Solving in Different Contexts
- Systems Theory and Analysis
- Communication Models
- Collaboration Fundamentals
- Partnerships
- Resource Awareness and Utilization

Tentative Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan 19-24	Topic: Leadership Theory, Models and Styles Readings: Leadership articles from online sources Assignments: Self-introduction and two discussion boards and comment on others' discussion boards Due date: Jan. 25 by 8 am
2	Jan 25-31	Topic: Leadership Theory, Models and Styles Readings: Leadership articles from online sources Assignments: One discussion board and comment on others' discussion boards Due date: Feb.1. by 8 am
3	Feb 1-7	Topic: Leadership Theory, Models and Styles Readings: Leadership articles from online sources Assignments: One discussion board and comment on others' discussion boards Due date Feb. 8 by 8 am
4	Feb 8-14	Topic: Leadership Theory, Models and Styles Readings: Review notes of previously read articles and discussion board comments from peers about their readings. Assignments: Complete a 3-5 page reflective paper on leadership Due date Feb. 15 by 8 am
5	Feb 15-21	Topic: Engaging Families Readings: *Leadership for Family and Community Involvement*, Chapters 1&2 Assignments: Blog, two discussion boards and paper and comment on others' discussion boards Due date: Feb 22 by 8 am
6	Feb 22-28	Topic: Sharing the Dream Readings: *Leadership for Family and Community Involvement*, Chapters 3&4 Assignments: Blog and Paper Due date: Feb 29 by 8 am
7	Feb 29-Mar 6	Topic: Family Literacy and Communication Readings: *Leadership for Family and Community Involvement*, Chapters 5 &6 Assignments: Due date: Mar 7 by 8 am
8	Mar 7-13	Topic: Diffusing Anger and Bringing Schools and Communities Together Readings: *Leadership for Family and Community Involvement*, Chapters 7 &8 Assignments: Discussion Board, wiki, blog, and comments on others' posts. Due date: Mar 14 by 8 am
9	March 14-20	Spring Break Catch-up, Get Ahead and Relax
10	Mar 21-27	Topic: Community Partnerships Readings: *Building School-Community Partnerships*, Chapters 1-3 Assignments: Written paper and discussion board post Due date: March 28 by 8 am
11	Mar 28-Apr3	Topic: Building Capacity for Collaboration Readings: *Building School-Community Partnerships, Chapters 4 and 5 OR 6* Assignments: Written paper and discussion board post Due date: April 4 by 8 am
12	Apr 4-10	Topic: Promising Practices for Partnerships

Week	Date	Topics, Readings, Assignments, Deadlines
		Readings: *Building School-Community Partnerships,* Chapters 7 and 8 Assignments: Group planning for a community partnership Due date: April 11 by 8 am
13	Apr 11-17	Topic: Designing a Partnership Readings: Assignments: Written design of a community partnership Due date: April 20 by 8 am
14	Apr 18-24	Topic: Systems Theory and Analysis Readings: Articles from data bases on the internet Assignments: Discussion boards Due date: April 25 by 8 am
15	Apr 25- May 1	Topic: Systems Theory and Analysis Readings: Articles from data bases on the internet Assignments: Wiki, Discussion Board Due date: May 1 by 8 am
16	May 2-5	Topic: Systems Theory and Analysis Readings: Review notes and replies to your postings on discussion board and wiki Assignments: White Paper Due date: May 9 by 8 am
Final Exam		The final exam is the white paper described in week 16 weekly unit. Due date: May 9 by 8 am