# NEW COURSE FORM

| | | | | |
|---|---|---|---|---|
| **1.** | **General Information.** | | | |

| | | | | |
|---|---|---|---|---|
| **a.** | Submitted by the College of: Education | | Today's Date: | 02/22/2011 |

| | |
|---|---|
| **b.** | Department/Division: Science, Technology, Engineering, and Mathematics (STEM) Education |

| | | | | | |
|---|---|---|---|---|---|
| **c.** | Contact person name: Margaret Mohr-Schroeder | Email: | m.mohr@uky.edu | Phone: | 257-3073 |

| | |
|---|---|
| **d.** | Requested Effective Date: ☒ Semester following approval OR ☐ Specific Term/Year[1] : _____ |

| | |
|---|---|
| **2.** | **Designation and Description of Proposed Course.** |

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|---|---|
| **a.** | Prefix and Number:  SEM 435 |

| | |
|---|---|
| **b.** | Full Title:  STEM Student Teaching in the Secondary School |

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|---|---|
| **c.** | Transcript Title (if full title is more than 40 characters):  STEM Stud Teaching in Sec School |

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| **d.** | To be Cross-Listed[2] with (Prefix and Number):  _____ |

| | |
|---|---|
| **e.** | Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours[3] for each meeting pattern type. |

| | | | | |
|---|---|---|---|---|
| 1  Lecture | _____  Laboratory[1] | _____  Recitation | _____  Discussion | _____  Indep. Study |
| _____  Clinical | _____  Colloquium | 40  Practicum | _____  Research | _____  Residency |
| _____  Seminar | _____  Studio | _____  Other – Please explain:  _____ | | |

| | |
|---|---|
| **f.** | Identify a grading system:  ☐ Letter (A, B, C, etc.)  ☒ Pass/Fail |

| | |
|---|---|
| **g.** | Number of credits:  10 |

| | | | |
|---|---|---|---|
| **h.** | Is this course repeatable for additional credit? | YES ☐ | NO ☒ |

| | | |
|---|---|---|
| If YES: | Maximum number of credit hours: | _____ |

| | | | |
|---|---|---|---|
| If YES: | Will this course allow multiple registrations during the same semester? | YES ☐ | NO ☒ |

| | | |
|---|---|---|
| **i.** | Course Description for Bulletin: | SEM 435 is a ten credit hour course taken concurrently with student teaching. The purpose of student teaching is to help student teachers continue to develop their knowledge, strategies, and the skills necessary in order to become successful and productive secondary teachers capable of being a leader in the profession. With the support of cooperating teachers in area schools, the course instructor, and university field supervisors, student teachers will apply the theories, methods, and techniques they have learned in the past in addition to what they will learn during their concurrent student teaching experiences. |

| | |
|---|---|
| **j.** | Prerequisites, if any:  Consent of Program Advisor and admission into STEM PLUS Program |

| | | | |
|---|---|---|---|
| **k.** | Will this course also be offered through Distance Learning? | YES[4] ☒ | NO ☐ |

| | |
|---|---|
| **l.** | Supplementary teaching component, if any:  ☐ Community-Based Experience  ☐ Service Learning  ☐ Both |

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[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

[2] The chair of the cross-listing department must sign off on the Signature Routing Log.

[3] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from *SR 5.2.1*)

[4] You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

# NEW COURSE FORM

| 3. | **Will this course be taught off campus?** | | YES ☐ | NO ☒ |
|---|---|---|---|---|

**4.** **Frequency of Course Offering.**

| a. | Course will be offered (check all that apply): | ☒ Fall | ☒ Spring | ☐ Summer |
|---|---|---|---|---|
| b. | Will the course be offered every year? | | YES ☒ | NO ☐ |
| | If NO, explain: | | | |

| 5. | **Are facilities and personnel necessary for the proposed new course available?** | YES ☒ | NO ☐ |
|---|---|---|---|
| | If NO, explain: | | |

| 6. | **What enrollment (per section per semester) may reasonably be expected?** | 2 |
|---|---|---|

**7.** **Anticipated Student Demand.**

| a. | Will this course serve students primarily within the degree program? | YES ☒ | NO ☐ |
|---|---|---|---|
| b. | Will it be of interest to a significant number of students outside the degree pgm? | YES ☒ | NO ☐ |
| | If YES, explain: | Students who add the STEM Education major will also be involved in this course (Colleges of Arts and Sciences and Engineering students). | |

**8.** **Check the category most applicable to this course:**

☒ Traditional – Offered in Corresponding Departments at Universities Elsewhere

☐ Relatively New – Now Being Widely Established

☐ Not Yet Found in Many (or Any) Other Universities

**9.** **Course Relationship to Program(s).**

| a. | Is this course part of a proposed new program? | YES ☒ | NO ☐ |
|---|---|---|---|
| | If YES, name the proposed new program: | STEM Education Major | |
| b. | Will this course be a new requirement[5] for ANY program? | YES ☒ | NO ☐ |
| | If YES[5], list affected programs: | STEM Education Major and BSEd in STEM Education Program. | |

**10.** **Information to be Placed on Syllabus.**

| a. | Is the course 400G or 500? | YES ☐ | NO ☒ |
|---|---|---|---|

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4*.)

| b. | ☒ | The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached. |
|---|---|---|

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[5] In order to change a program, a program change form must also be submitted.

# NEW COURSE FORM

## Signature Routing Log

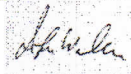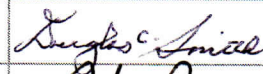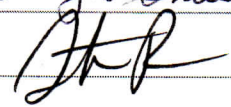### General Information:

Course Prefix and Number:     SEM 435

Proposal Contact Person Name:     Margaret Mohr-Schroeder     Phone: 257-3073     Email: m.mohr@uky.edu

### INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

### Internal College Approvals and Course Cross-listing Approvals:

| Reviewing Group | Date Approved | Contact Person (name/phone/email) | Signature |
|---|---|---|---|
| STEM Education | 02/22/2011 | Jennifer Wilhelm / 257-1291 / jennifer.wilhelm@uky.edu | *signature* |
| C+C Comm | 3/28/11 | Doug Smith / 1824 / dcsmith@ukyedu | *Douglas C Smith* |
| College of ED | 4/19/11 | Steve Parker / 7105 / sparker@ukyedu | *signature* |
|  |  | / / |  |
|  |  | / / |  |

### External-to-College Approvals:

| Council | Date Approved | Signature | Approval of Revision[6] |
|---|---|---|---|
| Undergraduate Council | 11/8/2011 | Sharon Gill |  |
| Graduate Council |  |  |  |
| Health Care Colleges Council |  |  |  |
| Senate Council Approval |  | University Senate Approval |  |

Comments:

The Board of Trustees approved the Department of Science, Technology, Engineering, and Mathematics (STEM) Education on February 22, 2011. The department will fiscally begin on July 1, 2011.

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[6] Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

# Distance Learning Form

This form must accompany <u>every</u> submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

<u>Introduction/Definition</u>: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses**. The *department* proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).
**Error! Hyperlink reference not valid.**

| | |
|---|---|
| Course Number and Prefix: SEM 435 | Date: 2/22/2011 |
| Instructor Name: Margaret Mohr-Schroeder | Instructor Email: m.mohr@uky.edu |

Check the method below that best reflects how the majority of course of the course content will be delivered.
Internet/Web-based ☐     Interactive Video ☐     Hybrid ☒

| | *Curriculum and Instruction* |
|---|---|
| 1. | How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? <br><br> Timely and appropriate interaction will be assured through weekly use of asynchronous and synchronous online discussion groups. Discussions will be faciliated by faculty member. Chats will also be used for weekly interaction. The syllabus does conform to the University Senate Guidelines and includes Distance Learning Considerations and information. |
| 2. | How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. <br><br> The textbooks, course goals, and assessment of student learning outcomes are identical to a face-to-face class. This hybrid course will offer a mixed method of course presentation. In this class, the only differences are that class-based discussion and reflection is through electronic discussion boards, online chat, blogs, wikis, class materials are avialable from the download sites, and assignments are distributed and collected online. Students in the course will participate in online and in-class activities, and group work. All students will participate in the same experiences. |
| 3. | How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. <br><br> The integrity of student work is ensured by requiring the same requirements as a face-to-face class. As a pracitcum class, course assessments are based on developed projects rather than examinations. The security of student work is facilitated by the security affordanced of UK's Blackboard and SharePoint course system. |
| 4. | Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? <br> No |

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| | If yes, which percentage, and which program(s)? <br><br> *As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval. |
|---|---|
| 5. | How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? <br><br> Course readings will be avialable online through UK's library sites. Textbooks will be available for purchase online. The instructor will maintain virtual office hours during which time students may participate in online chat sessions, email, or call the instructor for a live conversation. The syllabus includes details for accessing student services on campus for technology suppport and library support. |
| | ***Library and Learning Resources*** |
| 6. | How do course requirements ensure that students make appropriate use of learning resources? <br><br> The discussion boards, blogs, wikis, and chats will be tracked for evidence of participation. Readings will be monitored for download. Downloaded readings will be the subjects of discussion boards and chats. Assignments, such as teacher performance assessment and self-reflection assignment, require the use of technology and publication resources. |
| 7. | Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. <br><br> Technology tools  used in the course will be available to students in class and in the College of Education Instructional Technology Center (ITC). Software and peripherals, such as Vernier probes and QX5 digital microscopes and calculators, will be available for check out to students enrolled in the course. |
| | ***Student Services*** |
| 8. | How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center ([http://www.uky.edu/TASC/index.php](http://www.uky.edu/TASC/index.php)) and the Information Technology Customer Service Center ([http://www.uky.edu/UKIT/](http://www.uky.edu/UKIT/))? <br><br> Students are informed in the actual syllabus as well as in orientation letters emailed to the students. |
| 9. | Will the course be delivered via services available through the Teaching and Academic Support Center? <br><br> Yes  ☒ <br><br> No  ☐ <br><br> If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. |

# Distance Learning Form

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| 10. | Does the syllabus contain all the required components, below? ☒ Yes |
|---|---|
| | ☐ Instructor's *virtual* office hours, if any. |
| | ☐ The technological requirements for the course. |
| | ☐ Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300). |
| | ☐ Procedure for resolving technical complaints. |
| | ☐ Preferred method for reaching instructor, e.g. email, phone, text message. |
| | ☐ Maximum timeframe for responding to student communications. |
| | ☐ Language pertaining academic accommodations: |
| |     o "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu." |
| | ☐ Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS) |
| |     o Carla Cantagallo, DL Librarian |
| |     o Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) |
| |     o Email: dllservice@email.uky.edu |
| |     o DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16 |
| 11. | I, the instructor of record, have read and understood all of the university-level statements regarding DL. |
| | Instructor Name: Margaret Mohr-Schroeder          Instructor Signature: |

Abbreviations: TASC = Teaching and Academic Support Center     DL = distance learning     DLP = Distance Learning Programs

Revised 8/09

**SEM 435: STEM Student Teaching in the Secondary School**
**Syllabus**

***"Research and Reflection for Learning and Leading"***

| | |
|---|---|
| Instructor: | Margaret Mohr-Schroeder or Jana Bouwma-Gearhart |
| Office Location | 105C TEB |
| Phone Number | 257.3073 |
| Email | m.mohr@uky.edu,  jana.bouwma-gearhart@uky.edu |
| Virtual Office Hours | Arranged individually through email; Telesupervision and Skype access also available |
| Technological Requirements | Computer with internet access or access to UK computer facilities. Access to digital video recording devices (digital camera, digital video recorder, laptop webcams) |
| For Technological assistance | Contact TASC at http://www.uky.edu/TASC or call 859.257.8272 Contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300 |
| Technical Complaints | Contact the College of Education Instructional Technology Center at 859.257.7967 or contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300 |
| Preferred method for contacting instructor | Email or Blackboard |
| Anticipated Response Time | 2 days |
| Information on Distance Learning Library Service | http://www.uky.edu/Libraries/DLLS |
| DL Librarian | Carla Cantagallo, DL Librarian; local 859.257.0500 ext 2171 Long distance: 800.828.0439, option 6 dllservice@email.uky.edu |
| DL Interlibrary Loan Service | http://www.uky.edu/Libraries/libpage.php?lweb_ide=253&llib_id16 |

**Required Texts**
Articles Assigned (available online via Blackboard or Sharepoint or course website)
Kentucky Core Academic Standards as they become available (www.corestandards.org)

**Recommended Texts**

Wong, H. K., & Wong, R. T. (2009). *The first days of school: How to be an effective teacher*. Harry K. Wong Publications.

**Course Description**
SEM 435 is a ten credit hour course taken concurrently with student teaching. The purpose of student teaching is to help student teachers continue to develop their knowledge, strategies, and the skills necessary in order to become successful and productive secondary teachers capable of being a leader in the profession. With the support of cooperating teachers in area schools, the course instructor, and university field supervisors, student teachers will apply the theories, methods, and techniques they have learned in the past in addition to what they will learn during their concurrent student teaching experiences.

In addition, this course will address the four themes of the conceptual framework for the UK professional education unit: *research, reflection, learning,* and *leading*. Students will be given the opportunity to review, analyze, discuss, and apply *research* from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. *Reflection* will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long *learning* as educators who will be active in *leading* colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

**Course Delivery**
This proposed course is designed as a **hybrid course.** Approximately 10% of the class meetings will occur face to face; the rest will be conducted in an online format. During this time, students will participate in class discussions and present projects. Student teachers will meet face to face at the beginning, middle and end of the semesters in order to facilitate orientation, midterm student teaching reviews, and then a conclusion seminar. Student teachers are expected to complete reflections, discussions, and finalize their teacher performance assessment via an online format. Where an online discussion is utilized, discussions will take place using a Learning Management System such as Blackboard or NING (www.ning.com).

**Addressing Themes of Diversity, Assessment, and Technology**
All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course will provide students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.

**Student Teaching Goals**

With the guidance of cooperating teachers and university instructors, student teachers will be expected to meet the following goals during the field placement experiences:

- Develop and refine skills in conducting long- and short-term instructional planning
- Develop and refine a repertoire of successful teaching strategies
- Develop and refine successful classroom management strategies
- Practice communication skills in order to interact productively with secondary schools students, teaching colleagues, school and district administrators and staff, and parents
- Develop and refine skills in assessing and evaluating student achievement and progress
- Exhibit professional performance and dispositions during interactions with students, parents, and professionals
- Perform the duties of a practicing science and mathematics teacher and professional educator

**Student Learning Outcomes and Assessments**

Student teaching is the capstone experience and the most anticipated part of one's program experience. To this end, by the end of this course/the student teaching experience, student teachers (STs) will

| Learning Outcome | Assessment |
|---|---|
| **Demonstrate applied content knowledge** | STs will receive a passing score, identified by the state, on the PRAXIS content knowledge exam. (Summative)<br>Teacher Performance Assessment (Summative)<br>Observation (Formative) |
| **Design and plan instruction** | Observation (Formative)<br>KTIP Lesson Plan with each Observation (Formative)<br>Teacher Performance Assessment (Summative) |
| **Create and Maintain Learning Climate** | Observation (Formative)<br>Teacher Performance Assessment (Summative) |
| **Implement and Manage Instruction** | Observation (Formative)<br>Teacher Performance Assessment (Summative) |
| **Assess and communicate learning results** | Teacher Performance Assessment (Summative) |
| **Demonstrate the implementation of technology** | Observation (Formative)<br>Teacher Performance Assessment (Formative and Summative) |
| **Reflect on and evaluate teaching and learning** | KTIP Lesson Plan with Reflection and Refinement for each observation (Formative)<br>Journaling/Blogging throughout semester (Formative)<br>Final Reflection (Summative)<br>Video Analysis with Self-Reflection (Summative)<br>Teacher Performance Assessment (Summative) |

| Learning Outcome | Assessment |
| --- | --- |
| Collaborate with colleagues/parents/others | Teacher Performance Assessment (Summative) |
| Evaluate teaching and implement professional development | Self-Directed Activities with reflection (Summative)<br>Teacher Performance Assessment (Summative)<br>Professional Growth Plan (Formative and Summative) |
| Provide leadership within school/community/profession | Self-Directed Activities with reflection (Summative)<br>Teacher Performance Assessment (Summative) |

**Course Expectations**
All students are expected to:
1. Be prompt and present at their student teaching assignments. In case of absence or emergency, the student teacher MUST inform his/her cooperating teacher, Dr. Mohr-Schroeder or Dr. Bouwma-Gearhart, and/or his/her university field supervisor with due professional diligence.
2. Dress professionally and perform duties in a professional manner, meeting or exceeding the norms of professional conduct and behavior for a high school teacher. **NO JEANS!!!!**
3. Provide performance and other tangible evidence of regular and thorough planning for daily and long-term units of instruction.
4. Take steps to provide, as much as possible, a safe and supportive environment for students to learn in.
5. Be professional in all interactions with students, parents, and colleagues.
6. Develop and implement appropriate evaluation strategies, and treat all students equitably.
7. Maintain an organized notebook of all instructional plans, supplemental materials, and assessments; all materials must be legible and dated. This notebook must be accessible at all observations.
8. Attend and participate in all content specific and general seminars for student teachers.
9. Attend all faculty and department meetings in his/her field placement.

**Midterm and Final Evaluation/Assessment**
At the midterm of the spring semester, the student teacher, the University Supervisor, and the Cooperating Teacher will fill out an evaluation and turn it in to the primary course instructor. A midterm evaluation/assessment meeting will be scheduled with the above parties where feedback will be discussed as a group. The same format will be followed for the final assessment.

**Attendance at Student Teaching Assignment**
Student teachers are expected to be at their placement school on the same days and at the same times as their cooperating teachers. Student teachers should NOT attend school when

they are ill; however, excessive absences and/or tardiness will result in a lower grade, and may result in the student teacher's removal from the student teaching program. With prior approval by the cooperating teacher *and* the primary course instructor, the student teacher may use a reasonable number of school hours for attending job interviews.

**Classroom Supervision of Student Teachers**

Because the cooperating teacher is the person legally responsible for the class(es) to which he/she is assigned, his/her **student teachers may not assume full responsibility for a class or classes without direct supervision from a certified teacher who is employed by the school system.** This means that **under no circumstances should a student teacher be left alone in the classroom without the presence of his/her cooperating teacher** for extended periods of class time. If the cooperating teacher has non-mentoring responsibilities, it is important that she/he fulfill them while in the classroom with the student teacher whenever it is reasonable to do so. **Student teachers are NOT to be left in "sink or swim" situations,** even in the advanced stages of their student teaching placements, and even when they have demonstrated the ability to teach independently. This policy is a matter of Kentucky law, not a matter of university program preference. The student teacher MAY NOT serve as a substitute teacher unless granted special permission by the Program Faculty.

**Certification Requirements**

In order to meet certification requirements, student teachers should have opportunities to:
- Apply knowledge, skill, and reflective disposition developed during the initial phases of the Teacher Education Program in a practical setting.
- Use materials, technology, and teaching methods to promote learning in students in their charge.
- Develop communication and interpersonal skills that enhance teaching ability.
- Develop and refine a philosophy of teaching.
- Learn about the structure of schools and their role in the community.
- Observe, interact with, and learn from school personnel including teachers and administrators.
- Participate in the full life of a school, including extracurricular and professional development activities.
- Examine and implement school curricula, learning how curriculum changes occur and how they relate to the students and to the larger communities in which students live.
- Demonstrate competency related to the Kentucky Teacher Standards (Initial).

**Participation and Professionalism**

All teaching candidates are expected to demonstrate the ethical and professional values associated with Secondary Level Education. It is critical teaching candidates adopt and exhibit a professional demeanor at each point in their teacher preparation. Evidence of professional dedication will be expected through all work during classes, seminar, and student teaching experiences. Credit for participation and professionalism will be part of the evaluation. The STEM PLUS Program is a professional education program, and you are expected to begin making the transition from student to professional. This means, in part, that we expect your

regular, on-time attendance and participation. If you miss a class for any reason, it is **your** responsibility to contact the instructor and to make up all work that was missed.

**Completeness and Promptness**
Only assignments submitted complete and on time will considered for full credit. **All assignments must be typed unless otherwise instructed.**

**Assignment Format**
All assignments will be submitted via Blackboard or email or the course website unless otherwise indicated or stated. It is highly recommended you save all your work electronically and also a hardcopy for your records before turning it in. The following format is required for every assignment submitted. Deviating from the format may result in reduced points, returned paper, or rejection of the assignment completely. All submissions must be typed, in 12-point readable font, with 1" margins all the way around. A **cover page** specifying the assignment, due date, instructor's name, and student's name must be included. Please name your files as follows: **lastname.assignment name** (example: schroeder.article2). Assignments are **due by 11pm the day they are due** unless otherwise noted by the instructor.

**Late Assignments**
Only assignments submitted complete and on time will be considered for full credit. Any assignments turned more than one week late will receive zero points.

**Attendance**
Attendance of individuals in the seminar is required, and university rules regarding absences will be followed. Exchange of ideas is essential for the learning that occurs in this class. If you are absent, it is each student's responsibility to make up the work and provide evidence that the absence was excused. Without this evidence, the absence will be considered unexcused. Two tardies, whether arriving late or leaving early, equals one unexcused absence. **I reserve the right to lower your grade one letter grade for each unexcused absence.**

Excused Absences: S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences:
    1) serious illness;
    2) illness or death of family member;
    3) University-related trips;
    4) major religious holidays;
    5) other circumstances you find to be "reasonable cause for nonattendance."

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (257-2754).

In the case of an excused absence, it is the student's responsibility to inform the instructor of the absence, preferably in advance, but no later than one week after it. Opportunities for make-up will be discussed then.

**Students with Special Needs**
The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides a reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please notify your instructor and contact the Disability Resource Center (Mr. Jake Karnes, jkarnes@uky.edu) 257-2754, room 2 Alumni Gym.

The course will be conducted with openness and respect to all individuals' points of view and experience. The activities and discussions will not tolerate discrimination or prejudice toward any person or group's religion, ethnicity, disability, gender, or sexual orientation.

**Classroom Behavior, Decorum, and Civility**
This course and its participants will not tolerate discrimination, violence, or vandalism. EDC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis or race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmation action embraces the entire university community including faculty, staff, and students.

**Ethics Statement**
All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and related field placements, as befitting graduate students, future teachers, and ambassadors for the University of Kentucky. Any unethical behavior in class or during your field placements may result in failure in your courses and/or expulsion from the MIC program, determined on a case-by-case basis. Faculty will follow all university due process procedures in cases of academic or ethical misconduct. Please consult your advisor if you have any questions regarding this requirement.

**Legal Action**
Student teachers charged with violations of criminal law will be suspended immediately from the Teacher Education Program and/or student teaching until the case is settled. Student teachers must assume responsibility for reporting such charges to the director of Field Experiences.

**Statement on Cheating/Plagiarism**

All materials generated for this class (which may include but are not limited to syllabi and in-class materials) are copyrighted. You do not have the right to copy such materials unless the professor or assistant expressly grants permission. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have permission of that person. Plagiarism is one of the worst academic violations, for the plagiarist destroys trust among others. Cheating and plagiarism are serious university, academic, and professional offenses. The consequences of cheating or plagiarism include, at the minimum, that the student will fail this course. Further university penalties may be assessed depending on the circumstances of the case. The University of Kentucky's policy on Plagiarism will be enforced in this course.

**Evaluating the Experience and Relationships with other Team Members**
All members of the student teaching triad have the opportunity to evaluate their experience and their relationship with other team members at the end of the placement period. Evaluation forms are included in the appendix and are distributed through the student teacher at the beginning of the semester. Data collected from these evaluations are used to assist in improving the student teaching program. In an effort to ensure anonymity and confidentiality, evaluations are only released in summary form. Individual forms are kept confidential.

**Course Components**
Your grade for this course will be as follows:
- o Self-Evaluation 15%
- o Observations (Journals, Observations, Reflections) 50%
- o Teacher Performance Assessment 35%
- o Professional Development – Pass/Fail

Grades will be assigned as follows:
      80% and above: PASS
      Below 80%: FAIL

**Note:  course readings and assignments have been selected and arranged in compliance with policies set forth by Senate Bill 1, the Kentucky Education Professional Standards Board (EPSB) themes of Diversity, Assessment, Literacy, and Closing the Achievement Gap, the National Council for the Accreditation of Teacher Education, and the Kentucky Core Academic Standards (as they become available).**

- ✓ **Journal (25 pts. each; graded randomly 4 times this semester; 100 points total)**
  - o You need to keep a journal of your student teaching experiences. Three or four days per week (**minimum**) you need to reflect on your experiences, set down ideas for what you wish to do in your classroom, engage in self-evaluation, and consider underlying assumptions you are making about your content area, teaching, schools, and students. Journals should help you formulate and refine your philosophy of education. In order to keep up with

the increasing technology demands of our society, we will be utilizing a blog setting for journals this year. The website is: [XXXX](XXXX) (NING or Blackboard or Google Sites format). All journal entries will be kept confidential (between University Supervisor, content instructor, and student teacher) unless permission is granted by the student teacher. **(KTS 6, 7, 9; NCATE/NCTM 8, 16; Diversity, Literacy/Reading; KERA Initiatives)**

o **Overall reflection (25 pts):** For a final reflection of your student teaching experiences, we will be utilizing Wordle ([http://www.wordle.net/](http://www.wordle.net/)) to help take a different way of reflecting. You will copy and paste your blogs into the wordle.net site. After producing a picture you desire, please use the picture as a guide for writing a 2-3 page overall reflection of your student teaching experience. This assignment is due April XXX, 2012.

✓ **Observations (400 pts. total)**

o You will be observed teaching 4 class periods. These observations will be made by your University Supervisor as per the tentative schedule below. Observations will be unannounced. **It is very important you email your University Supervisor the Sunday before each observation period with your teaching schedule for that week (what periods are you teaching, any tests planned, any lessons you would really like for them to observe, etc.).** In planning for your teaching, **it is vital you prepare a lesson plan and materials (including handouts, assessments, rubrics, and other resources) for each of your classes**. **There is absolutely NO EXCUSE for not having a lesson plan each day for each class.** Lesson plans and notebooks will be checked at each observation. Observations will focus on teaching style, instructional strategies, assessment, planning and preparation, classroom management, use of technology, and use of materials. There will be a debriefing conference following each observation in order to review the ST's performance, note strengths and needs, and determine further work. This debriefing can take place face-to-face or in a video chatting format.

o All student teaching observation assessments are completed using the following graduated observation assessment form. Observation 1 begins with basic criteria for evaluation, and each subsequent assessment adds additional and/or advanced criteria in order to document the student teacher's progress towards mastery of novice-level teaching skills. Below is a copy of the Master Observation Assessment used to assess student teacher's performances. For at least one observation (Observation 3), we will make use of the KTIP observation form. Each observation will be worth 100 points (400 points total), based on the following scale:

- Exceeds Expectations: 100 points
- Meets Expectations: 90 points
- Approaching Expectations: 80 points
- Does Not Meet Expectations: No points; must repeat observation.

- Unsatisfactory Performance: No points; must repeat observation and document a detailed plan for improvement.

   Your feedback will be emailed back to you after you have turned in your reflection (see below) for the observed reflection. **(KTS 1-7, 9; NCATE/NCTM 1-16; Diversity, Assessment, Literacy/Reading, Closing the Achievement Gap; KERA Initiatives)**

✓ **Observation Reflection and Refinement (25 pts. each)**
   o After each observation, you will need to fill out the lesson reflection and refinement section of your lesson plan. Please follow the procedures and statements found on your KTIP-TPA lesson plan sections. These are due within **48 hours AFTER your observation** and may be posted online as a blog or emailed to your supervisor. Upon receiving this reflection, the University Supervisor will grade the reflection and provide you feedback on the reflection and your observation. **(KNTS 1-7, 9; NCATE/NCTM 1-16; Diversity, Assessment, Literacy/Reading, Closing the Achievement Gap; KERA Initiatives)**

✓ **Self-Evaluation Report/Evaluation (25 pts.)**
   o Being able to critically reflect on your teaching is a skill you need to develop. Choose a class you will be teaching for almost the entire semester. Videotape two lessons with this class. The first lesson must be taped by the **end of January**; the second lesson **should not be taped until April**. View the first videotape and analyze your teaching. You will choose areas upon which to focus for improvement and design a plan to help you improve in those areas. Keep a journal of your experiences to help you write up your reflection. You also will view the second videotape and analyze it for improvements you can see. Following this viewing, you will prepare a report to go into your professional portfolio. The reflection/self-evaluation will contain four parts: a critique of the original lesson, the areas upon which you focused for improvement, a discussion of your successes and setbacks, and your plans for continued efforts. This reflection/self-evaluation report is due via email or via a blog post by **XXXX**. In addition, you will need to turn in your videos to your course instructor. Make sure you obtain student permission (hand out the first day of class) to video in your classroom. **(KTS 1-7, 9; NCATE/NCTM 1-16; Diversity, Assessment, Literacy/Reading, Closing the Achievement Gap; KERA Initiatives)**

✓ **Teacher Performance Assessment (100 pts.)**
   o Throughout the student teaching semester, you will add to your teacher performance assessment. Each student is responsible for constructing a series of artifacts based on the templates give for his/her teacher performance assessment. Artifacts will include an instructional unit

(developed in SEM 421 and/or 422), an assessment plan, pre-assessment analysis, learning target and assessment analysis, analysis of whole class data pre and post-assessment, analysis of diverse learners pre- and post-assessment, reflection on impact of instruction, and communication and follow up with colleagues, students, and caregivers. Student teachers who may have inadequate or insufficient materials may be asked to revise portions of their teacher performance assessment by the course instructor. Satisfactory completion of each task will be worth 10 points each (100 points total). Your portfolio is due **Sunday, May XXX by 8pm!!!!!! (KTS 1-10; NCATE/NCTM 1-16; Diversity, Assessment, Literacy/Reading, Closing the Achievement Gap; KERA Initiatives)**

✓ **Professional Development (Pass/Fail)**
There are aspects of this course that you will be expected to complete prior to receiving your grade for this course. *Failure to satisfactorily complete any **one** of these components will result in the lowering of your final grade by 1 letter grades.*

- o **Professional Growth Plan:** You will be required to develop a professional growth plan at the midterm conference. Details and specifics will be given out during your midterm conference. **(KTS 7-10; NCATE/NCTM 7; Diversity, Assessment, Closing the Achievement Gap)**
- o **You are encouraged to join your professional affiliation (KTS 1, 7- 10; NCATE/NCTM 7; Diversity, Assessment, Closing the Achievement Gap)**
- o **Self-Directed School Activities**: During the 16 weeks, you will become involved in a number of school activities. You will select and complete ten (10) Self-Directed School Activities as attached. It is highly suggested you look for ways to include several of the activities in your professional portfolio or discussion in the job interview. You will be required to post this as a blog reflection or turn in via email by **April XXX.** Attached to your documentation list should be a reflection on the activities you completed in essay form. **(KNTS 7-10; NCATE/NCTM 7; Diversity, Assessment, Closing the Achievement Gap)**

**THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE ANY PART OF THIS SYLLABUS DURING ANYTIME IN THE SEMESTER.**

# STUDENT TEACHING CALENDAR—STEM EDUCATION

**\*\*This calendar is subject to change. Please refer to the Google Calendar for updates\*\***

| | |
|---|---|
| **January 11** | **Orientation meetings 9:00 a.m. – 12:00 p.m.**<br>**Face-to-Face** |
| | First day of student teaching assignment |
| **January 25** | ***Initial Checklist Due*** |
| **Jan 31 – Feb 11** | **Observation 1** |
| | Last day to apply for a May degree – DGS office, 305 DH |
| **Feb 28 – Mar 11**<br>**TBA** | **Observation 2**<br>**Midterm Evaluations Due** |
| | UK Midterm |
| TBA | Midterm Assessment Conferences |
| March 14 – 19 | UK spring vacation (Monday through Saturday) |
| **Mar 21 – April 15** | **Observation 3; KTIP Observation; Different Observer – Needs to be during 10 days of student teaching; Observer will be flexible to accommodate this** |
| ***TBA*** | ***Professional Growth Plan Due*** |
| TBA | PDK Principal/Student Teacher Program<br>UK Campus, E.S. Goodbarn<br>High School Student Teachers: 5:30 – 6:30 p.m.<br>For more information contact Andy Biggers,<br>(859)774-2243, Andy.Biggers@clark.kyschools.us |
| TBA | Priority Registration Begins |
| April 4 – 8 | Spring vacation – Fayette County and Woodford County |
| **April 11 - 22** | **Observation 4 \*\*May change due to CATS Testing\*\*** |
| TBA | Kentucky Teachers' Network Career Fair 3:30 – 6:00 p.m.<br>UK Student Center Ballroom<br>For more information contact the Career Center in the Stuckert Building, 257-2746. |
| **April 26** | **EDC 746 Seminar– Face-to-Face at TBA**<br>**Topic: Beginning Teacher Panel; bring your questions!!** |
| | ***Video Self Reflection Due*** |
| **TBA** | **Final Evaluations Due** |
| TBA | Final Evaluation/Exit Interview with CT, US, and Program Chair |
| | ***Self directed activities and videos due*** |
| April 29 | Last day of student teaching if you did NOT take the UK Spring Break. |
| ***May 1*** | ***Teacher Performance Assessment Due by 8pm***<br>***Final Professional Growth Plan Due*** |
| May 6 | Last day of student teaching if you took both Spring Breaks.  **Final evaluation must be filled out online by this date.** |
| ***May 8*** | ***UK Commencement! You may also walk if you are getting an August Degree*** |