**CAMPBELLSVILLE UNIVERSITY**

**COURSE SYLLABUS**

# PLEASE TYPE. DATE Fall 2016

ACADEMIC UNIT School of Education

FACULTY Elisha Lawrence

Discipline Course# Section

Title of Course Credit Hours Cross Reference

(if applicable)

ED 220-01 Introduction to Teaching 3

TEXTBOOK Required Not Required

Author Kauchak, D., & Eggen, P.

Title *Intro to Teaching: Becoming a professional*

Publisher Pearson

Date of Publication 2014

WORKBOOK N/A

Author

Title

Publisher

Date of Publication

PLEASE ANSWER THE FOLLOWING QUESTIONS ON A SEPARATE SHEET OF PAPER AND ATTACH TO THIS FORM.

1. DESCRIPTION OF COURSE: Develop a brief description of the course as it will appear in the Catalog.
2. STUDENT LEARNING OBJECTIVES: List the student learning objectives for the course. Please relate these objectives to the mission and goals of the University and the Academic Unit. For general education courses, please indicate which student learning objectives address general education goals and the intended method of assessment. A minimum of four of the seven general education goals must be included.

*Example: Students will demonstrate their ability to compare and contrast two types of basket weaving. (Goal: Oral and Written Communication; Evidence: research paper and class presentation)*

1. COURSE OUTLINE: Outline the topics/units that are to be taught.
2. EVALUATION: How do you plan to determine the grade in the course? Please include grading scale.
3. REQUIREMENTS:
   1. Examinations: State when tests are to be administered, including unit, mid-term, and final examinations.
   2. Reports: How many, length required, and what type (Oral, term and/or research, book critiques).
   3. Supplemental reading assignments or outside work required.
   4. Supplemental instruction aids: Audio visual aids, field trips, guest speakers, etc.
4. BOOKLIST

DEAN: Beverly Ennis Date Copy Received

VICE PRESIDENT FOR ACADEMIC AFFAIRS Date Copy Received

FORM FH-E.2.7A; rev. 12/21/10 Page 1 of 1

*Campbellsville University*

**School Of Education**

**Fall 2016**

**ED220-01 Introduction to Teaching**

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**“Empowerment for Learning”**



**Textbook:** Kauchak, D., & Eggen, P. (2017). *Introduction to Teaching: Becoming a professional, sixth edition*. Boston: Pearson.

**Pre-requisites**: None

**Course Description:** This course is designed to familiarize students with the broad field of education. Emphasis is given to historical, social, and philosophical foundations of education in America. Through the study of the history of education, emphasizing diversity in the United States, the focus will be on changing conceptions of teachers and teaching. Examination will be made of the influence of different philosophical movements on schools and schooling to inform students as they formulate their own evolving philosophy of teaching. Students will investigate government and finance of American education including recent innovations such as charter schools, vouchers, and school choice. Students will examine how ethics and law influence rights and responsibilities of teachers and students. This course is the first of four Continuous Assessment Points (CAP) on the path to teacher certification. The CAP 1 process will be completed as part of this introductory course.

**PROFESSIONAL STANDARDS addressed in this course:**

**Kentucky Teacher Standards (*KTS*)**

Standard 1 The Teacher Demonstrates Applied Content Knowledge

Standard 2 The Teacher Designs and Plans Instruction

Standard 3 The Teacher Creates and Maintains Learning Environment

Standard 4 The Teacher Implements and Manages Instruction

Standard 5 The Teacher Assesses and Communicates Learning Results

Standard 6 The Teacher Demonstrates the Implementation of Technology

Standard 7 Reflects On and Evaluates Teaching and Learning

Standard 8 Collaborates with Colleagues/Parents/Others

Standard 9 Evaluates Teaching and Implements Professional Development

Standard 10 Provides Leadership Within School/Community/Profession

**CU Diversity Proficiencies (from KTS)**

KTS 1.2 Connects content to life experiences of student

KTS 2.2 Uses contextual data to design instruction relevant to students

KTS 2.4 Plans instructional strategies & activities that address learning objectives for all students

KTS 3.3 Values and supports student diversity and addresses individual needs

KTS 4.2 Implement instruction based on diverse student need & assessment data

KTS 5.4 Describes, analyzes & evaluates student performance data to determine progress of individuals and identify differences in progress among student groups

KTS 6.3 Integrates student use of available technology into instruction to enhance learning outcomes and meet diverse student needs.

KTS 8.1 Identifies students whose learning could be enhanced by collaboration

**Teacher Professional Growth and Effectiveness Standards (*TPGES*)**

Domain 1Planning and Preparation

Domain 2 Classroom Environment

Domain 3 Instruction

Domain 4 Professional Responsibilities

**Interstate Teacher Assessment and Support Consortium** (***InTASC***)

InTASC 1 Learner Development

InTASC 2 Learner Differences

InTASC 3 Learning Environments

InTASC 4 Content Knowledge

InTASC 5 Application of Content

InTASC 6 Assessment

InTASC 7 Planning for Instruction

InTASK 8 Instructional Strategies

InTASC 9 Professional Learning and Ethical Practice

InTASC 10 Leadership and Collaboration

**International Literacy Association (*ILA*)**

Standard 1 Foundational Knowledge

Standard 2 Curriculum and Instruction

Standard 3 Assessment and Evaluation

Standard 4 Diversity

Standard 5 Literate Environment

Standard 6 Professional Learning and Leadership

**Council for Accreditation of Educator Programs (*CAEP*)**

Standard 1 Content and Pedagogical Knowledge

Standard 2 Clinical Partnerships and Practice

Standard 3 Candidate Quality, Recruitment, and Selectivity

Standard 4 Program Impact

Standard 5 Provider Quality Assurance and Continuous Improvement

**Mission Statements/Vision**

The Campbellsville University Mission focuses on Scholarship, Excellence and Christian Servant Leadership.

The Teacher Education Vision aims for individuals to be empowered to attain goals and impact others through Christian servant leadership. The School of Education Mission seeks to provide an academic infrastructure based on scholarship, service and Christian leadership, candidates who are competent and qualified, and who demonstrate

* Knowledge and skills
* Caring Dispositions, including respect for diversity
* Commitment to life-long learning in a global society-
* Characteristics of servant leadership

The objectives of this course align with the mission of the university and of the School of Education. Students are involved in an action research study that demonstrates all of these characteristics.

**SPECIFIC OBJECTIVES:**

Upon completion of this course, you will have gained an understanding of:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Objective | (KTS) | (PGES) | (CAEP) | (ILA)\* | (InTASC) |
| Historical foundations of education in the United States. Examined changing conceptions of teaching and learning. | 7 | 1A |  | 1 | 6 |
| Philosophical foundations of education. Further, students are required to use this information to guide the development of their own philosophy of education statement. | 7 | 4A | 1 | 5, 6 | 6 |
| Role of schooling in a diverse society. | 2.2 | 1B, 1C | 4 | 4 |  |
| Structure and organization of classrooms and school systems. |  | 2A, 2C, 4B | 1 |  |  |
| Relationships with parents and community to enhance student learning. | 8 | 4C |  | 6 | 10 |
| Legal aspects of education, including, but not limited to teacher’s rights, student’s rights, and their impact upon the accessibility of education. |  | 4B | 1, 4 |  |  |
| Individual differences (e.g., multicultural, gender, socio-economic, academic) and their impact on the teaching/learning environment. | 3.3 | 1B, 1C | 4 |  | 3 |
| Exceptional children and at-risk students. | 3.3 | 1B, 1C, 2A | 1, 4 | 4 | 3 |
| Technology as it is imbedded in the curriculum. | 6 | 1D | 1 |  | 8 |
| Intervention as it relates to violence in schools. |  | 4F | 1 |  |  |
| Interrelationship of basic concepts and philosophy of education to praxis. |  | 3E | 1 |  |  |
| Lesson planning techniques and strategies for teaching a successful lesson. |  | 1D, 1E, 1F, 3E |  | 2, 3 |  |

**A)** **Students will demonstrate an understanding of Kentucky requirements:**

1. Kentucky Department of Education resources: www.education.ky.gov/KDE.

2. [Kentucky Teacher Standards.](http://www.kyepsb.net/teacherprep/newteachstandards.asp)

3. Kentucky Curriculum -- Kentucky Academic Standards.

4. KTIP and PGES Sources of Evidence for Lesson Planning and Professional Growth Planning

5. PRAXIS I CASE Tests (Reading, Writing, Math) for Admission to TEP <http://www.ets.org/Praxis/KY>

6. PRAXIS II and PLT Exams <http://www.ets.org/Praxis/KY>

7. ILA Literacy Standards ([www.reading.org](http://www.reading.org) )

8. KFETS – Ky Field Experience Tracking System ([www.epsb.ky.gov/](http://www.epsb.ky.gov/) )

**B) Students will demonstrate an understanding of the School of Education requirements:**

1. Portfolio based on [Kentucky Teacher Standards.](http://www.kyepsb.net/teacherprep/newteachstandards.asp)
2. School of Education Conceptual Framework.

3. CAPs – Candidate Assessment Points

*CAP 1 – Intent to Apply for Admission*

*CAP 2 - Admission to the Teacher Education Program (Application/Performance Event)*

*CAP 3 – Application to Student Teaching (CAP 3 Portfolio Submission)*

*CAP 4 – Program Completion/Exit Interview*

4. Field Experience and Pre-Professional Development (PPD) Program

5. **Disposition Assessment** on each student will be completed by professor and kept in School of Education Records Office.

**C) Students will demonstrate an understanding of Diversity – KTS Diversity Proficiencies:**

KTS 1.2: connects content to life experiences of students.

KTS 2.2: uses contextual data to design instruction relevant to students.

KTS 2.4: plans instructional strategies and activities that address learning objectives for all students.

KTS 3.3: values and supports student diversity and addresses individual needs.

KTS 6.3: integrates student use of technology in instruction to enhance learning outcomes/meet diverse student needs.

**COURSE TASKS/Requirements:**

**PORTFOLIO**

Candidates will create an ePortfolio that will serve as an organizational tool consisting of evidence for each of the [Kentucky Teacher Standards](http://www.kyepsb.net/teacherprep/newteachstandards.asp) (KTS). The ePortfolio will be set up on a flashdrive should have NINE folders as follows:

KTS I (Content Knowledge) KTS IV & VII (Teaching/Reflection) KTS VIII (Collaboration)

KTS II (Design Instruction) KTS V (Assessment) KTS IX (Professional Development)

KTS III (Learning Environment) KTS VI (Technology) KTS X (Leadership)

The following specific Portfolio Pieces will be included by the end of semester on Flash Drive and/or Wiki

KTS 2: Source of Evidence Lesson Plan

KTS 4 & 7: Field Experience Reflections, and Chapter Reflections

KTS 4 & 7: Conceptual Framework Philosophy of Education

KTS 6: Web Quest #1; Web Quest #2; ESL PowerPoint;

KTS 8: Collaboration/Co-Teaching Project

KTS 9: PGES Source of Evidence for PPGP; and PPD Reflections

**WEB QUESTS**

Web Quest 1 – KY Department of Education

Web Quest 2 – KY Academic Standards

**GUEST SPEAKER: After School Program**

Ms. Amanda Barnett, Cville Elementary School and Dr. Bill Mattingly, Taylor Co Schools

**DUE: REFLECTION of Guest Speaker Presentation:** Please think about your schedule for this semester and which of these after school programs will work best for you. What days will work best? What do you think is the importance of providing after school programs to children? (One-page word document, double-spaced, 11-font). Save on Flash Drive – KTS 7.

**ESL Partners Diverse Field Experience**

**ESL Partners Diverse Field Experience -** Mr. Tim Hooker & Ms. Andrea Giordano

NOTE: Hours/Signature of ESL Partner should be clearly logged on Field Form and logged into KFETS

**Group Project and Presentation**

You will work in a small group to research a historical period in American education discussed in the textbook, Chapter 4. Research must go beyond the textbook, use at least three reputable sources to get information. Each group will prepare a presentation with at least one visual and a hand-out to share with the class. The presentation may be in the form of a power point presentation, poster, timeline, script, role-play, song lyrics, newspaper article, structured debate, podcast, or other creation. The presentation should be between 5 and 10 minutes. More details and a scoring guide will be provided in class. **One person in each group should submit assignment.**

**Conceptual Framework**

Students will investigate the Campbellsville University School of Education Conceptual Framework and answer questions related to the framework. After a class discussion, students will write a 2-3 page rationale/reflection paper about the School of Education’s Conceptual Framework. Indicate how the Conceptual Framework meets KTS VII. More details and a scoring guide will be provided in class.

**Philosophy of Education Statement**

Write a Philosophy of Education Statement (PES) that is at least two pages long which clearly states your philosophy of education that includes your responses to the following questions:

1. What is the purpose of schooling?
2. What should teachers teach (curriculum)?
3. What and how should teachers teach (instruction and teaching methods)?

Your statement should **connect** your personal philosophy of education to the School of Education’s Conceptual Framework and to major philosophies and philosophers. Your PES should also **provide insight** into your own beliefs about education and **provide critical reflection** on these personal beliefs. Additionally, **evaluate** your beliefs in relation to the SOE Conceptual Framework and the beliefs of educational philosophies and philosophers. This PES should clearly communicate ideas, be well-organized, and use appropriate grammar, spelling and use APA format correctly. More details and a scoring guide will be provided in class.

**Co-Teaching Project**

Student partnerships or small groups will work with a collaborative partner at either Campbellsville Independent School District or Taylor County Schools to design and teach a lesson. Each group will share their lesson and reflections in class. More details on format and a scoring guide will be provided in class. **One person in each class should submit assignment, Each Individual will submit a Reflection.**

**Final Exam: Compare/Contrast School Clinical Field Experiences**

Using only the school clinical field experiences, write a minimum of 3 pages to compare/contrast your reflections based on the Kentucky Teacher Standards. This paper is your final examination for the semester. More details and a scoring guide will be provided in class.

**Reading Guides**

In order to be fully prepared to participate in class discussions and activities, all assigned readings must be completed before class and turned in at the beginning of class on assigned due dates.

**Clinical Field Experience**

Students are required to **complete 20 hours** of Clinical (Field) Experience clearly logged on the Clinical Experience Summary Form. Students are expected to follow the Clinical Field Guidelines provided by course instructors for all field work assignments. Please have the cooperating public school teacher sign the form to verify time spent in the classroom or diverse setting. Students will type an approximately **one** **page reflection** for each field experience. All hours are submitted in **KFETS**. The instructor will provide specific focus for clinical experiences and written reflection. These 20 Clinical Hours will represent the following activities:

* Three (3) field hours- Elementary Level
* Three (3) field hours- Middle Level
* Three (3) field hours- High School Level
* Three (3) field hours for collab/co-teach task- 2 hours observing, 1 hour presentation
* Two (2) Participation in an after-school ELL program
* Two (2)hours tutoring, before or after regular school hours
* One (1) hour with a parent program
* One (1) field hours- School Board Meeting
* One (1) field hours- Faculty Meeting, PLC/Team meeting
* One (1) field hour- Site Based Council Meeting

**KY Field Experience Tracking System (K-FETS)**

Students will set up an account and log all field hours in the KFETS system at [www.epsb.ky.gov/](http://www.epsb.ky.gov/).This is field report that goes directly to the state. Please note that PPD hours will not be logged into KFETS.

**TB Skin Test:**

The School of Education requires ED 102 students to obtain a TB Skin Test prior to visiting public schools. Please contact Taylor County Health Dept. (465-4191) to make an appointment. Please keep a personal copy for yourself. **DUE with CAP I Application.**

**State Criminal Background Check:**

The School of Education respects school safety measures and policies and requires all teacher candidates to obtain a State Criminal Background Check prior to visiting schools/field experiences. The instructor will provide specific information in class. Please keep a personal copy for yourself. ED 220 students must be registered for ED 199 (Web # 45521) which will cover the fees through financial aid.

**DUE with CAP I Application.**

**Pre-Professional Development**

ED 220 students are required to attend **three (3) hours** of PPD outside of class time. PPD seminars are held on campus and include topics regarding educational issues for pre-service teacher development. The schedule is available on the School of Education website. All PPD sessions should be clearly logged on the attached PPD Summary Form with a signature of the presenter to verify attendance. Students will type a **one page reflection** for each PPD and attach it to the PPD form. PPD reflections should answer the following questions:

1. What is your description of the PPD session attended?
2. What do you like/dislike about the PPD session?
3. What did you learn from the session?
4. What would you change and why?
5. How can you apply the lessons learned?
6. What types of diversity did you learn about?

NOTE: The Teacher Education Program requires completion of at least 230 field and PPD hours (200 field and 30 PPD hours) prior to student teaching semester. All education courses require field and PPD hours leading up to the total 230 hours.

**Submission of Assignments**

Assignments are to be typed in double space format using 12 point Times New Roman font and saved in .doc, .docx, or .pdf format. PLEASE DO NOT SUBMIT MAC DOCUMENTS AS I CANNOT OPEN THEM. Please save your documents in the following format: ***Last name\_first name\_ assignment*, for example, *Lawrence, Elisha\_Philosophy*.** Margins should be no less than one inch on all sides. Please include name, course, assignment title, and date in top right corner of first page and include last name as a header of the following pages.

Assignments will be preferably uploaded to TigerNet. If there are technical difficulties, feel free to turn in a paper copy on the day the assignment is due. See syllabus schedule of activities for specific information on assignment submissions.

Assignments are due at the beginning of class on announced due dates. Pre-service teachers can expect to lose 5 points for each day an assignment is late. Assignments are due on the due date even if you are absent. After one week, assignments will not be accepted and a grade of zero will be given for missing work.

**EVALUATION Process and expectations:**

You are responsible for your own education. Each pre-service teacher is valuable to the success of this course. To be engaged, you need to participate, that is, speak. To participate, you must attend.

PLEASE DO NOT USE CELL PHONES, IPADS, OR LAPTOPS IN CLASS UNLESS THE USAGE IS RELATED TO THE TOPIC AT HAND. Students who fail to attend class on a regular basis, participate as expected, and/or conduct themselves professionally or ethically will be required to meet with the instructor to set improvement goals.

**GRADING SCALE:**

Assuming punctual, regular attendance and effective participation, grades will be determined using the following scale:

|  |  |  |
| --- | --- | --- |
| Percentage | Points | Grade |
| 90 -100% | 900-1000 | A |
| 80 - 89 % | 800-895 | B |
| 70 - 79% | 700-795 | C |
| 65 – 69 % | 650-695 | D |
| 64% or below | <645 | F |

Whole letter grade (A-F) will be earned. Students must earn at least a C grade in all education classes or they will have to be repeated.

**RUBRICS:**

**These will be distributed with assignments**

**Disability Statement:**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions.  If you have a documented disability or condition of this nature, you may be eligible for disability services.  Documentation must be from a licensed professional and current in terms of assessment.  Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**Plagiarism Policy**

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

**\*\*\* School of Education Attendance Policy:\*\*\***

Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is a part of the disposition assessment of teacher candidates. No more than six (6) absences for Monday/Wednesday/Friday courses and No more than four (4) absences for Tuesday/Thursday courses. Absences in excess of these numbers of days will result in an **F** for the course. Tardy is defined as missing 10 minutes or less of class time due to late arrival or early departure.  An accumulation of two tardy instances will equate to one day of absence to be applied to the course attendance policy.  Anything more than 10 minutes and less than 30 minutes of missed class time will result in a half day absence.  More than 30 minutes of missed class time will be considered a full day. Your arrival and departure time are as important as your presence regularly.  This is essential for a smooth classroom experience for you and your classmates now as well as the expectation you will face as a classroom teacher when employed later. *Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student’s responsibility to notify the professor in advance of the excused absence.* It is also the student’s responsibility to insure that all assignments are submitted on due dates, regardless of date(s) of absences.

**Campbellsville University’s Online Attendance Policy**

Bi-term and 8 week terms:  Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

**Incomplete Statement**

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

**Title IX Statement**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789-5016; Email – [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu)

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX)

**Student Academic Progress (SAP)**

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility.  All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

**Communication Requirement**

Students are expected to activate and regularly use the university provided email domain studentname@stu.campbellsville.edu) for all email communication for this class.

**Disposition Assessment**

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University’s educator preparation program strives to lead candidates in the self-efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program’s conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc., that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

***RECOMMENDED READING:***

Covey, S. (2008). The leader in me. How schools and parents around the world are inspiring greatness, one child at a time. New York, NY: Free Press Simon & Schuster.

Daniels, H., Hyde, A. & Zemelman, S. (2005). Best practice: New standards for teaching and learning in America’s schools (3rd Ed.). Portsmith, NH: Heinemann.

Esquith, Rafe (2007). Teach like your hair is on fire. New York, Penguin Books.

Gurian, M. (2001). Boys and girls learn differently: A guide for teachers and parents. San Francisco, CA: Jossey-Bass.

Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. New York: Routledge.

Pankratz, R. & Petrosko, J. (Eds). (2000) All children can learn: Lessons from the Kentucky reform experience. San Francisco: Jossey Bass.

Payne, R. K. (2001). A framework for understanding poverty. (3rd ed.). Highlands, TX: Aha! Process, Inc.

**RECOMMENDED WEBSITES:**

**Common Core Standards:** [**www.corestandards.org**](http://www.corestandards.org)

International Reading Association (<http://www.reading.org>)

National Council of Teachers of English (<http://www.ncte.org>).

Association for Childhood Education International ([www.acei.org](http://www.acei.org))

LikeToRead.com ([www.liketoread.com](http://www.liketoread.com))

Like to Write. Com ([www.liketowrite.com](http://www.liketowrite.com))

American Library Association ([www.ala.org](http://www.ala.org))

Scholastic ([www.scholastic.com](http://www.scholastic.com))

PRAXIS II and PLT Tests ( <http://www.ets.org./>)

KDE website (<http://www.education.ky.gov/KDE>) (Ky Teacher Standards & Ky Core Academic Standards)