** CAMPBELLSVILLE UNIVERSITY**

 **COURSE SYLLABUS**

# PLEASE TYPE. DATE 8/02/2016

**ACADEMIC UNIT Education**

**Please check to indicate this course has a service learning component.**

**FACULTY C. Hamilton**

**Discipline Course# Section**

**Title of Course Credit Hours Cross Reference**

**(if applicable)**

**Education ED 450 , SED 414, and SED 608 12 Student teaching**

**TEXTBOOK Required Not Required**

**Author**

**Title**

**Publisher**

**Date of Publication**

**WORKBOOK**

**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**

 **Campbellsville University School of Education**

ED 450, SED 414, & SED 608 Student Teaching

**Contact: Chuck Hamilton, Ed.D Office: EDU 106**

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THEME: EMPOWERMENT FOR LEARNING

 **

Mission*: Campbellsville University’s School of Education, in keeping with the spirit of Campbellsville University, seeks to prepare teachers by providing an academic infrastructure based on scholarship, service, and Christian leadership. The primary aim of the program is to advance scholars who are competent and caring educators committed to life-long learning in a diverse society.*

Credit Hours: 12

Prerequisite: CAP 3, Admission to Student Teaching

Description of Course

Student teachers are placed in cooperating accredited schools for the study of teaching in a laboratory setting. The experience consists of directed observation, guided participation and full-time classroom teaching. During this capstone experience the student teacher is under the supervision of a qualified teacher and a university supervisor. Student teaching requires one full semester (16 weeks) of classroom experience. Student teachers are required to attend regularly scheduled campus seminars in addition to their placement.

The student teaching experience culminates in a real world educational evaluation model supervised by certified teachers and University Supervisors who have completed the Co-teaching Training.

 A major component of the Student Teaching experience is the ​ Co-Teaching Model. This model is utilized to provide professional learning opportunities for Student Teacher Candidates in collaboration with districts/schools through a systematic process based on effective implementation practices, effective adult learning strategies, evaluation of delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability. The outcomes of this teaching experience will focus on increasing student engagement, student achievement and supporting teacher's ability to implement with fidelity and to ultimately close achievement gaps.

Course Objectives:

1. **KENTUCKY’S TEACHER STANDARDS**

[**http://www.kyepsb.net/teacherprep/standards.asp**](http://www.kyepsb.net/teacherprep/standards.asp)

**STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE**

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

1.1 Communicates concepts, processes and knowledge

1.2 Connects content to life experiences of students

1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning

1.4 Guides students to understand content from various perspectives

1.5 Identifies and addresses students’ misconceptions of content

**STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION**

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

* 1. Develops significant objectives aligned with standards
	2. Uses contextual data to design instruction relevant to students
	3. Plans assessments to guide instruction and measure learning objectives
	4. Plans instructional strategies and activities that address learning objectives for all students
	5. Plans instructional strategies and activities that facilitate multiple levels of learning

**STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE**

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

3.1 Communicates high expectations

3.2 Establishes a positive learning environment

3.3 Values and supports student diversity and addresses individual needs

3.4 Fosters mutual respect between teacher and students and among students

3.5 Provides a safe environment for learning

**STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION**

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

4.1 Uses a variety of instructional strategies that align learning objectives and actively engage students

4.2 Implements instruction based on diverse student needs and assessment data

4.3 Uses time effectively

4.4 Uses space and materials effectively

4.5 Implements and manages instruction in ways that facilitate higher order thinking

**STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS**

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

* 1. Uses pre-assessments
	2. Uses formative assessments
	3. Uses summative assessments
	4. Describes, analyzes, and evaluates student performance data
	5. Communicates learning results to students and parents

5.6 Allows opportunity for student self-assessment

**STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY**

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

6.1 Uses available technology to design and plan instruction

6.2 Uses available technology to implement instruction that facilitates student learning

6.3 Integrates student use of available technology into instruction

6.4 Uses available technology to assess and communicate student learning

6.5 Demonstrates ethical and legal use of technology

**STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING**

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

7.1 Uses data to reflect on and evaluate student learning

7.2 Uses data to reflect on and evaluate instructional practice

7.3 Uses data to reflect on and identify areas for professional growth

**STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS**

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

8.1 Identifies students whose learning could be enhanced by collaboration

8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort

8.3 Implements planned activities that enhance student learning and engage all parties

8.4 Analyzes data to evaluate the outcomes of collaborative efforts

**STANDARDS 9: EVALUATES TEACHING & IMPLEMENTS PROFESSIONAL DEVELOPMENT**

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

9.1 Self assesses performance relative to Kentucky's Teacher Standards

9.2 Identifies priorities for professional development based on data from self-assessment, student performance, and feedback from colleagues

9.3 Designs a professional growth plan that addresses identified priorities

9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning

**STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION**

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school

10.2 Develops a plan for engaging in leadership activities

10.3 Implements a plan for engaging in leadership activities

10.4 Analyzes data to evaluate the results of planned and executed leadership efforts

1. **PGES – Framework for Teaching (Charlotte Danielson Model):** [http://education.ky.gov/teachers/PGES/Pages/PGES.aspx](http://education.ky.gov/teachers/PGES/Pages/PGES.aspx%20) <http://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky%20Framework%20for%20Teaching.pdf>

**Domain 1: Planning and Preparation**

  1a: Knowledge of content/pedagogy

  1b: Demonstrates knowledge of students

  1c: Setting Instructional outcomes

  1d: Demonstrating knowledge of resources

  1e: Designing coherent instruction

 1f: Designing student assessment

**Domain 2: Classroom Environment**

2a: Creating environment of respect and rapport

  2b: Establishing culture of learning

 2c: Managing Classroom procedures

2d: Managing student behavior

2e: Organizing physical space

**Domain 3: Instruction**

3a: Communicating with parents

3b: Using questioning and discussion techniques

  3c: Engaging students in learning

 3d: Using Assessment for Instruction

3e: Demonstrating flexibility and responsiveness

**Domain 4: Professional Responsibility**

  4a: Reflecting on teaching

  4b: Maintaining accurate records

 4c: Communicating with families

4d: Participating in a professional community

  4e: Growing and developing professionally

  4f: Demonstrating professionalism

1. **IECE Standards**

[**http://www.epsb.ky.gov/teacherprep/iecestandards.asp**](http://www.epsb.ky.gov/teacherprep/iecestandards.asp)

[Standard I:](http://www.epsb.ky.gov/teacherprep/iecestandards.asp#std.1) Designs/Plans Instruction

The Interdisciplinary Early Childhood Education (IECE) educator designs and plans experiences and instruction that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

[Standard II:](http://www.epsb.ky.gov/teacherprep/iecestandards.asp#std.2) Creates/Maintains Environments

The IECE educator creates and maintains learning environments in a variety of settings that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities

[Standard III:](http://www.epsb.ky.gov/teacherprep/iecestandards.asp#std.3) Implements Instruction

The IECE educator introduces, implements, and facilitates experiences and instruction that support development and learning for infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

[Standard IV:](http://www.epsb.ky.gov/teacherprep/iecestandards.asp#std.4) Assesses & Communicates Learning Results

The IECE educator, in collaboration with others, assesses the development and ongoing learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities, and communicates the results with partners, including families.

[Standard V:](http://www.epsb.ky.gov/teacherprep/iecestandards.asp#std.5) Reflects/Evaluates Professional Practices

The IECE educator reflects on and evaluates professional practices that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

[Standard VI:](http://www.epsb.ky.gov/teacherprep/iecestandards.asp#std.6) Collaborates with Colleagues/Families/Others

The IECE educator collaborates and consults with team members including colleagues, families, primary caregivers, agency personnel, and other service personnel to design and implement experiences and instruction that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

[Standard VII:](http://www.epsb.ky.gov/teacherprep/iecestandards.asp#std.7) Engages in Professional Development

The IECE educator engages in self-evaluation of professional practices and implements a professional development plan to improve his/her performance.

[Standard VIII:](http://www.epsb.ky.gov/teacherprep/iecestandards.asp#std.8) Supports Families

The IECE educator supports families through family-centered services that promote independence and self-determination.

[Standard IX:](http://www.epsb.ky.gov/teacherprep/iecestandards.asp#std.9) Demonstrates Implementation of Technology

The IECE educator uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, families, and community agencies; and conduct research.

1. **Special Education Standards**

**Standard 1: Foundations**
*Knowledge:*

1. Historical and philosophical foundations of services for young children both with and without exceptional learning needs.
2. Trends and issues in early childhood education and early childhood special education.
3. Law and policies that affect young children, families, and programs for young children.

*Skills*: None in addition to Common Core

**Standard 2: Development and characteristics of learners***Knowledge:*

1. Theories of typical and atypical early childhood development.
2. Effect of biological and environmental factors on pre-, peri-, and post-natal development.
3. Influence of stress and trauma, protective factors and resilience, and supportive relationships on the social and emotional development of young children.
4. Significance of sociocultural and political contexts for the development and learning of young children who are culturally and linguistically diverse.
5. Impact of medical conditions on family concerns, resources, and priorities.
6. Childhood illnesses and communicable diseases

*Skills:* None in addition to Common Core

**Standard 3: Individual learning differences**

*Knowledge:* None in addition to Common Core

*Skills:*

1. Use intervention strategies with young children and their families that affirm and respect family, cultural, and linguistic diversity.

**Standard 4: Instructional strategies**

*Knowledge:* None in addition to Common Core

*Skills:*

1. Use instructional practices based on knowledge of the child, family, community, and the curriculum.
2. Use knowledge of future educational settings to develop learning experiences and select instructional strategies for young children.
3. Prepare young children for successful transitions.

**Standard 5: Learning environments/social interactions**

*Knowledge:*

1. Medical care considerations for premature, low-birth-weight and other young children with medical and health conditions.

*Skills*:

1. Implement nutrition plans and feeding strategies.
2. Use health appraisal procedures and make referrals as needed.
3. Design, implement, and evaluate environments to assure developmental and functional appropriateness.
4. Provide a stimuli-rich indoor and outdoor environment that employs materials, media, and technology, including adaptive and assistive technology.
5. Maximize young children's progress in group and home settings through organization of the physical, temporal, and social environments.

**Standard 6: Language**

*Knowledge:* None in addition to Common Core

*Skills:*

1. Support and facilitate family and child interactions as primary contexts for learning and development.

**Standard 7: Instructional planning**

*Knowledge:* None in addition to Common Core

*Skills:*

1. Implement, monitor and evaluate individualized family service plans and individualized education plans.
2. Plan and implement developmentally and individually appropriate curriculum.
3. Design intervention strategies incorporating information from multiple disciplines.
4. Implement developmentally and functionally appropriate individual and group activities including play, environmental routines, parent-mediated activities, group projects, cooperative learning, inquiry experiences, and systematic instruction.

**Standard 8: Assessment**

*Knowledge:* None in addition to Common Core.

*Skills:*

1. Assess the development and learning of young children.
2. Select, adapt and use specialized formal and informal assessments for infants, young children and their families.
3. Participate as a team member to integrate assessment results in the development and implementation of individualized family service plans and individualized education plans.
4. Assist families in identifying their concerns, resources, and priorities.
5. Participate and collaborate as a team member with other professionals in conducting family-centered assessments.
6. Evaluate services with families.

**Standard 9: Professional and ethical practice**

*Knowledge:*

1. Organizations and publications relevant to the field of early childhood special education.

*Skills:*

1. Recognize signs of child abuse and neglect in young children and follow reporting procedures.
2. Use family theories and principles to guide professional practice.
3. Respect family choices and goals.
4. Apply models of team process in early childhood.
5. Advocate for enhanced professional status and working conditions for early childhood service providers.
6. Participate in activities of professional organizations relevant to the field of early childhood special education.
7. Apply research and effective practices critically in early childhood settings.
8. Develop, implement and evaluate a professional development plan relevant to one's work with young children.

**Standard 10: Collaboration**

*Knowledge:*

1. Dynamics of team-building, problem-solving, and conflict resolution.

*Skills:*

1. Assist the family in planning for transitions.
2. Communicate effectively with families about curriculum and their child's progress.
3. Apply models of team process in early childhood settings.
4. Apply various models of consultation in early childhood settings.
5. Establish and maintain positive collaborative relationships with families.
6. Provide consultation and instruction specific to services for children and families

Evaluation:

Each teacher candidate can earn up to 154 points which is outlined below in the Course Requirements section. Any teacher candidate who is late submitting paper work to cooperating teachers and/or university supervisors, missing seminars and submitting the video and/or portfolio late will be penalized 5 points per calendar day. These points will be documented as deficiencies against the 154 points to be earned. The following score system will be used to determine the grade:

|  |  |
| --- | --- |
| Total Points | Letter Grade |
| 138-154 | A (90-100%) |
| 123-137 | B (80-89%) |
| 107-122 | C (70-79%) |
| Below 107 | F (Below 70%) |

Course Requirements:

1. **Exit CAP Application & Portfolio—30 points or 20% of total grade**

During the student teaching experience, teacher candidates develop a professional portfolio based on the varied capstone experiences. The portfolio should provide sources of evidence of the student’s strengths and areas of growth throughout the student teaching experience. In addition, the portfolio should portray the teacher candidates as a developing professional educator. Portfolios serve as a strong assessment tool for the Kentucky Teacher and IECE Teacher Standards for future educators. The portfolio is designed to be a series of “snapshots” of the teacher candidate’s professional development throughout his/her student teaching experience. They will serve as convincing evidence of competitive qualifications in seeking a teaching position. The CAP 4 portfolio guidelines and scoring rubric are located on the Campbellsville University School of Education website ([www.campbellsville.edu](http://www.campbellsville.edu)). The portfolio shall be available at each formal observation. The teacher candidate will submit a digital portfolio

1. **Journal—18 points or 12% of total grade**

During the semester of student teaching, a reflective journal is kept as part of the student teaching experience. The journal is a notebook set aside for the purpose of journaling. At the orientation meeting, teacher candidates will be given guidelines. To develop an understanding of reflective journaling, teacher candidates are asked to write 3 to 5 goals specific to education (e.g., instructional strategies, classroom management, collaboration, leadership) at the first scheduled seminar. Goals will be discussed and reviewed at the final student teaching seminar.

The journal should include significant recordings of daily instructional practices and activities throughout the student teaching experience. At least twice weekly the teacher candidate should reflect, elaborate and analyze specific events that will contribute to their growth as a teacher. Descriptions of teachers, learners, curriculum and other contextual features will raise the candidate’s level of awareness as to how people and their culture interact and impact learning. Be descriptive. Choose a time to journal (preferably each day) and add spontaneous journaling. Possible reflection questions could be: (1) what was one item of feedback given to me by my cooperating teacher, (2) what did I do with the feedback, (3) to which theorist or classroom ideas can I relate this feedback and experience, and (4) what questions do I have for my cooperating teacher and/or university supervisor.

The journals should be shared with the cooperating teacher weekly for feedback/comments as well as with the university supervisor at each visit. The cooperating teacher will score the journal based on a 9 point rubric at mid-term and final observation. If a teacher candidate has two cooperating teachers the scores will be averaged. The journals may serve as sources of evidence for growth on the Kentucky Teacher and IECE Teacher Standards and Pre-Professional Growth Plan.

1. **Formal Observations—30 points or 20% of total grade**

Teacher candidates are formally observed by the cooperating teacher at mid-term and final (some have two cooperating teachers which will make 4 observations) and by the university supervisor four (4) times. Teacher candidates are to submit required lesson plan documents at least 24 hours prior to a scheduled observation; complete an analysis of lesson taughtand submit within 24-48 hours after the observation. The university supervisor and cooperating teacher will conduct a final meeting and together evaluate the teacher candidate. If a teacher candidate has two cooperating teachers, an average will be calculated for the summative score. **(Observation forms and rubric on CU website)**

1. **Outside Classroom Observations – 8 points**

Four (4) Observations in classrooms other than the assigned classroom will be conducted.

 These observations will be scheduled with the assistance of the supervising teacher and

 should be conducted at various times throughout the semester. If two placements-2 within the first

 placement and 2 within the second placement. A reflective piece from each observation shall be

 included.

1. **Video Taped Lesson—18 points or 12% of total grade**

Complete one twenty minute, uncut videotaping of you teaching a lesson. This lesson must include lesson plan and reflection documents and all other assessments used with the lesson as well as a video self-assessment. The video will be evaluated by a content professor ensuring the teacher candidate demonstrates the use of appropriate content vocabulary and knowledge as well as content specific instructional strategies and practices. Instructions will be provided at a seminar on how to upload the video.

1. **CAP 4 Exit Program—Interview is 30 points or 20% of total grade**

The program is conducted near the end of the semester. All teacher candidates are required to attend the CAP 4 Exit Event. This event is designed to provide experiences in lesson presentation and interview skills for the candidate. Portfolios will be scored by a team of professional educators consisting of National Board Certified Teachers and public school administrators. This allows teacher candidates to receive “real-world” feedback regarding their proficiency on all 10 Kentucky Teacher and IECE Teacher Standards. Following the presentations/interviews a job fair will be organized and teacher candidates visit the individual district’s table, introducing themselves and submitting a resume. Students report in professional dress for a mock employment interview and a job fair. Students should bring 10-12 copies of resumes for distribution to school district representatives who will be at the fair.

1. **Dispositions—20 points or 13% of total grade**

Cooperating teachers and university supervisors will complete a disposition form on each teacher candidate. These dispositions scores will be average for a total of 20 points.

1. **Seminars—Teacher candidates will be penalized 5 points or 3% of total grade for any seminar missed.**

Student teachers shall attend all seminars. If seminars are missed teacher candidates shall be given appropriate assignments to compensate with prior approval from Student Teacher Coordinator.

1. **Attendance-Expected**

Attend all faculty meetings, parent conferences, collaborative grade-level meetings, professional development meetings, etc. that the cooperating teacher is required to attend. Any teacher candidate with excessive absences during the placement will be required to make up those days before CAP 4 approval.



Regular attendance is expected of all candidates. It is a professional responsibility that is a part of the disposition assessment of teacher candidates. No more than five (5) absences for a 16 week placement are acceptable. Absences in excess of these numbers of days may result in an F for the course. In extreme cases doctor statements may excuse additional days beyond the five allowed. Any days beyond five, if approved by coordinator, must be made up. State statue 16 KAR 5:040 Section 6(4) states a placement must be at minimum 70 days. You must notify your university supervisor and cooperating teacher of any and all absences as soon as possible. A” Tardy” is defined as missing 10 minutes or less of school time due to late arrival or early departure.  An accumulation of three 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 regular presence.  This is essential for a smooth clinical experience for you and your students and is the expectation you will face as a classroom teacher when employed later. *Note: students will not be penalized for absences excused by Campbellsville University School of Education.*  It is also the student’s responsibility to insure that all assignments are submitted on due dates, regardless of date(s) of absences. This applies to all school related activities as part of the clinical experience

1. **Academic Integrity**

**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.” (2013-15 Undergraduate Bulletin- Catalog, p. 36.)

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. Examples in *student teaching* could include copying the development of a lesson plan, unit of study or an assessment and submitting the work as your own in the portfolio.

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. In addition, the student could possibly be removed from student teaching for violation of the Plagiarism Policy.

1. **CONFIDENTIALITY**

**Confidentiality** of children being taught or observed must be strictly adhered to at all times. **NEVER** mention children’s real names when discussing, sharing in online form*,* or with anyone else in the community, school, etc. Children, parents, and teachers must be protected! Violation of this right of children and families can cause you legal problems, loss of job, etc.(See Student Teacher Handbook and District Policy and Procedures)

A parental permission form must be signed before administering any formal assessment procedure or taping/photographing children.(See Student Teacher Handbook and District Policy and Procedures of Student Teacher Placement)

It is your responsibility to contact the instructor if you are having difficulty in the placement or questions pertaining to the placement. Points of Contact: Cooperating Teacher, University Supervisor, Student Teacher Coordination, and Campbellsville University School of Education Dean.

1. **DISPOSITIONS**

 Cooperating Teachers and University Supervisors will complete a Disposition Form for each Student Teacher Candidate under their supervision. These documents are submitted to the School of Education and placed in each student’s file.   (Contact: Student Teacher Coordinator)

**IV INCLEMENT WEATHER POLICY**

In case of inclement weather, you will follow the district’s inclement weather policy for daily attendance. If a seminar is scheduled on the day your district is not in attendance, you will follow the Campbellsville University inclement weather policy. In addition, check the Tiger Net site for the course to check for cancellation. Student Teacher Coordinator-in collaboration with the Dean of Education- will monitor the number of days in attendance for each Student Teacher Candidate placement

**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.

**Notice: Any student with a disability or mental condition that may require special assistance or accommodations should discuss these with the instructor at the beginning of the semester.**

**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

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.

 **Resources**

16 KAR 5:040. Admission, placement, and supervision in student teaching

<http://www.lrc.state.ky.us/kar/016/005/040.htm>

Kentucky Standards Board

<http://www.kyepsb.net/certification/certstandardroutes.asp>

**Types of co-teaching, summarized.**
<http://www.specialconnections.ku.edu/?q=collaboration/cooperative_teaching/teacher_tools/types_of_co_teaching>

**5-minute video.**
<http://www.youtube.com/watch?v=TCn4qDyuZVE>5 short videos, which give examples of various co-teaching practices.
<http://education.byu.edu/cpse/co_teaching/co_teach_models.html>

**Effective co-teaching strategies.**

<http://www.teachhub.com/effective-co-teaching-strategies>

**State-level approaches to co-teaching.**
<http://projectforum.org/docs/State-levelApproachestoCo-Teaching.pdf>

Special Education Standards

<http://www.cec.sped.org/~/media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf>

**Special Education Professional Ethics Standards**

<http://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards>