



Educator as . . .
expert or mediator of learning
person
member of communities



The overarching theme of Indiana State University's educator preparation programs is *Becoming a Complete Professional*. This theme encompasses three broad areas that recognize essential areas of the work of an educator:

- Educator as Expert or Mediator of Learning,
- Educator as Person, and
- Educator as Member of Communities.

COURSE SYLLABUS

ELED 457

Capstone Course for Elementary, Early, and Special Education Students

Instructor:

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Course Description

ELED 457, coupled with the final field experience of student teaching, is the culminating experience preceding professional teacher certification. This course meets the **Foundational Studies Integrative Upper Division Elective**. Pre-service teachers will complete a teacher work sample demonstrating their content knowledge, methodologies, and assessment strategies. **Behavioral sciences, literary, diversity, ethics, scientific, mathematics** are integrated in “multiple ways of knowing” as the teacher work sample is developed.

Foundational Studies Credit: Upper Division Integrative Elective

Students who successfully complete ELED 457, The Teacher Work Sample for Elementary and Elementary/Special Education Student Teachers, will meet a 2010 Foundational Studies Upper-Division Integrative Elective requirement.

Foundational Studies Program Outcomes

The Foundational Studies program is designed to provide students opportunities to analyze problems, think critically and creatively, integrate a variety of approaches to gain knowledge, recognize the ethical, social, and cultural implications of issues, and communicate professionally, persuasively, and effectively.

Learning Outcomes for Foundational Studies

This course will meet the following outcomes:

- Locate, critically read, and evaluate information to solve problems;
- Critically evaluate the ideas of others;
- Apply knowledge and skills within and across the fundamental ways of knowing;
- Demonstrate the skills for effective citizenship and stewardship;
- Demonstrate an understanding of diverse cultures within and across societies;
- Demonstrate the skills to place their current and local experience in a global, cultural, and historical context;
- Demonstrate an understanding of the ethical implications of decisions and actions;
- Express themselves effectively, professionally, and persuasively both orally and in writing.

A complete listing of the learning outcomes for Foundational Studies may be found at the following website <http://www.indstate.edu/gened> .

Foundational Studies Learning Objectives for Upper Division Integrative Electives

1. Use an interdisciplinary approach to a particular topic or issue that integrates multiple ways of knowing;
 - Project: Plan and teach a 5-day unit connecting content to at least 4 content areas
 - Integration of “Multiple Ways of Knowing”:
 - ✓ ***Social or Behavioral Science*** (Profile form, written commentary that sets the context for the instructional unit in terms of the community, the class, and the students)
 - ✓ ***Literary*** (Research-based practices, strengthen communication skills through writing, speaking, reading, and listening; write lesson plans and reflective journals; locate, critically read and evaluate information to solve problems.)
 - ✓ ***Cultural Diversity*** (Descriptors chart for Students A & B, design ways to develop positive habits of mind and develop positive aspects of character, professional development readings that address multicultural education, create opportunities for students to develop multiple perspectives)
 - ✓ ***Ethics*** (Teach safe lessons, accountability to meet needs of all students, uphold confidentiality of student information)
 - ✓ ***Scientific*** (setting goals, assessment tools, testing, collecting data, evaluating, inquiry-based data collection)
 - ✓ ***Mathematics*** (Analyze pre and post data, determine Mean, Standard Deviation and % Change in Score, percentages on the Profile Form)
2. Engage in a project or conduct research that makes use of “multiple ways of knowing” to address a particular topic or issue:

- Create meaningful data to support student progress (scientific)
- Critically evaluate data (mathematical)
- Write objectives/outcomes for the lessons (literacy, critical thinking)
- Develop remediation plans (critical thinking, literacy, written communication)
- Reference at least 2 professional resources on ideas to improve teaching and learning (informational literacy)

3. Analyze and write at an advanced level:

- Detailed commentaries that demonstrate knowledge of the community, school, and students while setting the stage for the unit (informational literacy, written communication)
- Five detailed lesson plans that engage students in learning (informational literacy, written communication)
- Assessment plans (critical thinking, scientific)
- Analysis of each of the five lessons (critical thinking, mathematical)
- Final written project submitted to TK20 (literacy)
- Use literature to incorporate multicultural perspectives in to the curriculum

Skill Applied Learning Requirements:

- Develop critical thinking skills
 - Set goals, outcomes, select Indiana Academic Standards, research content, develop materials and assessment tools, and plan teaching strategies. (critical thinking skills, information literacy, written communication skills)
 - Analyze each day's assessment data to make appropriate educational decisions regarding appropriate enrichment, reteaching, and teaching modifications to meet the needs of all learners in your classroom. (critical thinking skills, information literacy)
 - Analyze each of the lessons taught (critical thinking, information literacy)
- Develop information literacy skills
 - Research the community, the school, and the students; cite the resources used to document this information. (critical thinking skills, written communication skills, information literacy)
 - Reference specific learning theories or research which were considered and applied in planning the unit to support students' development (information literacy, critical thinking skills, written communication skills)
 - Demonstrate an understanding of the connections between classroom content in multiple areas and real world uses of the content. (critical thinking skills, written communication skills)
 - Research specific behaviors or responses you noted in students to better understand your students or to identify better/different strategies to use in response to student needs (information literacy skills)
- Written communication skills

- Research-based inquiries (critical thinking, informational literacy, written communication skills)
- Written lesson plans (written communication skills, informational literacy, critical thinking)
- Commentaries in the Teacher Work Sample (communication skills, informational literacy, critical thinking)
- Incorporate opportunities for students to critically read and analyze sophisticated, complex text, and to write intensively.
 - Selected reading(s) (critical thinking skills, literary)
 - Analyze and discuss basic dimensions of multicultural education (critical thinking, information literacy)
 - Analyze ways to incorporate multicultural learning into the curriculum (critical thinking skills, literary, information literacy)
 - Research, reflect, and create a bibliography of children’s books which could be used with their 5-day unit to promote cultural literacy (literacy, written communication skills, scientific, informational literacy) (possible sources for research and creation of bibliography: child’s Diversity Section of ISU Math Library, public library, school media center, Internet)
- Include assignments that apply information from within and across various “ways of knowing”
 - The Teacher Work Sample and the summary/response papers will apply information from the following “ways of knowing”:
 - Social or Behavioral Science
 - Literary
 - Global Perspectives and Cultural Diversity
 - Ethics and Social Responsibility
 - Scientific
 - Mathematics
 - Developing multicultural curriculum
 - Global Perspectives and Cultural Diversity
 - Ethics and Social Responsibility

COURSE INFORMATION AND POLICIES:

Attendance: This is an online course with information and assignments through Blackboard. At the beginning of the semester there will be opportunities to discuss the requirements of the Teacher Work Sample and answer questions through after school or weekend meetings, or Discussion Board. Reading assignments and discussions on Elluminate, Chat Room, and submitting work to Blackboard require 100% participation.

Sycamore Standard: Students at Indiana State University are expected to accept certain personal responsibilities that constitute the “standard” for behavior in a community of scholars.

As a student at Indiana State University:

I will practice personal and academic integrity; I will commit my energies to the pursuit of truth, learning, and scholarship; I will foster an environment conducive to the personal and academic accomplishment of all students; I will avoid activities that promote bigotry or intolerance; I will choose associations and define my relationships with others based on respect for individual rights and human dignity; I will conduct my life as a student in a manner that brings honor to me and to the University Community; I will discourage actions or behaviors by others that are contrary to these standards.

Adopted by the Indiana State University Student Government Association April 17, 2002

Academic Honesty

Students are expected to abide by Indiana State University's Code of Student Conduct found in the Student Handbook. Plagiarism will not be tolerated. All references must be cited in papers and assignments correctly using either the MLA or APA citation style. Students caught plagiarizing will fail this course and be subject to discipline by the University. Students are directed to the *Policy on Academic Integrity* which is available at

http://www1.indstate.edu/sip/docs/StudentGuide_AcademicIntegrity_1.pdf and in the *Code of Student Conduct* at <http://www1.indstate.edu/sip/docs/code.pdf>.

Academic Freedom

"Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject."

The preceding comes from the American Association of University Professors statement on academic freedom. Though the entire statement speaks to many issues, it is this portion on the conduct of the course that is most relevant. For the purpose of Foundational Studies courses this means that faculty have the right to conduct their class in a fashion they deem appropriate as long as the material presented meets the learning objectives laid out by the entire faculty.

<http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm>

Commitment to Diversity

The faculty, staff and students of the Department of Elementary, Early and Special Education recognize and value diversity. The department embraces the contributions of all groups, including those formed by gender, ethnicity, race, culture, sexual orientation, age, religion, personal experience, disability and ability in the creation of a diverse, inclusive environment. Professional preparation of students in the department and college includes knowledge of diversity issues, recognizing the benefit to all from the combination of many voices. This affirmation of diversity is critical to developing students as full partners in local, national and global communities.

Accommodations and Support: If you need course adaptations or accommodations, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me as soon as possible. Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you would benefit from an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact

the Director of Student Support Services/Disability Services at 812.237.2301 located in Gillum Hall Room 204A or visit their site at <http://web.indstate.edu/sasc/dss/services.htm> . Once registered, the Director and course instructor will ensure that you receive all the accommodations and support that Indiana State offers.

Time & Equipment Requirements

Please check your computer access to Blackboard during the first week of class; if you have trouble getting on Blackboard's Discussion Board, make other arrangements for online access that is more reliable. Check computer access to TK20 before the assigned date that the final TWS is due. Keep close track of assignment DUE DATES on the course calendar.

NOTE: Computer problems are not acceptable excuses for late homework or lack of Blackboard participation. You are expected to complete homework by its **due date** and submit in the correct location on Blackboard. If you have questions regarding reading material or projects, please email the professor or set up an appointment to discuss your concern before it becomes a problem that cannot be easily solved. **Late work** will **not** be accepted under most circumstances, or if accepted, will likely receive a lower grade. Avoid procrastinating! **ALWAYS SAVE YOUR WORK MORE THAN ONE WAY (thumb drive(s), CD, hard copy, etc.)** If Blackboard gives you problems, you can email an assignment or slide a copy under the professor's door to meet the deadline. If all else fails, **find another location** to complete your computer work. The Help Desk is on call 24/7 (237-2910). It is imperative that you make backup arrangements for storing your work.

Use of Laptop Computers in Class:

For the purposes of this course, it will be assumed that students are in compliance with the laptop policy of the university. Student use of the laptop is permitted for note taking or for accessing the course lectures, power point presentations and other course materials during all class periods as long as such usage remains within the bounds of the *Code of Student Conduct*.

Teacher Work Sample

(The completed Teacher Work Sample serves as documentation of your professional skills and knowledge. Your TWS documents your proficiency in professional teaching standards for ISU and for professional and educational accrediting agencies. After submitting each assignment and receiving feedback, you are expected to read, reflect upon feedback, and make appropriate edits, revisions, and corrections to your work.)

The Teacher Work Sample requires you to integrate the following "ways of knowing":

Social or Behavioral Science	Ethics
Scientific	Cultural Diversity
Literary	Mathematical

The assignment will assist you in developing the following skills:

Integrating knowledge across disciplines

Advanced writing
 Information literacy
 Quantitative literacy
 Critical Thinking

The assignment will assist you in meeting the following Foundational Studies program learning outcomes.

- ✓ Locate, critically read, and evaluate information to solve problems;
- ✓ Critically evaluate the ideas of others;
- ✓ Apply knowledge and skills within and across the fundamental ways of knowing;
- ✓ Demonstrate the skills for effective citizenship and stewardship;
- ✓ Demonstrate an understanding of diverse cultures within and across societies;
- ✓ Demonstrate an understanding of the ethical implications of decisions and actions;
- ✓ Express yourself effectively, professionally, and persuasively in writing.

GRADING SCALE

ASSIGNMENTS	POINTS EARNED
Teacher Work Sample 60% of Grade Assignment 1 5 pts Assignment 2 20 pts Assignment 3 20 pts Assignment 4 12 pts Assignment 5 3 pts Total = 60 pts	_____pts
Homework and Reading(s) 15% of Grade (response to emails, self-assessment, readings, other homework) Total = 15 pts	_____pts
Professional Expectations 10% of Grade (Assignments on time, effort, and professionalism) Total = 10 pts	_____pts
Revised TWS 15% of Grade Submitted to TK20 Total = 15 pts	_____pts
Grade _____	TOTAL POINTS =

Grading Scale:

Note: You must earn a final grade of a “C” or better in order to pass this course.

A+ = 100%	(100 points)	C+ = 76% - 79%	(76 - 79 points)
A = 96% - 99%	(96 - 99 points)	C = 72% - 75%	(72 - 75 points)
A- = 92% - 95%	(92 - 95 points)	C- = 68% - 71%	(68 - 71 points)

B+ = 88% - 91%	(88 - 91 points)	D+ = 64% - 67%	(64 - 67 points)
B = 84% - 87%	(84 - 87 points)	D = 60% - 63%	(60 - 63 points)
B- = 80% - 83%	(80 - 83 points)	D- = 56% - 59%	(56 - 59 points)