College of Education and Behavioral Sciences
Course Syllabus: Education Seminar with Field Hours

Course Number and Title:	**Education Seminar with Field Hours**
Academic Credits:	**3 Credits**
Academic Program:	**College of Education and Behavioral Sciences**
Semester:	**XXXXX**
Location:	**XXXXX, Tuesday/Thursday**
Instructor(s):	**Sarah Anne Eckert, PhD**
Instructor Phone:	**XXXXX**
Instructor Email:	
Office Hours:	**By Appointment**

Course Description
This course will enable students to critically examine the major issues in education such as curriculum development, instructional methods, instructional strategy development, assessment, classroom management, and program/unit development (110 field experience hours). There is an additional component of 110 field experience hours required in this course.

Prerequisites
There are no prerequisites for this course.

Instructor Bio and Teaching Philosophy
Sarah Anne Eckert has been an assistant professor at Eastern University since 2020. She earned her doctorate in Educational Theory and Policy from Penn State in 2011. Dr. Eckert is committed to preparing all educators to engage in Culturally Relevant and Sustaining Education practices. She approaches all of her teaching with a growth mindset, believing that she can typically learn as much or more from the students in her class as they can from her. Her goal is to support all students in their learning and welcomes feedback from students on all aspects of the course.

Course Outcomes: At the successful conclusion of this course, you will be able to:

- C1. plan instruction and assessment based on PA Core Standards and their knowledge of content and pedagogy, available resources and culturally responsive and sustaining education practices. **(CRSE 1-D and 2-D)**
- C2. recognize, support, and experience the role of a positive classroom environment for student learning and belonging **(CRSE 8-C)**
- C3. observe and implement effective instructional delivery including the use of technology, effective questioning, integration of multiple perspectives and other strategies for authentic student engagement. **(CRSE 3-B)**
- C4. design various assessments with a focus on equitable assessment and will apply the resulting data to planning and instruction. **(CRSE 4-A)**
- C5. acquire knowledge that will aid in the application of differentiated opportunities to succeed for diverse learners. **(CRSE 1-D, 4-D and 6D)**
- C6. recognize and exemplify professional conduct at all times.
- C7. practice ethical decision-making skills.

Course Delivery Format
This course consists of at least 14 hours of instructional time for each credit awarded. The delivery format is (check one):

On-ground: instruction occurs when the learner and the instructor are in the same physical location and meet in real time as scheduled.

Online: all instruction occurs when the learner and the instructor are not in the same physical location, and the instruction is delivered through asynchronous and/or synchronous modalities via the Internet. Synchronous modalities allow individuals to interact online at the same time versus asynchronous modalities that allow individuals to log on at different times.

✓ **Blended**: instruction includes a combination of online delivery and residency (on-ground) classes.

Land Acknowledgement
The main campus of Eastern University stands on the land of the Lenape Indian tribe, the original inhabitants of eastern Pennsylvania. This course and instructor recognizes and pays respect to honor the caretakers of this land from time immemorial until now, and into the future. We encourage students to review resources from https://landback.org/ for more information.
Adapted from Bryn Mawr College

PDE Program Competencies & Assessments
See the list of PDE Course Competencies on the College of Education Brightspace site for more details

Course Site Information

Eastern University uses the Brightspace Learning Platform for the e-learning environment for this course. Using your Eastern University username and password, you can access the site for this course at BrightSpace.

The Disclosure of Online Learning Expectations (DOLE) form lists basic hardware, software, Internet, and computer skills requirements. The form is posted on this Admissions page. Online students need access to and the ability to use the technology listed there. Students enrolled in an online course need regular access to a PC or Mac. Exclusive use of a phone, tablet or Chromebook is not advised. For accessing Brightspace, the browsers of Google Chrome, Firefox, or Safari are recommended.

Response Time
Students can expect to receive a reply to an email or a post in the Muddiest Point Forum within 24-48 business hours. Students can expect to receive their grades on a submitted assignment within 7 business days.

Netiquette (particularly as it relates to Discussions)

- All discussion posts you should maintain a scholarly tone (as much as possible) by making sure that writing is free of spelling, punctuation, and grammatical errors. Respect in any disagreement is expected; thus, personal attacks or calling an idea "stupid," etc. are not acceptable and will count against a student's grade. Remember: *Behind every name is a person* (See http://blogs.lsc.edu/expectations/netiquette-guidelines)
    - Apply the Golden Rule – treat others as you wish to be treated; be respectful
    - Be clear – use subject lines to clearly reflect what the email or discussion post is about
    - Avoid all caps – it's the equivalent of SHOUTING
    - Be brief – shorter messages are more likely to be read than longer ones
    - Be professional – make a good impression with proper spelling, grammar, & punctuation
    - Tell the truth – be yourself and be honest about who you are
    - Be selective – what happens on the Internet stays there…. publicly! Use discretion.

    - Ask for clarification – if you find something unclear or offensive, ask the person to clarify what was meant
    - Do not flame – avoid personal attacks in writing, whether online or not
    - Do not spam – don't forward ads, chain letters, or electronic junk mail
    - Display integrity – obey all copyright laws
    - Respect privacy – maintain the confidentiality of your colleagues
- One of the goals of Discussion assignments is to encourage student community learning; thus, not every posting will have a response from the professor.. Rather, the instructor or teaching assistant may respond to a few postings in a way that adds to the conversation, asks a pertinent question, or summarizes some of the key points made by students.
- To avoid losing your work should your computer disconnect from Brightspace, it is recommended that you initially type posts or replies into Microsoft Word or Google Docs prior to adding them to the appropriate Discussion Forum by adding a new thread.

Muddiest Point Forum
All online undergraduate courses include a Discussion Board forum known as the "Muddiest Point." Here, students may post any questions or concerns. Please post questions here before emailing the instructor, as your peers may be experiencing something similar.

Required Texts and Materials
1. The Danielson Group (2022) *The Framework for Teaching.* Available online: https://danielsongroup.org/the-framework-for-teaching/
2. Additional readings and resources posted via brightspace

Graded Assignments

1. Name of Graded Assignment: Field Experience and Mentor Evaluations
Course Outcomes Fulfilled: C1-C7
Class Session(s) Due: Hours should be uploaded by the conclusion of the course
Grading Value: 10% of final grade
Assignment Description: All 110 hours must be completed in order to fulfill all other course requirements. Documentation of 110 hours must be submitted using the online log sheet. Mentors must also complete three evaluations of your progress. Classroom activities may include, but are not limited to:

- Tutoring a student
- Working with small groups
- Teaching a lesson, if appropriate
- Preparing bulletin boards or displays
- Grading assignments and recording grades
- Assisting the teacher in facilitating learning

Grading Rubric: Graded based on completion of the 110 hours, mentor evaluations and accompanying Log Sheet.

2. Name of Graded Assignment: In-Class Participation
Course Outcome Fulfilled: C1-C7
Class Session(s) Due: All in-person class sessions
Grading Value: 10% of Final Grade
Description: Attendance is important, but it is essential that you do not come to class if you are ill. Please notify the instructor as soon as possible if you are unable to come to class due any reason.
Grading Criteria

	Deficient	**Satisfactory**	**Proficient**
Class Discussion	Often monopolizes discussion, or makes inaccurate, antagonistic, off-topic or no contributions Does not appear to listen. when others talk in groups and during class lessons; might interrupt others or be engaged in off-task activities/ socialization. Difficulty interacting with peers. Was not engaged in the class discussion (was on phone/ computer).	Makes superficial, inaccurate or rare contributions, or sometimes monopolizes discussion. Sometimes inattentive when others talk in groups and during class lessons. Little positive interaction with peers. Seemed engaged in the class discussion (was on phone/ computer).	Regularly makes accurate, substantive contributions. Attentive when others talk, both in groups and during class lessons. Supportive, informative, reflective interaction with peers. Was engaged in the class discussion (was not on phone/ computer).
Preparation	Rarely prepared for class with assigned readings, activities, materials, and work due.	Several instances of incomplete preparation for class with assigned readings, activities, materials, and work due.	Always thoroughly prepared with assigned readings, activities, materials, and work due.
Attendance	Missed more than one class. Significant pattern of late arrivals and/or early departures and/or extended breaks during the lesson.	Missed one class. Several late arrivals and/or early departures and/or extended breaks during the lesson.	Attends all classes. Always prompt.

3. Name of Graded Assignment: PDE Ethics Modules
Course Outcome Fulfilled: C4 & C7
Class Session(s) Due: 1, 2, 3, 5, 7, 9, 11, 13
Grading Value: 1% each, 8% of final grade
Assignment Description: Students will complete a series of modules via the PDE Ethics Toolkit via a brightspace quiz.
Grading Rubric: See Online Modules Assignment Overview

4. Name of Graded Assignment: Best Practices Journal Entries
Course Outcomes Fulfilled: C1-C7
Class Session(s) Due: Weekly on Tuesdays by 2:30pm
Grading Value: 20% of final grade
Assignment Description: Students will complete weekly journal entries on the discussion board in response to a specific prompt. While the primary purpose of the journal entry is reflection on the field experience, students are expected to refer to at least one source. Each student is expected to respond to at least one other classmate in a meaningful way.
Grading Rubric: See Journal Entry Assignment Overview

5. Name of Graded Assignment: Interview and Observation
Course Outcome Fulfilled: C1, C2, C3, C5 & C6
Class Session(s) Due: 4, 6, 8, 12
Grading Value: 4% each, 16% of final grade
Assignment Description: Students are expected to observe their mentor throughout the field experience process and to regularly solicit feedback on a range of topics relevant to teaching. At four points in the semester the student must complete and submit a formal observation of their mentor or another teacher along with a reflection on an interview with that mentor related to a specific topic.
Grading Rubric: See Assignment Overviews Interview and Observation 1, Interview and Observation 2, Interview and Observation 3 and Interview and Observation 4

6. Name of Graded Assignment: Lesson Plans
Course Outcome Fulfilled: C1, C2, C3, C5 & C6
Class Session(s) Due: All completed lesson plans should be submitted by 5/1
Grading Value: 4% each, 24% of final grade
Assignment Description: Students will complete 6 lesson plans using the Eastern lesson plan format and carry out that lesson plan in the classroom. Students are strongly encouraged to review the lesson plan format and the course syllabus with their field experience mentor at the start of the term to identify dates and subjects of those lessons. Lesson plans do not need to be focused on any particular topic, but students are advised to get a range of experiences including teaching different subjects or sections.
Grading Rubric: See Lesson Plans Assignment Overview

7. Name of Graded Assignment: Lesson Plan Presentation
Course Outcome Fulfilled: C1, C2, C3, C5 & C6
Class Session(s) Due: 4/20
Grading Value: 2% of final grade
Assignment Description: Students will complete 6 lesson plans using the Eastern lesson plan format and carry out that lesson plan in the classroom. During the final class meeting, students will select one lesson plan to give a 5-minute formal presentation about to classmates.
Grading Rubric: See Lesson Plan Presentation Overview

8. Name of Graded Assignment: Best Practices Summary
Course Outcome Fulfilled: C1-C7
Class Session(s) Due: 5/1
Grading Value: 10% of the final grade
Assignment Description: Students will write a 5-page analytic reflection on the course and the accompanying field experiences. Students are expected to reference their field experiences, textbook information and information from course modules in a paper that addresses the following question: What are best practices in Early Childhood, Middle Grades or Secondary Education? The paper should be reflective and insightful in explaining how this field experience connects to personal knowledge, growth and understanding about becoming a teacher of young children (Early Childhood Education and Early Childhood Studies students) and/or adolescents (K-12 certifications).
Grading Rubric: See Best Practices Summary Assignment Overview, note that there are two rubrics for the assignment reflecting both content and written communication.

Penalties and Procedures for Late Submissions
All assignments are to be completed by the due date and uploaded to BrightSpace. All assignments turned in after that period are subject to the grade deductions that accompany the rubric. Exceptions to this are only made if prior arrangements have been made with the instructor and the student has shown ample reason for the delay. No assignment may be turned in for consideration after 2 weeks from the original due date.

Calculation of Final Grades

Assignment	Number	% Each	% of Grade
Field Experience*	1	N/A	10%
Class Participation	1	N/A	10%
PDE Ethics Modules	8	1%	8%
Journal Entries	13	about 1%	15%
Lesson Plans	6	4%	24%
Lesson Plan Presentation	1	N/A	3%
Interview and Observation Reports	4	4%	16%
Best Practices Summary: Content	1	N/A	9%
Best Practices Summary: Written Communication	1	N/A	5%
Total	**---**		**100%**

* While field experience represents 10% of the overall grade, you cannot pass this course without completing the required field experience. Field experience includes both field hours and mentor evaluations.

Grading Scale

A+ 98 - 100 **A** 93 – 97 A- 90 – 92	**"A" grades represent:** (1) Superior understanding of course material and evidence of ability to analyze critically and synthesize creatively. (2) Sound techniques of scholarship in all projects. (3) Creativity, imagination, sound judgment, and intellectual curiosity in relating the course material to other areas of intellectual investigation.
B+ 87 – 89 **B** 83 – 86 B- 80 – 82	**"B" grades represent:** (1) Understanding of course material; evidence of ability to produce viable generalizations and insightful implications. (2) Understanding of techniques of scholarship in all projects. (3) Sustained interest and the ability to communicate the ideas and concepts, which are part of the subject matter of the course.
C+ 77 – 79 **C** 73 – 76 C- 70 – 72	**"C" grades represent:** (1) Understanding of course material demonstrated by few errors in fact and judgment when discussing the materials. (2) Competence in the techniques of scholarship. (3) Satisfaction of the minimum stated requirements for the course in preparation, outside reading, and class participation.
D+ 67 – 69 **D** 63 – 66 D- 60 – 62	**"D" grades represent:** (1) A minimal understanding of the course material demonstrated by some errors in fact and judgment when discussing the material. (2) Very little competence in the techniques of scholarship. (3) Satisfaction of somewhat less than the minimum standard of requirements for the course in preparation, outside reading, and class participation.
F below 60	**"F" grades represent:** (1) A lack of understanding of the course material demonstrated by many errors in fact and judgment when discussing the material. (2) An inability to use sound techniques of scholarship. (3) Failure to meet the standard and fulfill the requirements of the course.

Course Schedule

Note: Tuesday assignments are due at the beginning of class (2:30 pm EST) and Thursday assignments due by 11:59pm EST.

Week 1	● The Ethical Teacher ● The Danielson Framework	
Learning Outcomes C2, C4 & C7	At the end of this session, students should be able to ● Name the 4 Domains of The Charlotte Danielson Framework ● Set two personal goals for their field experience ● Describe in one's own words the relationship between the dispositional, ethical, and regulatory frameworks as they apply to educator decision making and conduct. ● Identify ethical responsibilities of teachers and how ethics inform a teacher's personal and professional actions.	
Preparation	**Tuesday**	**Thursday - *Asynchronous***
	● Review the Field Experience Handbook ● Review the Syllabus	Review Pennsylvania's Code of Professional Practice and Conduct for Educators
Assignments	*No Assignments Due*	Online Module #1

Week 2	Planning and Preparation	
Learning Outcomes C1, C2, C3, C4 & C5	At the end of this session, students should be able to ● Explain the elements of teacher planning and preparation according to Danielson ● Explain the different components of the Eastern University Lesson Plan in their own words. ● Describe possible ethical issues involved with a teacher's private and professional lives.	
Preparation	**Tuesday**	**Thursday - *Asynchronous***
	Review ● Danielson Framework Domain 1 ● Eastern University Lesson Plan Format	Review Pennsylvania's Code of Professional Practice and Conduct for Educators Meet with your mentor to review course expectations and create a timeline
Assignments	Journal Entry #1	Online Module #2 *Task*: Submit the Planning Worksheet to your instructor and University Supervisor

Week 3	● Planning and Preparation ● Writing Objectives and Essential Questions	
Learning Outcomes C1, C2, C3, C4 & C7	At the end of this session, students should be able to ● Demonstrate how to set instructional outcomes using Bloom's Taxonomy action verbs and essential questions using Understanding by Design. ● Explain the benefit of using PDE SAS when preparing instruction and demonstrate navigating through the site. ● Create assessments designed to measure educational objectives ● Identify your responsibility to establish and maintain appropriate verbal, physical, emotional, and social boundaries with and regarding students. Describe possible ethical issues involving relationships with students	
Preparation	**Tuesday**	**Thursday - *Asynchronous***
	Review Danielson Framework Domain 1 *Read* ● Formulating Learning Objectives ● McTighe & Wiggins: What makes a question essential?	Review Pennsylvania's Code of Professional Practice and Conduct for Educators *Watch:* PBS Frontline Growing Up Poor in America.
Assignments	Journal Entry #2	Online Module #3 *Task:* Generate a list of specific barriers to success faced by the children in the Frontline Film.

Week 4	● Demonstrating knowledge of students in planning and preparation ● Designing coherent instruction	
Learning Outcomes C1, C2, C3, C4, C5 & C6	At the end of this session, students should be able to ● Outline specific strategies to develop knowledge of students ● Work in groups to apply the components of the Eastern University Lesson Plan ● Identify specific strengths and areas for growth within Domain 1	
Preparation	**Tuesday**	**Thursday**
	Read ● The "E" Word Podcast with Alexis Pate: https://www.bamradionetwork.com/track/the-e-word-what-students-of-color-need-from-every-teacher/ ● Reinking & Evans-Santiago: Are you a boy or a girl? Student Identity *Watch:* PBS Frontline Growing Up Poor in America.	*Review* ● Danielson Framework Domain 1 ● Eastern University Lesson Plan Format ● Muhammed, G. (2023). *Unearthing Joy: A Guide to Culturally and Historically Responsive Teaching and Learning*. Pages 126-130 and 105-106
Assignments	Journal Entry #3 *Task:* Generate a list of specific barriers to success faced by the children in the Frontline Film.	Interview and Observation #1 *Task:* Brainstorm a list of hallmarks of a lesson plan that is coherent

Week 5	• Learning Environments • Organizing Spaces and Maintaining Purposeful Learning Environments	
Learning Outcomes C2, C4, C6 & C7	At the end of this session, students should be able to • Identify key components of Danielson Domain 2: The Classroom Environment. • Describe multiple strategies for organizing spaces for learning including equitable access to resources. • Describe possible ethical issues involving the connected teacher. • Identify your responsibility to establish and maintain appropriate verbal, physical, emotional, and social boundaries with and regarding students.	
Preparation	**Tuesday**	**Thursday - *Asynchronous***
	Review Danielson Framework Domain 2 *Task:* Draw a map of your field experience classroom and bring it to class	Review Pennsylvania's Code of Professional Practice and Conduct for Educators
Assignments	Journal Entry #4	Online Module #4

Week 6	• Teacher Behaviors and the Learning Environment • Classroom Management • The Achievement Gap	
Learning Outcomes C2, C4, C6 & C7	At the end of this session, students should be able to • Identify specific strategies for cultivating respectful and affirming environments and fostering a culture for learning. • Identify key components of positive classroom management • Develop strategies to address common classroom management challenges • Creating a culturally responsive classroom environment • Identify specific strategies to build relationships with students	
Preparation	**Tuesday**	**Thursday**
	Read • Environments Filled With Safety and Belonging: https://k12.designprinciples.org/environments-filled-with-safety-and-belonging • APA Classroom Management Module 1: https://youtu.be/GOwZwAOpvxo • APA Classroom Management Module 4: https://youtu.be/B59ZhyykcEk	*Read* Boykin & Noguera: What are the dimensions of the gap?
Assignments	Journal Entry #5	Interview and Observation #2

Week 7	• Danielson Domain 2: Learning Environments • Challenging Behaviors • Teaching in a diverse society	
Learning Outcomes C1, C3, C4, C5 & C7	At the end of this session, students should be able to • Identify specific strengths and areas for growth within Domain 2 of the Danielson Framework. • Analyze possible ethical issues involved with teaching in a diverse society	
Preparation	**Tuesday**	**Thursday - *Asynchronous***
	Review Danielson Framework Domain 2	Review Pennsylvania's Code of Professional Practice and Conduct for Educators
Assignments	Journal Entry #6	Online Module #5 Kognito Trauma Informed Practice Module
	Mentor Mid-Term Evaluation Due Thursday at 11:59pm	

Week 8	• Danielson Domain 3: Learning Experiences • Communicating with students • Questioning techniques • Student Engagement	
Learning Outcomes C1, C3, C4, C5 & C7	At the end of this session, students should be able to • Describe the key components of Danielson Domain 3 • Design engaging instruction for in-person and online environments • Use questioning techniques to engage students, probe for understanding and build community • Describe best practices for communicating purpose and content to students.	
Preparation	**Tuesday**	**Thursday**
	Review Danielson Framework Domain 3 *Read:* Pearsoll: More Effective Questioning	*Review:* Danielson Framework Domain 3
Assignments	Journal Entry #7	*Task:* Bring a copy of one of your lesson plans to class

Week 9	• Demonstrating flexibility and responsiveness • The IEP Process and At-Risk Students • Improper personal financial gain	
Learning Outcomes C1, C2, C3, C4 & C5	At the end of this session, students should be able to • Describe the responsibilities that a teacher has before, during, and after an IEP meeting. • Explain major theories and strategies for differentiated instruction • Explain how improper personal and financial gain can be an ethical issue.	
Preparation	**Tuesday**	**Thursday - *Asynchronous***
	Review Danielson Framework Domain 3 *Read* • The IRIS Center: The IEP Process • Reading Rockets: What is Differentiated Instruction • The IRIS Center: Defining differentiated instruction	Review Pennsylvania's Code of Professional Practice and Conduct for Educators
Assignments	Journal Entry #8	Online Module #6

Week 10	• Using Assessment in Instruction • Working with At-Risk Students	
Learning Outcomes C1, C4, C6 & C7	At the end of this session, students should be able to • Explain major theories and strategies for differentiated instruction • Describe different types of assessments and explain their role in instruction. • Compare and contrast different models of feedback • Identify specific strengths and areas for growth within Domain 3 of the Danielson Framework.	
Preparation	**Tuesday**	**Thursday**
	Review: Danielson Framework Domain 3 Getting Started with Assessment for Learning: Future of Testing in Education: Effective and Equitable Assessment Systems (Center for American Progress) AFT Ambitious Teaching and Equitable Assessment	*Read* • Schwerdtfeger: Reaching all Learners with Multicultural Connections • Percell: Engaging Students through Universal Design for Learning
Assignments	Journal Entry #9	Interview and Observation 3 *Task:* Bring one of your lesson plans to class

Week 11	• Principled teaching • Danielson Domain 4	
Learning Outcomes C1, C2, C4 & C5 & C6	At the end of this session, students should be able to • Articulate the key elements of Danielson Domain 4 • Use google classroom to design and implement lesson plans • Recognize the appropriate use of all technologies in teacher interactions with students, parents, and colleagues, including confidentiality in the use of technology and how to identify and address inappropriate use of technology. • Identify the professional expectations of teachers with regard to their relationships with colleagues, how a teacher fosters positive, professional relationships with colleagues, and what some of the potential consequences for unprofessional interactions with colleagues can be.	
Preparation	**Tuesday**	**Thursday - *Asynchronous***
	Complete: Google Training for Educators Unit 7	Review Pennsylvania's Code of Professional Practice and Conduct for Educators
Assignments	Journal Entry #10	**Online Module 7**

Week 12	• Using data for student learning • Building a positive school climate • Parent communication and involvement in school • School climate	
Learning Outcomes C1, C4, C5, C6 & C7	At the end of this session, students should be able to • Explain the benefits and challenges of teacher evaluation in the United States • Create an SLO and identify data needed to measure SLOs • Compare and contrasts the benefits and challenges of collecting data in the classroom • Outline multiple ways that teachers communicate with parents. • Develop strategies to build partnerships with parents encountering roadblocks to participation.	
Preparation	**Tuesday**	**Thursday**
	Review Danielson Framework Domain 4 *Read* Mapp: Partners in Education	*Review* • Danielson Framework Domain 4 • NCTQ State of the States 2019 Teacher and Principal Evaluation Policy • PDE 430 Form • Targeting Growth: Using Student Assessment as a Measure of Educator Effectiveness
Assignments	Journal Entry #11	Interview & Observation #4

Week 13	Growing as a Teacher	
Learning Outcomes C2, C4, C6 & C7	At the end of this session, students should be able to ● Explain the process of the Lesson Study ● Explain how a teacher can foster ethical relationships with colleagues.	
Preparation	**Tuesday**	**Thursday - *Asynchronous***
	Review Danielson Framework Domain 4	Review Pennsylvania's Code of Professional Practice and Conduct for Educators
Assignments	Journal Entry #12	Online Module 8
Mentor Final Evaluations Thursday at 11:59pm		

Week 14	● Danielson Domain 4 ● Lesson Plan Presentations	
Learning Outcomes C2, C4, C6 & C7	At the end of this session, students should be able to ● Identify specific strengths and areas for growth within Domain 4 of the Danielson Framework	
Preparation	**Tuesday**	**Thursday**
	Review Danielson Framework Domain 4	
Assignments	Journal Entry #13	**Lesson Plan Presentations**

Final Assignments Due	● Best Practices Summary ● Field Experience Log ● 6 Lesson Plans

Course Policies

Accessibility Statement
It is my goal to create a learning experience that is as accessible as possible. If you anticipate any issues related to the format, materials, or requirements of this course please meet with me outside of class so we can explore potential options. Students with disabilities may also wish to work with the Office of Accessible Education to discuss a range of options to removing barriers in this course, including official Accommodations. Source: https://www.bates.edu/accessible-education/faculty/sample-syllabus-statement/

Diversity, Equity and Belonging
Eastern University is a teaching and learning community that seeks, as a priority of the Christian faith, to engage and understand the full range of diverse human perspectives and experiences. To that end, we invite people with diverse backgrounds in terms of race, ethnicity, age, nationality, religion, culture, disability, socioeconomic status, sex, gender, and other unique identities to join and enjoy the benefits of our faith-based community.

It is the intent of this course to serve students from all backgrounds and perspectives and to address students' learning needs both in and out of class. The university views the diversity that students bring to the class as a resource, strength and benefit. It is our intent to present materials and activities that are inclusive and respectful of many types of diversity: gender, gender identity, sexual orientation, disability, age, socioeconomic status, ethnicity, race, nationality, religion and culture. It is the goal that this course will prepare teachers to:

- Engage productively with the diversity of ideas and experiences that characterize our world by providing a wide variety of exposure to diverse creators, works, practices and ideas;
- Develop critical vocabularies in order to better identify, interpret and challenge oppressive social narratives and hierarchies;
- Develop awareness of historical and contemporary trends within their disciplines in order to inform diverse, equitable and inclusive approaches to creation, collaboration, and discussion;
- Practice effective, respectful communication and critique while valuing diverse perspectives and intersecting identities among peers, faculty, staff and broader communal networks; and
- Work to expand human dignity and opportunity in both local and global communities.

Education courses sometimes deal with sensitive or challenging issues related to educational equity and student outcomes, because of this it is imperative that this course is built around an atmosphere of trust and safety. In order to build that atmosphere of trust and safety and to ensure that all perspectives are heard and valued, we ask the following:

- If you have a name and/or set of pronouns that differ from those that appear in your official records, please let your instructor know. All members of this course have the right to be addressed in accordance with their personal identity. Addressing all members is important to me, please correct me if I make a mistake.
- Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.
- Diverse languages and dialects outside of Standard American English are welcome in this classroom. We will listen patiently, work to understand one another, seek out clarification when necessary.
- If you feel like your performance in the class is being impacted by your experiences outside of class, please contact your instructor, advisor or College of Education Dean, Susan Edgar-Smith.
- Instructors and students are all actively engaged in the process of learning about diverse perspectives and identities. If something is said in class (by anyone) that makes you feel

uncomfortable, please discuss it with me directly (via email, phone or in-person). If you do not feel comfortable, please reach out to your advisor or College of Education Dean, Susan Edgar-Smith.

It is critical that each class member show respect for all worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own.

Language adapted from:
https://www.brown.edu/sheridan/teaching-learning-resources/inclusive-teaching/statements

And, Savini (2021):
https://www.insidehighered.com/advice/2021/01/27/How-professors-can-and-should-combat-linguistic-prejudice-their-classes-opinion

University and Academic Policies

The following is not intended as a comprehensive restatement of the academic policies and procedures of the Eastern University. Some material is excerpted from longer statements printed in the College Catalog and the Catalog includes policies not noted here. The student and instructor are referred to the Catalog for college-wide policies and to Student and Instructor Handbooks of the programs or departments in which this course is offered for supplements or context-specific definitions of those college-wide policies.

Student Disability Policy

Notice to students with Physical or Learning Disabilities: In order to be entitled to disability accommodations at Eastern University, students must submit a written request to the Cushing Center for Counseling and Academic Support (CCAS) and be found eligible for accommodations. In order to make an accommodation for this course, the professor must receive a written request from CCAS. Disability accommodations are not retroactive and will not be implemented until a request from CCAS is received. All accommodations must be reactivated by the student prior to the beginning of each new academic session. For further information, please go to: Disability Accommodations

Sex Discrimination

Eastern University is committed to complying with all State and Federal laws prohibiting discrimination, including Title IX of the Education Amendments of 1972 and its implementing regulations, which prohibit discrimination on the basis of sex and will act to protect student and employees from the negative outcomes of harassment, discrimination and assault and will take action as needed to make Eastern University a safe place to work and learn. The Title IX coordinator responsible for Title IX compliance at Eastern University is Jacqueline Irving, Vice Provost for Student Development, Walton 200, St. Davids. Phone: (610) 341-5823, jirving@eastern.edu.

Statement of Mandated Reporting/Title IX

Eastern University is committed to providing a community in which all of its members feel safe and respected. To this end, please be aware that all teaching faculty of Eastern University are mandatory reporters. Should you disclose or they observe sexual assault, sexual harassment, interpersonal violence, or stalking, or some other form of abuse, they are required to report this to Eastern University's Title IX Coordinator. Reports of sexual misconduct or criminal behavior can be reported via this link: www.eastern.edu/form/report-sexual-misconduct. For additional information, please contact Eastern University's Title IX Coordinator by emailing titleix@eastern.edu.

Statement of Diversity, Equity and Belonging

Eastern University is a teaching and learning community that seeks, as a priority of the Christian faith, to engage and understand the full range of diverse human perspectives and experiences. To that end, we invite people with diverse backgrounds in terms of race, ethnicity, age, nationality, religion, culture, disability, socioeconomic status, sex, gender, and other unique identities to join and enjoy the benefits of our faith-based community.

Copies of Course Assignments

Students are responsible for retaining a copy(ies) of all materials submitted for grading. If a paper or project is misplaced or lost in transition, the student must provide a substitute copy upon request.

Class Attendance Policy

This course consists of at least 14 hours of equivalent instructional time for each credit awarded (e.g. 42 hours for a 3 credit course). Instructional time may include formal classroom instruction, virtual classroom sessions, recorded lectures, online discussion forums and learning modules, small group activities, one-on-one interactions between a student and the instructor, among other methods. Attendance at all scheduled sessions is considered a critical element in the accomplishment of learning outcomes. Furthermore, attendance records are maintained and are essential to comply with government regulations for recipients of financial aid and assistance programs, as well as accreditation standards.

Class attendance for an online or hybrid course is defined as an online presence demonstrated by active participation in all learning activities as required by the instructor. Failure to fulfill requirements within the parameters of each session will result in the student being marked absent or earning no credit for the activity(ies).

Academic Dishonesty

The student is responsible to become familiar with acceptable standards for research and documentation (7th edition APA format) and to abide by them. A comprehensive outline of Eastern's academic dishonesty policy can be found on Eastern's website and in the undergraduate and graduate course catalogs. *Academic Dishonesty includes, but is not limited to:*

- Plagiarism or presenting words, pictures, ideas, or artwork that are not your own as if they were your own in spoken, written or visual form. In written work, three or more words taken directly from another author must be enclosed in quotation marks and referenced per 7th edition APA format. The words or ideas of another are not made your own work simply by paraphrasing. Paraphrased ideas of another author must be cited appropriately.
- Submitting a paper written by another student or another person as if it were your own.
- Submitting a paper written by you for another course or occasion without the explicit knowledge and consent of the instructor (this is called "self-plagiarism")
- Fabricating evidence or statistics that supposedly represent your original research.
- Cheating of any sort on tests, quizzes, papers, projects, reports, and so forth.

Each faculty member is required to send a record, together with all evidence of all cases of academic dishonesty, to the Academic Dean, who will forward the information to the Dean of Students. For more information and complete details, please see this website**.**

Emergency and Crisis Information

In the case of an emergency event, we ask that all community members use their best judgment. We also recommend that each member of this community become familiar with emergency procedures. Call Eastern's Public Safety department at 610-341-1737 for emergencies on the St. Davids campus or building security or call local police at other locations.

School Closing Information

When there is a concern or threat of inclement weather the University reserves the right to implement its weather emergency procedure. ***Should the University open late, close early, or cancel classes all affected classes are to transition to online sessions, unless otherwise specified by the instructor.*** Please use caution and allow ample time for travel and delays when travel becomes dangerous during inclement weather.

See school closing policies and procedures at School Closing Information.

Support Services

Brightspace Technical Support
Self-Serve Resources 24/7 Phone 1-877-325-7778 **or** 24/7 Chat Click Here
or Email brightspace@eastern.edu

Other Technical Support
Zoom Online Meeting Guide
Web help desk; email; wireless access

Academic Support
Peer Tutoring; Writing Center
NetTutor

College of Education Program Resources
College of Education Handbook
Student Teaching Handbook
Field Experience Handbook
EU Student Handbook

Additional University Resources
Student Life and Services
Advising Resources
Registrar

Office of Talent & Career Development

The Office of Talent and Career Development specializes in assisting Eastern University undergraduate and graduate students as they consider their plans for the future in the following ways: discovering God-given talents; choosing a major/minor; developing resumes, cover letters, and application materials; gaining experience through internships/practicums; and enhancing networking, job search, and professional skills. More information, resources, and our career event calendar are available at Center for Career Development.

To set up an appointment with a career counselor, please email careers@eastern.edu or stop by Walton 202. Log in to Eastern's online exclusive internship and job board, Handshake, at eastern.joinhandshake.com.

Materials contained herein are the intellectual property of Eastern University, the instructor, course designer, or external parties and are thus proprietary in nature. This syllabus represents an instructional contract between the student, the instructor, and Eastern University. It serves as a basis for student and instructor evaluations. Therefore, it should not be substantively altered without appropriate communication among all parties.