### College of Charleston
#### EDEE 409 Meeting the Needs of Diverse Learners
#### Three (3) Credits

| **Meeting Time and Place:** | MWF 11 – 11:50; 12 – 12:50  
ECTR 217 |
<table>
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<tbody>
<tr>
<td><strong>Instructor's Name:</strong></td>
<td>Dr. Genevieve Howe Hay</td>
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<tr>
<td><strong>Office Hours:</strong></td>
<td>Mondays &amp; Wednesdays 9:30 – 11 &amp; Tuesdays 10-12</td>
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<tr>
<td><strong>Office Location:</strong></td>
<td>Room 320, 86 Wentworth Street</td>
</tr>
</tbody>
</table>
| **Office Phone/Email:**      | (843) 953-8054  
yayg@cofc.edu |
| **Course Prerequisites:**    | EDEE 380, 382, or 384 |

#### Course Description
The course examines current research on differentiated instruction strategies. Candidates describe historical and legal factors impacting inclusion. They develop collaborative skills and identify their role on multidisciplinary teams, and they promote school/family partnerships. They identify learning characteristics of special needs students and develop appropriate instructional strategies.

#### Course Materials:
**Required Text, Resources and Readings:**

My Education Lab ([http://www.myeducationlab.com/](http://www.myeducationlab.com/)) is an invaluable resource to assist in your learning of students with special learning needs. My Education Lab is packaged with the Friend text. If you bought a used text, you will need to purchase My Education Lab separately from the site listed above. After you have registered, log in to the site to explore resources for the text. Under special education, select the Friend text to access resources for the course. (Directions and support for My Education Lab can be found on the first page of the text.)

The IRIS Center at Vanderbilt University ([http://iris.peabody.vanderbilt.edu/](http://iris.peabody.vanderbilt.edu/)) provides numerous interactive resources to facilitate your understanding of inclusion and accommodations to make within general education classrooms.

**Electronic Inclusion Guide** - Use an electronic format to make an inclusion portfolio of ALL course assignments. Options:
- PB Works Wiki ([http://pbworks.com/](http://pbworks.com/))
- Or other acceptable electronic format.
- *Suggestion --- Consider using a format that you may want to use in the classroom either for your class news or for student assignments.*

Blogspot Tutorial: [http://www.blogger.com/tour_start.g](http://www.blogger.com/tour_start.g)

Selected readings via handouts and e-reserve.

**Suggested Text:**

<table>
<thead>
<tr>
<th>Course Outcomes:</th>
<th>All teacher preparation programs in the School of Education (SOE) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher competency which are at the heart of the SOE Conceptual Framework: 1) <strong>understanding and valuing the learner</strong>, 2) <strong>knowing what and how to teach and assess and how to create an environment in which learning occurs</strong>, and 3) <strong>understanding themselves as Professionals</strong>. These three competencies underlie all learning and assessment in this course; they help you develop the knowledge, skills, and dispositions necessary to become an effective teacher.</th>
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</thead>
</table>
| **ETC 1 - UNDERSTANDING ANDValuing THE LEARNER** | • describe the characteristics, which influence differences in learning. NAEYC 1, ACEI 1, NMSA 1 

• identify and differentiate between the needs of typical and exceptional learners in general education classrooms. NAEYC 1, ACEI 1, NMSA 1 

• identify the historical and philosophical basis for mainstreaming and inclusion of exceptional learners. NAEYC 1, ACEI 1, NMSA 1 

• identify variations and developmental patterns for children with special needs. NAEYC 1, ACEI 1, NMSA 1 |
| **ETC 2- KNOWING WHAT AND HOW TO TEACH AND ASSESS AND HOW TO CREATE AN ENVIRONMENT IN WHICH LEARNING OCCURS** | • identify and illustrate the steps in the process for differentiating instruction and providing for independent learning. NAEYC 4b, ACEI 1, 3.2, 3.4, 3.5; NMSA 5 

• design integrated instruction on selected grade levels providing for individual differences of general and inclusion students. NAEYC 4b; ACEI 1, 3.2, 3.4, 3.5; NMSA 5 

• define and formulate objectives in the cognitive, affective, and psychomotor learning domains NAEYC 4b; ACEI 1, 3.2, 3.4, 3.5; NMSA 5 

• explain the relationship between the process of selecting goals and objectives from a variety of materials including state and local curriculum guidelines and modifying or adapting them to meet the social, emotional and academic needs of individual students. NAEYC 4b; ACEI 1, 3.2, 3.4, 3.5; NMSA 5 |
• define and demonstrate the process of diagnostic/prescriptive instruction which include the development of pretests, analysis of results, development of appropriate instructional materials and learning environments, and instructional processes, development and analysis of post-tests for all learners. NAEYC 3; ACEI 4; NMSA 5

• demonstrate the relationship between the objectives of unit and lesson plans and the instructional strategies, student activities, and evaluation means selected for such plans. NAEYC 3 & 4b; ACEI 4; NMSA 5

• distinguish between criterion referenced and norm referenced assessment. NAEYC 3; ACEI 4; NMSA 5

• integrate alternative assessment with standardized assessment. NAEYC 3; ACEI 4; NMSA 5

• explain the concepts of reliability and validity as they relate to criterion and norm referenced testing. NAEYC 3; ACEI 4; NMSA 5

• explain the difference between measurement and evaluation. NAEYC 3; ACEI 4; NMSA 5

• distinguish between formative and summative assessment. NAEYC 3; ACEI 4; NMSA 5

**ETC 3- UNDERSTANDING YOURSELF AS A PROFESSIONAL**

• Identify the importance of collaboration among professionals, community members and families. NAEYC 5; ACEI 5.1-5.4; NMSA 7

• identify national, state, and local support resources and agencies appropriate referral strategies. NAEYC 5; ACEI 5.1-5.4; NMSA 7

• identify careers in which educators can work with students with special needs. NAEYC 5; ACEI 5.1-5.4; NMSA 7

**Course Assignments:**

1. **Attendance, Chapter Summaries & Class Participation (25 points)** It is expected that textbook and outside reading assignments be read PRIOR to class. Individually and in your own words, develop a **bulleted one-page discussion guide of each chapter’s key concepts.** Your summaries must include at least 3 outside resources that enhanced your understanding of each chapter. Along with your textbook, bring your bulleted discussion guide to each class for in-class discussions and activities. During class, you will respond to various scenarios, videos, lesson plans, and questions regarding the teaching of students with special needs in inclusive settings. You are expected to elaborate by sharing key understandings and outside resources (i.e. My Education Lab, IRIS Center, websites, videos, outside readings) that enhance understanding of each chapter’s key concepts.

   **Electronic and hard copy submission required.** Chapter summaries must be submitted with your inclusion guide, midterm and final exams.
2. **Inclusion Guide (50 points)**

All assignments from the class should be incorporated into an electronic inclusion guide (i.e. Wiki, Blog or other acceptable electronic format).

- PB Works Wiki (http://pbworks.com/)
- Blog - https://www.blogger.com/start or http://edublogs.org/

The inclusion guide should be organized into the **following sections**:

- Bulleted chapter summaries and outside resources
- Special needs awareness
- Midterm exam
- Final exam
- Candidate Work Sample (CWS)
- Incorporate appropriate inclusion resources from class discussions, course materials and outside resources.

3. **Awareness Project (100 points):**

Individually and in collaboration with a small group, you will research and develop methods for promoting community, faculty, parent, and student awareness of students with special needs. **Electronic and hard copy submission required.**

- **Individual Awareness Research (50 points)** - Individually, each group member will review resources (websites, articles, books) and review children’s literature related to the topic. Each group member’s reviews (with the exception of one key professional website) are not to be duplicated by other members of the group.
- **Group Pamphlet, Presentation & Peer Evaluation (50 points)**
  The group is responsible for providing an organized and cohesive 10 - 15 minute interactive presentation. In addition, your group is to develop an awareness guide/pamphlet to be shared with the class.
- **Peer Evaluation** Group and individual contributions will be evaluated by group members and work will be shared on the discussion board of OAKS. **All work must be properly cited.**

4. **Candidate Work Sample (CWS) (100 points):**

In conjunction with Field III, you will develop a Candidate Work Sample outline with special emphasis on accommodations for students with special needs. A case study will be developed as part of this project. **Details for the project will be provided in class. Electronic and hard copy submission required.**

- CWS Part I – Sections I – IIIA (unit outline)
- CWS Part II – Sections IIIIA (lesson plan) – Annotated Bibliography

5. **Take Home Midterm & Final Exams (100 points each):**

These exams will cover all the material in the readings, course activities, and associated field experiences. **Electronic and hard copy submission required.**
6. **Bonus Category – (10 points)**

Bonus points can be earned for the following:

- Conference & Guest Speaker Presentations
- Volunteering with Special Needs Populations

In order to receive extra credit, submit a one page reflection by **November 30th**. Describe at least three significant things that you learned that will help you provide accommodations for students with the identified special need. Given the topic, identify some resources that will help teachers, parents, and students. Documentation of your attendance at the event must be provided.

**Electronic and hard copy submission is required for all assignments, except the inclusion guide, by the assigned due dates. Late work will result in point reductions.**

**Evaluation:**

**Grading Scale**

1) Attendance, Chapter Summaries & Class Participation – 25 points
2) Inclusion Guide - 50 points
3) Awareness Project – 100 points
4) Candidate Work Sample - 100 points
5) Midterm Exam - 100 points
6) Final Exam = 100 points

Total = 475 points

*ALL assignments must be submitted electronically on OAKS by 9 am on the assigned dates. Hard copies are required for assignments # 2- 5.*

**GRADING SCALE:**

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>91 – 92%</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>89 – 90%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>86 – 88%</td>
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<tr>
<td>B-</td>
<td>84 – 85%</td>
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<tr>
<td>C+</td>
<td>82 – 83%</td>
<td>2.3</td>
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<tr>
<td>C</td>
<td>79 – 81%</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>77 – 78%</td>
<td>1.7</td>
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<tr>
<td>D+**</td>
<td>75 – 76%</td>
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<td>72 – 74%</td>
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<tr>
<td>D-</td>
<td>70 – 71%</td>
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<tr>
<td>F</td>
<td>0 – 69%</td>
<td>0.0</td>
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**Policies**

- **Attendance:** Class attendance is expected. Students are responsible for all content and assignments for each class. The roll will be taken at the beginning of each class. Late arrivals and leaving early count as ½ an absence. Coming and going during class is extremely disruptive and should only be considered for sudden illness.
- Four absences for ANY reason (i.e. sickness, family emergencies, personal) are allowed. I do not make distinctions between “excused” and “unexcused” absences, so you should attend regularly and save those 4 absences for days you are too ill to attend class, must attend important family events, etc. **After the fourth absence, the student's grade will be lowered by one letter grade (i.e. an A will become a B; a B will become a C; etc.) for each additional absence.**
• If a student exceeds allowable absences due to extenuating circumstances, a panel of professors from that semester will review the circumstances and make a final decision. Ongoing documentation must be provided through the Absence Memo Office.

**Absence Memo Office** - Go to 67 George Street (white house next to Stern Center) to discuss absences and fill out the appropriate forms. Forms can also be found online at [http://studentaffairs.cofc.edu/services/absence.php](http://studentaffairs.cofc.edu/services/absence.php) and they also can be faxed to the office at 953-2290. You will need to provide documentation for health, personal or emergency situations.

• **Athletes** who will miss class due to athletic events must see the professor within the first two weeks of the course and submit athletic schedule for the semester, identifying classes that will be missed. No other absences will be allowed for athletes who miss the maximum allowable absences due to athletic events.

• **Cell phone/Smartphone/Texting/Laptop Policy:** Cell phones, laptops and other personal communication devices must be silent and stowed during class. **Exception** – On specified days, groups will be allowed to use laptops to develop awareness presentations and when peer editing the CWS project.

• **Students with Special Needs:** SNAP students must see the professor within the first two weeks of the course if they wish special accommodations.

• **CofC Honor System:**
  Academic honesty and integrity are highly regarded in this class and are assessed on several levels. As a student at the College of Charleston you have agreed to uphold the policies outlined in the Student Handbook: A guide to civil and honorable conduct both in your coursework and as a representative of the College in field experiences and clinical practice situations. Violations to the Code of Conduct outlined on pages 10-11 in the Student Handbook will be reported to the Honor Board. Additionally, violations may affect course grade. As EDEE is a dual program, in that we recommend candidates for teacher certification, professors reserve the right to document violations that would impact student certification (e.g., attendance problems in field experiences and clinical practice, professionalism in schools).

• **Homework & Class work:**
  In class and for homework, you will respond to various scenarios, videos, lesson plans, and questions regarding the teaching of students with special needs in inclusive settings. It is expected that textbook and outside reading assignments be read **PRIOR** to class and that students will attend **ALL** class sessions. Assigned readings and projects must be completed and submitted on time. **Late work will not be accepted.** Responsibility for all course content (lecture, text, outside reading, handouts, research) is the student’s responsibility. Students are responsible for obtaining missed assignments/notes from someone in class, not the instructor.

• **Technology Usage:**
  Utilization of technology (i.e. OAKS, internet, Wikis, Blogs, word processing, email - Edisto account) is expected. All work is to be submitted electronically through OAKS by 9 am – no exceptions. Use campus computers (JC Long Building, Library and other campus locations), if necessary, to assure that work will be submitted on time and through OAKS. In addition, hard copies are required for all assignments, except for the inclusion guide.
- Expected EHHP Dispositions:
  - belief that all students can learn (participation and attitudes expressed about students and learning)
  - value and respect for individual differences (inclusions in Unit and plans)
  - value of positive human interactions (participation in class and group discussions)
  - exhibition and encouragement of intellectual curiosity, enthusiasm about learning, and willingness to learn new ideas (participation in class and group discussions; performance on formative and summative assessments)
  - dedication to inquiry, reflection, and self-assessment (performance on formative and summative assessments; active participation in class and group discussions)
  - value of collaborative and cooperative work (provision for thoughtful, constructive critiques of others’ work)
  - sensitivity toward community and cultural contexts (inclusions in long and short range plans)
  - engagement in responsible and ethical practice (performance on formative and summative assessments)
  - development of professional mastery over time (performance over time on formative and summative assessments)
<table>
<thead>
<tr>
<th>Course Outline:</th>
<th>Topic</th>
<th>Assignment</th>
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| August 24 & 26 (Wednesday & Friday) | Syllabus  
The Foundation of Educating Students with Special Needs  
Inclusion Video                        | Friend, Ch. 1                                    |
| August 29 (Mon)     | The Foundation of Educating Students with Special Needs                | Friend, Ch. 1                                    |
| August 31 (W)       | Special Education Procedures & Services                              | Friend, Ch. 1  
Hay School Application Due  
Select Awareness Activity Topics       |
| Sept. 2 & 5 (FM)    | Special Education Procedures & Services                              | Friend, Ch. 2                                    |
| Sept. 7 (W)         | Building Partnerships Through Collaboration                           | Friend, Ch. 2                                    |
| Sept. 9 & 12 (FM)   | Building Partnerships Through Collaboration                           | Friend, Ch. 3                                    |
| Sept. 14 (Wed.)     | Assessing Student Needs & Building Social Relationships               | Friend, Ch. 4  
*Inclusion Blog/Wiki link submitted* |
| Sept. 16 (Friday)   | Assessing Student Needs & Building Social Relationships               | Friend, Ch. 4 & 13  
*Bring resources to work with your awareness group.* |
| Sept. 19 (Mon)      | Planning Instruction by Analyzing Classroom & Student Needs           | Friend, Ch. 5                                    |
| Sept. 21 (Wed)      | Planning Instruction by Analyzing Classroom & Student Needs           | Friend, Ch. 5                                    |
| Sept. 23 (Fri.)     | Planning Instruction by Analyzing Classroom & Student Needs           | Friend, Ch. 5  
*Bring resources to work with your awareness group.* |
| Sept. 26 (Monday)   | Planning Instruction by Analyzing Classroom & Student Needs & CWS     | Friend, Ch. 5                                    |
| September 28 (W)    | Students with Low Incidence Disabilities  
*Awareness Group Work*               | Friend, Ch. 6  
*Bring resources to work with your awareness group.* |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Pages/Assignments</th>
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<tbody>
<tr>
<td>Sept. 30 (F)</td>
<td>Students with Low Incidence Disabilities</td>
<td>Friend, Ch. 6&lt;br&gt;&lt;em&gt;Due: Awareness Activity Sections 1 &amp; 2&lt;/em&gt;&lt;br&gt;- Individual (i.e. websites and book reviews) &amp; Group Research (i.e. brochure)</td>
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<tr>
<td>Oct. 3 (M)</td>
<td>Students with Low Incidence Disabilities</td>
<td>Friend, Ch. 6&lt;br&gt;&lt;em&gt;See assigned awareness presentation&lt;/em&gt;&lt;br&gt;Low Incidence Awareness Presentations dates on OAKS.</td>
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<tr>
<td>Oct. 5 (W)</td>
<td>Students with Low Incidence Disabilities</td>
<td>Friend, Ch. 6&lt;br&gt;&lt;em&gt;See assigned awareness presentation&lt;/em&gt;&lt;br&gt;Low Incidence Awareness Presentations dates on OAKS.</td>
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<tr>
<td>Oct. 7 (Friday)</td>
<td>Take Home Midterm Exam</td>
<td>Due – Take Home Midterm Exam (Chapters 1 – 6) - Hard copies can be submitted early on October 6&lt;sup&gt;th&lt;/sup&gt; in class or brought to class on Friday, October 8&lt;sup&gt;th&lt;/sup&gt;.</td>
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<tr>
<td>Oct. 10 (Mon.)</td>
<td>Students with High Incidence Disabilities</td>
<td>Friend, Ch. 7&lt;br&gt;&lt;em&gt;See assigned awareness presentation&lt;/em&gt; dates on OAKS.</td>
</tr>
<tr>
<td>Oct. 12 (Wed.)</td>
<td>Students with High Incidence Disabilities</td>
<td>Friend, Ch. 7&lt;br&gt;&lt;em&gt;See assigned awareness presentation&lt;/em&gt; dates on OAKS.</td>
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<tr>
<td>Oct. 14 (Fri.)</td>
<td>Students with High Incidence Disabilities</td>
<td>Friend, Ch. 7&lt;br&gt;&lt;em&gt;See assigned awareness presentation&lt;/em&gt; dates on OAKS.</td>
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<td>Oct. 17 &amp; 18 (MT)</td>
<td>Fall Break</td>
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<tr>
<td>Oct. 19 (W)</td>
<td>Other Students with Special Needs</td>
<td>Friend, Ch. 8&lt;br&gt;&lt;em&gt;See assigned awareness presentation&lt;/em&gt; dates on OAKS.</td>
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<tr>
<td>Oct. 21 (F)</td>
<td>Other Students with Special Needs</td>
<td>Work on class projects.</td>
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<tr>
<td>Oct. 24 (M)</td>
<td>Other Students with Special Needs</td>
<td>Friend, Ch. 8&lt;br&gt;&lt;em&gt;See assigned awareness presentation&lt;/em&gt; dates on OAKS.</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Reading Material</td>
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<tr>
<td>Oct. 26 (W)</td>
<td>Other Students with Special Needs&lt;br&gt;&lt;em&gt;Other Special Needs Awareness Presentations&lt;/em&gt;</td>
<td>Friend, Ch. 8&lt;br&gt;&lt;em&gt;See assigned awareness presentation dates on OAKS.&lt;/em&gt;</td>
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<tr>
<td>Oct. 28 (F)</td>
<td>Other Students with Special Needs</td>
<td>Friend, Ch. 8&lt;br&gt;&lt;em&gt;Due: Awareness Collaborative Peer &amp; Self Evaluation Form&lt;/em&gt;</td>
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<tr>
<td>Oct. 31 (M)</td>
<td>Differentiated Instruction &amp; CWS ASCD DI Video Series</td>
<td>Friend, Ch. 9&lt;br&gt;&lt;em&gt;Tomlinson, Ch 1 – 10 (optional)&lt;br&gt;Bring CWS Part I Rough draft – Peer Editing&lt;/em&gt;</td>
</tr>
<tr>
<td>Nov. 2 (Wed)</td>
<td>Differentiated Instruction &amp; CWS ASCD DI Video Series</td>
<td>Friend, Ch. 9&lt;br&gt;&lt;em&gt;Bring CWS Part I Rough draft – Peer Editing&lt;/em&gt;</td>
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<tr>
<td>Nov. 4 (Fri.)</td>
<td>No Class – Dr. Hay at KDP conference</td>
<td>Work on CWS independently.</td>
</tr>
<tr>
<td>Nov. 7 (Mon.)</td>
<td>Differentiated Instruction &amp; CWS ASCD DI Video Series</td>
<td>Friend, Ch. 9&lt;br&gt;&lt;em&gt;Due – CWS Part I – Sections I – III&lt;/em&gt;</td>
</tr>
<tr>
<td>Nov. 9 &amp; 11 (WF)</td>
<td>Strategies for Independent Learning</td>
<td>Friend, Ch. 10</td>
</tr>
<tr>
<td>Nov. 14 (Mon.)</td>
<td>Strategies for Independent Learning</td>
<td>Friend, Ch. 10&lt;br&gt;&lt;em&gt;CWS Part II Peer Editing&lt;/em&gt;</td>
</tr>
<tr>
<td>Nov. 16 (W)</td>
<td>Evaluating Student Learning</td>
<td>Friend, Ch. 11</td>
</tr>
<tr>
<td>Nov. 18 (F)</td>
<td>Evaluating Student Learning</td>
<td>Friend, Ch. 11&lt;br&gt;&lt;em&gt;Due – Final CWS Parts I (resubmit) &amp; II&lt;/em&gt;</td>
</tr>
<tr>
<td>Nov. 21 (M)</td>
<td>Evaluating Student Learning</td>
<td>Friend, Ch. 11</td>
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<tr>
<td>Nov. 23 – 25</td>
<td>Thanksgiving Holiday</td>
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<tr>
<td>Nov 28, 30 &amp; Dec 2 (MWF)</td>
<td>Responding to Student Behavior</td>
<td>Friend, Ch. 12&lt;br&gt;&lt;em&gt;Optional Bonus Category – Due Nov. 30&lt;/em&gt;</td>
</tr>
<tr>
<td>Dec. 5 (Mon)</td>
<td>Last Class - Final Exam Review&lt;br&gt;“The Miller Twins: Normal for Us”</td>
<td>Collaborative Self &amp; Peer Collaborative Evaluation Form Due (Chapter Discussions, Resource Sharing)</td>
</tr>
<tr>
<td>11 am class – Fri., Dec. 9 (8 – 11 am)</td>
<td>Final Exam – Administered during the College’s scheduled time for final exams.</td>
<td>Take Home Final Exam Due &amp; Sharing of Inclusion Guides</td>
</tr>
<tr>
<td>Noon class – Wed., Dec. 7 (12 – 3 pm)</td>
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Awareness Project
Individually and in collaboration with a small group, develop methods and compile an awareness guide/pamphlet for promoting community, faculty, parent, and student awareness of students with special needs. The group is responsible for providing an organized and cohesive 10 - 15 minute presentation and activity which involves the entire class. *All work must be properly cited.*

**Part I) Awareness Individual Research**

*Important –* This portion of the project is to be done and submitted independently from your group. Each member of the group must conduct his or her own research. The research should not be duplicated by members in the group. The information obtained should be used to assist the group in devising the group presentation and group pamphlet. Individual contributions to the group project should be easily identifiable. It is suggested that each group member be responsible for a specific section of the guide/pamphlet.

**Website & Professional Literature Reviews** – Analyze and briefly review 5 parent, student, or professional websites, books, or articles related to your awareness topic. Clearly explain how each website could be useful to parents, children, or classroom teachers. *(Provide copies of your reviews to your classmates on the OAKS discussion board.)*

**Children’s Literature Reviews** – Read and briefly summarize five (5) children’s (picture) books or approved chapter books (every 25 pages of a chapter book will equal one picture book) related to your topic. If five books on your topic are not available, you may review some books related to other special needs areas. *Note: Obtaining reviews off the internet or other sources is unacceptable and violates the College’s policy on plagiarism.* *(Provide copies of your reviews to your classmates on the OAKS discussion board.)*

In addition to the text, you may want to start your research with resources available on OAKS under Awareness Project and Special Needs Resources.

**Part 2) Awareness Group Work (Group Responsibility)**

*Important –* *This portion of the project is to be done collaboratively with your group.*

**A) Awareness Guide or Pamphlet** - As a group, create a guide/pamphlet which summarizes the project and provides information about the topic. The guide should be posted to the discussion board and a hard copy provided to the instructor.

**Awareness Guide/Pamphlet Components:**
- **Condition Description** – Provide a definition or description of the special needs condition.
- **Obtaining Assistance** – Describe both local, state, and national referral procedures and ways to seek assistance.
- **Condition Characteristics** – List typical characteristics of the condition.
- **Accommodations** – Provide suggestions for support within the regular classroom and throughout the school.
• **Professional Support Services** - List specific professionals and the services that they may be able to provide to assist students, families, and teachers.

**B) Presentation (Group)**
For your presentation, identify your audience (i.e. students, parents, peers, teachers) and tailor your presentation accordingly. Be very careful that your presentation does not inadvertently promote stereotypes. Your presentation should be as engaging as possible where you involve the entire class. As with good teaching, make sure that your participants are gaining the understanding that you expect. Also, you are encouraged to use available technology (i.e. Smart Board, Elmo, PowerPoint, video clips, etc.) within the classroom. Each group member’s involvement and contribution will be evaluated by his or her peers and the instructor. Assigned presentation dates must be adhered to for full credit on this assignment. No make up days will be provided. You are responsible for all material presented in class on tests and the final exam.

**Suggested activities:**
Interviews with parents, teachers, administrators
Videos
Role Plays
Simulations
Case Studies
Integration of local resources
Incorporation of individual research (i.e. children’s books, websites).

**C) Peer Evaluation & Discussion Board Posting** - Group and individual contributions will be evaluated by group members and work will be shared on the discussion board of OAKS. *All work must be properly cited. Final grading for the project will occur upon submission of all components.*
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Contributions</td>
<td>Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.</td>
<td>Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!</td>
<td>Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.</td>
<td>Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.</td>
</tr>
<tr>
<td>Quality of Work</td>
<td>Provides work of the highest quality.</td>
<td>Provides high quality work.</td>
<td>Provides work that occasionally needs to be checked/redone by other group members to ensure quality.</td>
<td>Provides work that usually needs to be checked/redone by others to ensure quality.</td>
</tr>
<tr>
<td>Attitude</td>
<td>Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).</td>
<td>Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).</td>
<td>Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).</td>
<td>Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).</td>
</tr>
<tr>
<td>Focus on the task</td>
<td>Consistently stays focused on the task and what needs to be done. Very self-directed.</td>
<td>Focuses on the task and what needs to be done most of the time. Other group members can count on this person.</td>
<td>Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.</td>
<td>Rarely focuses on the task and what needs to be done. Lets others do the work.</td>
</tr>
<tr>
<td>Time-management</td>
<td>Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.</td>
<td>Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.</td>
<td>Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination</td>
<td>Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.</td>
</tr>
<tr>
<td>Working with Others</td>
<td>Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.</td>
<td>Usually listens to, shares with, and supports the efforts of others. Does not cause &quot;waves&quot; in the group.</td>
<td>Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.</td>
<td>Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.</td>
</tr>
</tbody>
</table>
Using the preceding rubric, evaluate your contribution and each group member’s contribution to the Awareness Project. Please assign a score of 4, 3, 2, or 1 for each team member in each category.

<table>
<thead>
<tr>
<th>Team Members Names (include yourself)</th>
<th>Contributions</th>
<th>Quality of Work</th>
<th>Attitude</th>
<th>Focus on Task</th>
<th>Time Management</th>
<th>Working with Others</th>
</tr>
</thead>
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</table>

Comments: Please share any additional information on this project and your experience completing it. In addition, write a description of how each member of your group worked together. Make sure you include a description of each group member’s participation in meetings and a summary of what each group member contributed to the project. *This form must be submitted prior to receiving a grade for the project.*
Awareness Presentation Checklist

Name: _____________________   Grade: _________/100 points________

Group Component:      Total Group points - ______/ 40 points

- **40 points** The group provided an organized and cohesive presentation and pamphlet. Presentation and pamphlet (e.g. Condition Description, Obtaining Assistance, Condition Characteristics, Accommodations, and Professional Support Services) include all necessary components to effectively promote awareness of the special needs population identified. Unique and thought-provoking strategies were utilized to increase the audience’s understanding. A positive peer rating was provided. Attended and fully participated in all groups’ awareness presentations. Awareness work posted on the discussion board.

  - **30 points** - Presentation is lacking one or two necessary components to effectively promote awareness of the special needs population identified. Other methods could have been utilized in order to promote greater understanding and acceptance of the audience. An average peer rating was provided. Attended one of the two days of awareness presentations.

  - **20 points** - Presentation is lacking more than two necessary components to effectively promote awareness of the special needs population identified. Other methods could have been utilized in order to promote greater understanding and acceptance of the audience. A weak peer rating was provided.

Individual Contribution    Individual points - ______/ 60 points

**Special Education Websites:**

  - (25 points – 5 points per review) A thorough review and analysis of 5 special education websites and/or other community resources.

  - (23 points) A thorough review and analysis of 5 special education websites and/or other community resources. However, there are 2 – 3 grammatical, spelling or mechanical errors.

  - (20 points) A thorough review and analysis of 5 special education websites and/or other community resources. However, there are numerous grammatical, spelling or mechanical errors.

  - (0 points) Website/community resource reviews not submitted.

**Children’s Literature Review**


  - (23 points) A brief synopsis of 5 special needs children’s literature. Each review summarizes the book and provides suggestions for the book’s use with children. However, there are 2 – 3 grammatical, spelling or mechanical errors.

  - (20 points) A brief synopsis of 5 special needs children’s literature. Each review summarizes the book and provides suggestions for the book’s use with children. However, there are numerous grammatical, spelling or mechanical errors.

  - (0 points) Children’s literature reviews not submitted.

**Self- Evaluation and Peer Rating** – a detailed account of personal and group member’s involvement on the project is submitted.

  - (10 points) Self-evaluation and peer evaluation submitted.

  - (0 points) Self-evaluation and peer evaluation not submitted.
TT2: Candidate Work Sample

Teacher’s Name _____________________Grade Level __________________
School_____________________________ Year________________________

CWS Section I:

Unit Topic or Title  (from the long-range plan (LRP), key element 1.C)

CWS Section II:

Contextual Factors  (from the LRP, key element 1.A)

Based upon your field placement and your selected case study student, describe how you would ideally address contextual factors to meet the needs of your students, including your case study student.

A. Classroom description

Considering overall expectations (e.g., national, state and local standards) for your grade, describe relevant student characteristics and other factors related to the community, district, school, classroom, or the students that are likely to impact instruction and/or overall student learning with regard to the selected instructional unit.

B. (Step 1) (I) - Identify Overall Classroom Demands

Provide a bulleted description of each of the following. Use the bulleted prompts to assist you.

Classroom Organization

- Physical arrangement of desks, learning centers, computers, book shelves, wall decorations, bulletin boards and lighting.
- Classroom routines and procedures for academic and nonacademic tasks
- Classroom climate, or attitudes towards individual differences
- Behavior management, such as classroom rules and monitoring
- The use of time for instructional and non-instructional activities

Classroom Grouping

- Whole groups
- Small groups (types)
- Individual instruction
- Peer groups

Instructional Materials

- Textbooks
- Manipulatives
- Models
• Technology

Instructional Methods
• Direct Instruction
• Indirect instruction
• Scaffolding
• Independent practice
• Homework

Student Evaluation
• Testing
• Grading
• Performance-based assessment
• Portfolio

C. Case study student description

D. In a paragraph, describe your case study student. Then go through Steps 2 – 4 of INCLUDE to analyze the student’s anticipated strengths and weaknesses. Include a description of the ways in which each of these factors will be taken into consideration during unit planning and instruction. Use steps 2 – 4 of the INCLUDE strategy within this section.

• Step 2 (N) – Note Case Study Student Strengths & Needs
  In a bulleted list, note strengths and needs of your case study student. Indicate strengths with a plus (+) sign and areas of weakness with a negative (-) sign. Be sure to address the following areas.
  • Academics – basic skills, cognitive and learning strategies, & survival skills.
  • Social-emotional development – interpersonal skills & coping skills
  • Physical development – vision, hearing, motor & neurological functioning.

• Step 3 (C) - Check for Potential Case Study Student Successes
  • Analyze student’s strengths in view of classroom demands, noted in Step 1.
  • Check for and identify activities or tasks the case study student can do successfully.

• Step 4 (L) – Look for Potential Problems (Mismatches)
  Based upon the student’s needs, identify potential mismatches that should be avoided. For example, if the student has written expression problems, minimize writing in assignments where writing is not the goal.
E. **Classroom map**
   Design a classroom map depicting an ideal learning environment for your students. Use an online tool or draw your plan.

   [http://classroom.4teachers.org/](http://classroom.4teachers.org/)

CWS Section III: **Unit Plan (Part A)** (key element 2.A):

A. **Unit outline**
   Make a detailed outline of the instructional unit using the table below. Identify unit objectives and their correlated standards or expectations.

<table>
<thead>
<tr>
<th>Unit Objectives (Key element 2.A)</th>
<th>Correlated Standards/Expectations</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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<td>10.</td>
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</tbody>
</table>
B. **One Lesson Plan**

Considering the objectives above and lessons you would plan for this unit, develop **at least one detailed lesson plan** which includes substantial accommodations using steps 5 – 7 of the INCLUDE strategy and the student described in your case study.

**Step 5 (U) – Use Information to Brainstorm Adaptations**

Use information gathered to brainstorm adaptations for your case study student. (Cite appropriate and comprehensive adaptations from the professional literature.)

**Accommodations**
- By-pass strategies
- Classroom teaching & organization
- Intensive instruction on basic skills and/or learning strategies

**Modifications**
- Typically used for students with severe behavioral and/or cognitive challenges
- Curricular expectations of general education are inappropriate
- Simplifying content inappropriately can lead to watered down curriculum

**Step 6 (D) - Decide upon Adaptations**

From your brainstormed list generated in step 5, select adaptations to implement for your case study student. (Cite appropriate sources)
- Select age-appropriate adaptations
- Select the easiest accommodations first
- Select adaptations you agree with
- Select adaptations with demonstrated effectiveness

**Step 7 (E) - Evaluate (case study) student progress**

- Explain how you will track or assess strategy effectiveness (not the same as step 1)

C. **CWS Section III, Part B** (key elements 3.A and 3.C):

**Unit Assessment**

For this assignment, provide a written description of how you will pre and post assess the entire unit. Describe any necessary accommodations that will be needed for your case study student. (During your internship, you will complete the table in the grayed out section below.)
D. CWS Section III, Part D (key elements 2.B):

**Activities/Strategies/Materials/Resources**
Describe the key instructional activities, strategies, materials, and resources (including instructional technology), and indicate the lesson objectives (numbered according to the order in which they are listed in CWS Section III, Part A) that are addressed.

<table>
<thead>
<tr>
<th>Activities/Strategies/Materials/Resources (Key element 2.B)</th>
<th>Unit Objective Number(s)</th>
</tr>
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</table>

E. APA citations, APA Reference Page & Annotated Bibliography

- Throughout the CWS, cite at least 5 professional references (i.e. scholarly, refereed journals, textbooks, and approved professional websites) that provide support for the inclusion strategies that you identify.
- On a separate page, summarize each reference in annotated form.
- APA style should be correctly used throughout the CWS.
CWS Section III, Part C (key element 3.B): (moved from above)

After administering the pre-assessment(s), analyze student performance relative to the lesson objectives. **Attach one or more clearly labeled tables, graphs, or charts that depict the results of the pre-assessment(s) in a format that allows you to find patterns of student performance relative to each objective. Summarize the results of the pre-assessment(s) and describe the implications of these results on instruction (or describe how you can display your results).**

CWS Section III, Part B (key elements 3.A and 3.C):

This part of the CWS includes the planned assessments (pre-, post-, and other) that will be used to measure student progress and achievement. This section also includes descriptions of any necessary accommodations as well as the evaluation criteria for each student assessment. The (teacher) evaluation criteria for this part of the CWS are found in key elements 3.A. and 3.C.

<table>
<thead>
<tr>
<th>Assessments (Key element 3.A)</th>
<th>Accommodations (Key element 3.A)</th>
<th>Evaluation Criteria (Key element 3.C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Objective 1: Pre-Assessment(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit Objective 1: Post-Assessment(s)</td>
<td></td>
<td></td>
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<tr>
<td>Unit Objective 1: Other Assessment(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit Objective 2: Pre-Assessment(s)</td>
<td></td>
<td></td>
</tr>
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<tr>
<td>Unit Objective 2: Other Assessment(s)</td>
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<td></td>
</tr>
</tbody>
</table>

CWS Section IV: Analysis of Student Learning (Key elements 3.B and 3.C)

Once you have completed the unit, analyze all of your assessments and determine your students’ progress relative to the unit objectives. **Attach clearly labeled tables, graphs, or charts that depict student performance for the entire class, for one selected subgroup, and for at least two individual students. For each visual representation, provide a descriptive narrative that summarizes your analysis of student progress and achievement. Finally, explain the ways in which you have assigned student grades (or other indicators of student performance), and include a description of the ways in which these results have been recorded as well as how and to whom they have been reported.**

CWS Section V: Reflection and Self-Assessment (Key elements 3.B and 2.C)

Reflect on and describe the relationship between your students’ progress and achievement and your teaching performance. If you were to teach this unit again to the same group of students, what, if anything, would you do differently, and why?
**Part I  Candidate Work Sample Components**

CWS Section I: **Unit Topic or Title**  appropriate for grade level & standards

**Section II Contextual Factors**  Steps 1 - 4 of the INCLUDE strategy are appropriately applied based upon the professional literature and the needs of the selected case study student.

CWS Section II: **Contextual Factors**

Areas addressed:

1. **Step 1 (I) - Identify Overall Classroom Demands**  (5 points)
2. **Case Study Student Description**  (15 points)
   - **Step 2 (N) – Note Case Study Student Strengths:& Needs**
   - **Step 3 (C) - Check for Potential Case Study Student Successes Step 4 (L) – Look for Potential Problems (Mismatches)**
3. **Classroom map**  - (5 points)

**CWS Section III: Unit Plan**

Part A - Unit outline –with related and appropriate objectives for the grade level and standards.

**Part II**

B. One Lesson Plan (evaluated below)

C. Lesson Plan Assessment – appropriate based upon the needs of the class and the case study student.

D. Activities/Strategies/Materials/Resources – appropriate based upon the needs of the class and the case study student.

**INCLUDE Strategy Application**

Appropriate application of each step based upon the professional literature and the needs of the selected case study student.

<table>
<thead>
<tr>
<th>13 - 15 points</th>
<th>10 - 12 points</th>
<th>0 – 9 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>INCLUDE strategy is applied with exceptional skill and insight:</td>
<td>INCLUDE strategy is accurately and appropriately applied.</td>
<td>INCLUDE strategy is applied in a superficial or incorrect manner</td>
</tr>
</tbody>
</table>

**Detailed Lesson Plan**  (with clear evidence of accommodations for the identified case study student)  (Steps 5 – 7 of INCLUDE based upon the professional literature.)

**APS 2: Short Range Planning**

Develops objectives that facilitate student achievement of appropriate standards and learning and development goals

Selects content which is appropriate for the ability and developmental levels of students

Plans instructional strategies which are attuned to the needs of students

Selects resources and technologies which present content in a variety of strategies

Plans instructional strategies that will promote both independent and collaborative learning

Plans appropriate introduction and summary to each lesson and unit

**APS 3: Planning Assessments and Using Data**

Develops/Selects variety of appropriate assessments

Plans for assessment that actually measure both effective and material presented

Establishes appropriate criteria and assessment weightings for determining student progress and achievement

**Annotated Bibliography**

5 scholarly resources with clear, concise descriptions correctly cited using APA style. (3 points each)
POLICIES AND PROCEDURES FOR COURSES
IN THE SCHOOL OF EDUCATION, HEALTH, AND HUMAN
PERFORMANCE*

1. GRADING SCALE:

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>91 – 92%</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>89 – 90%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>86 – 88%</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>84 – 85%</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>82 – 83%</td>
<td>2.3</td>
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<tr>
<td>C</td>
<td>79 – 81%</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>77 – 78%</td>
<td>1.7</td>
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<tr>
<td>D+**</td>
<td>75 – 76%</td>
<td>1.3</td>
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<tr>
<td>D</td>
<td>72 – 74%</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>70 – 71%</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0 – 69%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

** A grade of 76 or below is considered a failing grade for all graduate courses. No D’s are given in graduate classes.

2. PROFESSIONAL BEHAVIOR/DISPOSITIONS: Students are responsible for all content and assignments for each class. They are expected to demonstrate professional behaviors consistent with the following dispositions:
   • The belief that all students can learn.
   • Value and respect for difference.
   • Value of positive human interaction.
   • Intellectual curiosity and willingness to learn new knowledge.
   • A commitment to inquiry, reflection, and self-assessment.
   • Value of responsible, collaborative, and cooperative work.
   • Sensitivity to community and cultural context.
   • Fair, responsible and ethical practice.

3. ATTENDANCE: Class attendance and punctuality are expected professional behaviors. Students are responsible for meeting the specific attendance requirements as outlined in the syllabus for each course. A student may receive a “WA/F” for excessive absences, based on the class attendance requirements specified in the syllabus.

4. MAKE-UP EXAMINATIONS AND QUIZZES: If a quiz or examination (other than the final examination) was missed for a legitimate reason, as determined by the professor, the professor has the discretion to administer a make-up examination. It is the responsibility of the student to make arrangements for the make-up.

5. DUE DATES: Due dates for course assignments, as well as scheduled quizzes and exams, are listed in the syllabus. Any changes will be announced in class. Consequences related to late materials are determined by the professor.
6. **FINAL EXAMS:** The final exam for each course (which may be in the form of an examination, performance, or project) will only take place during the period scheduled for the final exam for that course. (Undergraduate students who have more than two final exams scheduled on the same day may arrange for an alternate time for one final exam through the Office of Undergraduate Academic Services.) Graduate students have their own schedule and they need to go through the Graduate Dean for changes.

* Applies to all EDEE and EDFS courses and all PEHD teacher education courses above the 200 level.
Revised and approved by EHHP faculty 3/31/06
(over)

7. **PAPERS:** Papers will be word processed using the style of the Publication Manual of the American Psychological Association (most current edition).

8. **HONOR SYSTEM:** All courses in the School of Education, Health, and Human Performance are conducted under the Honor Code of the College of Charleston. The Honor Code specifically forbids lying, cheating, attempted cheating, stealing, attempted stealing and plagiarism. Students at the College are bound by honor and by their acceptance of admission to the College to abide by the Code and to report violations. As members of the College community, students are expected to evidence a high standard of personal conduct and to respect the rights of other students, faculty, staff members, community neighbors, and visitors on campus. Students are also expected to adhere to all federal, state, and local laws. Faculty members are required to report violations of the Honor Code or Code of Conduct to the Office of Student Affairs. Conviction of an Honor Code violation in a class will result in the grade of “XF” for the course.

9. **ADA ACCOMMODATIONS:** In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” The instructor must be notified during the first week of class of any accommodations needed.

**MISSION**

The mission of the School of Education, Health, and Human Performance at the College of Charleston is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

Our mission is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. These opportunities are created by professionals who can **MAKE THE TEACHING - LEARNING CONNECTION** through:

- Understanding and valuing the learner;
- Knowing what and how to teach and assess and how to create an environment in which learning occurs;
- Understanding ourselves as professionals.

**MAKE THE TEACHING AND LEARNING CONNECTION**

The mission is further defined through elements of teacher competency that organize standards of effective teaching.
Element of Teacher Competency 1: Understand and value the learner
   Standard I: Evidence theoretical and practical understanding of the ways learners develop
Element of Teacher Competency 2: Know what and how to teach and assess and how to create an environment in which learning occurs.
   Standard II: Demonstrate understanding and application of the critical attributes and pedagogy of the major content areas.
   Standard III: Evidence a variety of strategies that optimize student learning
   Standard VI: Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning
Element of Teacher Competency 3: Understand oneself as a professional
   Standard IV: Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession
   Standard V: Communicate effectively with students, parents, colleagues, and the community
   Standard VII: Show an understanding of the culture and organization of schools and school systems and their connection to the larger society

College of Charleston
School of Education, Health, and Human Performance
Charleston, South Carolina 29424
ehhp.cofc.edu
### COLLABORATIVE WORK SELF & PEER EVALUATION RUBRIC
(Chapter Discussion, Chapter Resources and CWS Group Participation)

**Due Last Class**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
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<td>Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person’s procrastination.</td>
<td>Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person’s procrastination.</td>
<td>Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person’s procrastination.</td>
<td>Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person’s inadequate time management.</td>
</tr>
<tr>
<td><strong>Working with Others</strong></td>
<td>Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.</td>
<td>Usually listens to, shares with, and supports the efforts of others. Does not cause &quot;waves&quot; in the group.</td>
<td>Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.</td>
<td>Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.</td>
</tr>
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</table>
Using the preceding rubric, evaluate your contribution and each group member’s contribution to the discussion and sharing of resources of each chapter. Also, evaluate each group member’s contribution to peer editing of each other’s CWS projects. Please assign a score of 4, 3, 2, or 1 for each team member in each category.

<table>
<thead>
<tr>
<th>Team Members Names (include yourself)</th>
<th>Contributions</th>
<th>Quality of Work</th>
<th>Attitude</th>
<th>Focus on Task</th>
<th>Time Management</th>
<th>Working with Others</th>
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Comments: Please share any additional information regarding you’re the collaborative experience with your grade level team. Provide specific information about each group member’s contributions to chapter discussions, sharing of resources, and assistance with peer editing of each other’s CWS projects. *This form must be submitted prior to receiving a grade for the in-class participation.*